



Shinfield Infant and Nursery School  
School Improvement Plan 2023-24

	<p>When action has been achieved it is highlighted <b>Autumn</b> <b>Spring</b> <b>Summer</b></p> <p><i>Half termly comments are below the actions in italics</i></p>
<b>Ofsted:</b>	<b>Quality of Education</b>
<b>Priority 1</b>	<p>To ensure that Phonics and Reading are well taught throughout the school and that reading resources match phonics skills</p> <p>To narrow the gap of the children achieving the PSC to the percentage achieving EXP in Reading in 2024</p>
<b>Rationale</b>	<p>Reading is fundamental to education. Proficiency in reading, writing and spoken language is vital for pupils' success. See the Reading Framework (DfE July 2021) <a href="https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/101321/the-reading-framework-teaching-the-foundations-of-literacy.pdf">The reading framework - teaching the foundations of literacy (publishing.service.gov.uk)</a></p>
<b>Success Criteria</b>	<p>For 90% or more of Year 1 children to pass the 2024 Year 1 Phonics Screening Check</p> <p>For at least 75% of F1 children to achieve end of Nursery expectation</p> <p>For at least 75% of F2 children to achieve GLD in Communication and Language and Literacy</p> <p>For at least 75% of Year 1 children to achieve EXP in June 2024</p> <p>For at least 75 % of Year 2 children to achieve EXP in June 2024</p> <p>For at least 20 % of Year 2 children to achieve GDS in June 2024</p>
<b>Vision</b>	Children use phonics confidently when reading and spelling
<b>Key Objective</b>	<p>Phonics is taught consistently well using the accredited Little Wandle scheme, all children make good progress and achieve above National average results in the Year 1 Phonics check</p> <p>Reading is taught consistently well through group reading sessions, all children make good progress and resources are well matched to their phonic ability if using Little Wandle books or reading ability (fluency and comprehension) for the Oxford Reading Tree/Free reader books.</p> <p>Reading is practised in all subjects to allow all children to access the whole curriculum</p>

Intended Outcomes	Actions	Who	Resource/ Time	Timescale	Monitoring	
1.	All teachers and teaching assistants are trained in Little Wandle Phonics	<p>Refresh training for all staff in September</p> <p>Full training for new staff in September</p> <p>Training for Y2 to deliver new Phase 5 review phonics in Autumn Term 1</p> <p>Training for SEN Staff on SEN LW Programme</p>	All staff	Induction training day prior to September for new starters.	New staff to be fully trained before September 10 <sup>th</sup> .	ZF
2.	Improve fluency in reading to ensure that it is not a barrier to children reaching the EXP standard	<p>Echo reading within all classrooms: F2 Year 1 Year 2</p> <p>Reading opportunities added to planning: F1 F2 Year 1 Year 2</p> <p>Purchase new LW fluency books for Y2</p> <p>Drop Everything And Read time</p> <p>Silent reading - Yr2 chn to read a book from home rgularly during register times</p> <p>Lowest 20% in each year group to read daily</p> <p>Three group reads a week to be timetabled across each year group</p> <p>Once children reach phase 5, set 5, children to take home an ORT purple book to increase access to longer books and therefore increase opportunity for fluency</p> <p>Use LW fluency assessment materials for phase 5 to decide when children are ready to move onto next set of phase 5 books or move off LW onto ORT</p> <p>Subtitles to be used in class on IWB for videos Y1</p> <p>Reading under visualisers Y1</p> <p>Pathways to reading text EEF research:  <a href="https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency">https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency</a></p>	All staff		From Sept	NF

		Poetry for prosody to be included weekly in all year groups and celebrated in assemblies.				
3.	Improve comprehension in reading	Look at group reading resources for children who finish LW – Yr2 plan which resources to use when to ensure consistency Observe group reading sessions to ensure sessions being taught correctly Yr2 children to work on comprehension skills in group reading sessions and weekly whole class reading lessons EYFS to use nursery rhymes as the start of comprehension – map out which specific nursery rhymes will be taught in Nursery and Reception. Move onto familiar stories.	NF	Subject leader time	Spring Term	NF
4.	Little Wandle reading books match Phonics levels	Resource audit September: SEN resources Y2 resources F2 need more books for the first stages including new blending books  Utilise LW heat map assessments half termly to challenge children accordingly with the correct LW reading book. Yr2 use the matching grids after assessing phonics half termly. Bridge to spelling assessment at the end of Aut 1 for Year 2  Ensure all staff using the matching grid	NF ZF	More early books needed- PTA	Assess every 6 weeks	NF KS leads
5.	For parents to be involved in supporting their children in phonics and reading	Parent information sessions - online or video 1. F2 new starters meeting 2. Little Wandle Phonics and Reading for enjoyment Autumn 3. Year 1 Phonics Screening March	NF CS ZF		See information session dates	HT NF

		<p>Holiday reading challenges to be scheduled</p> <p>Weekly checking of reading diaries to see who is reading at home.</p> <p>Send out letter (saved on shared drive) to those children who aren't reading to increase number of reads</p> <p>Book swap hut – unveil to the children in September</p>	All staff			
6.	Develop reading for pleasure within school	<p>Ensure book corners have a selection of high quality texts (including non-fiction, fiction, poetry and magazines) that represent everyone in the class. Change these books termly. Give children daily opportunities to look at reading corner books individually, in pairs or groups to encourage book chatter.</p> <p>Hold a World Book Day competition to raise money to buy books for book corners.</p> <p>Run a book fair during World Book Day week to raise money to buy books for book corners.</p> <p>Sharing books go home for parents to share and join in with reading.</p> <p>Weekly library trips for FS and KS1 (Nursery once a term) to encourage reading for pleasure. Introduce library passports to be stamped each time children read a book.</p> <p>Every class timetable a daily slot for sharing a story with their class from the reading spine set of books for their year group or other good quality texts.</p> <p>Check reading spines – do they need updating? Add new books to Amazon wish list.</p>	All staff	Fundraising events	<p>Spring term focus - book corners picture shelves to display books</p> <p>From Sept</p>	NF

<b>Ofsted:</b>		<b>Quality of Education</b>				
<b>Priority 2</b>		Punctuation, sentence structure and handwriting are taught consistently well				
<b>Success Criteria</b>		<p>For at least 75% of F1 children to achieve end of Nursery expectations</p> <p>For at least 75% of F2 children to achieve the ELG for Communication and Language and Literacy</p> <p>For at least 75% of Year 1 children to achieve EXP in June 2024</p> <p>For at least 75 % of Year 2 children to achieve EXP in June 2024</p> <p>For at least 10 % of Year 2 children to achieve GDS in June 2024</p>				
<b>Vision</b>		Pupils are confident writers who are next stage ready				
<b>Key Objective</b>		<p>Spelling, punctuation and sentence structure are prioritized in the Autumn term and are taught as discreet parts of writing lessons.</p> <p>Handwriting is taught in all year groups at least 4 times a week.</p>				
<b>Intended Outcomes</b>		<b>Actions</b>	<b>Who</b>	<b>Resource/ Time</b>	<b>Timescale</b>	<b>Monitoring</b>
1.	Punctuation is taught and modelled consistently well. Teachers have high expectations and children are taught to check their own work.	<p>Punctuation is prioritised in all writing lessons with the expectation that the majority (75%) of children will have achieved the following skills in most of their work by June 2023:</p> <p>F1- Oral discrimination, listening to and re-telling narratives</p> <p>F2- Awareness of finger spaces and full stops</p> <p>Y1- Use finger spaces, capital letters and full stops in some sentences</p> <p>Y2- Demarcate most sentences in their writing with capital letters and full stops. Use question marks correctly when required.</p>	All staff	daily	From Sept	ZF
2.	Sentence Structure is taught and modelled consistently well. Teachers have high	<b>Distinct focus on foundation writing principles in the Autumn term across FS and KS1.</b> Followed by Jane Considine planning used	All staff	daily	From Sept	ZF

	expectations and children are taught to check their own work.	<p>consistently in F2, Year 1 and Year 2 from Spring Term to enable all children to improve writing outcomes for all.</p> <p>Y1 to set B1/B2's in Spring term to continue foundation writing principles before moving on to JC SOW in the Summer term.</p> <p>PiXL writing package to be considered for KS1.</p> <p>Purposeful writing with a clear focus on the audience for each Independent piece of Writing.</p>				
3.	Handwriting is taught consistently well. Teachers have high expectations and children are taught to check their own work.	<p>F1- Gross/fine motor skills progression and consistent opportunities to mark make throughout the year, correct pencil grip to be taught.</p> <p>F2- Daily teaching of Little Wandle formation, in addition to a programme of gross/fine motor skills development across the year. Correct pencil grip to be taught/modelled and corrected. PE rotation of activities to improve gross motor skills for writing purpose.</p> <p>Y1- Daily handwriting within teaching of Little Wandle, in addition to a standalone handwriting lesson 4 times a week.</p> <p>Daily handwriting intervention during assembly time for B1/E2 children</p> <p>Y2- Explicit teaching of handwriting 3 times a week. Model lead in and lead out pre-cursive writing without joining.</p>	All staff	daily	From Sept	ZF
4.	Spelling and spelling rules are taught consistently well	<p>F1- Oral discrimination and letter recognition/sound relationship taught using Little Wandle scheme of work</p> <p>F2- Daily teaching of Little Wandle scheme of work and common exception words</p>	All staff	daily	From Sept	ZF

		<p>Y1- Daily teaching of Little Wandle scheme of work and spelling common exception words, with a scaffolding and repetition of spellings taught within handwriting lessons 4 times a week. Distinct spelling lesson on a Friday.</p> <p>Y2- Little Wandle Steps into Spelling. Daily spelling to be implemented (for those secure in Phase 5) in the Spring Term once Phase 5 phonic code completed.</p> <p>Year 2 teachers to complete training on Spelling programme in January '24.</p> <p>From September- F2, Year 1 and Year 2 children who have been identified as having speech and language needs are being supported by a trained speech and language practitioner.</p> <p>Standard resources available to all pupils when writing to include a LW Grow the Code mat, alongside CEW support; teachers to model using this during input, F2, Y1, Y2.</p>				
5.	More children achieve GD in writing	KS1 A2/A1 children to be taught editing and re-drafting of their work. GD children to be expected to edit and re-draft independently after each Independent Write.				
6.	For resources to reflect the racial diversity of our school	Writing genres, authors and experiences in Writing to reflect the racial diversity of our school and community through regular review of MTP by Writing Lead to ensure inclusivity and equity.	All staff	PPA time	From Sept	SLT

Ofsted:	Quality of Education
---------	----------------------



<b>Priority 3</b>		<b>Teaching challenges pupils highly in mathematics, through better opportunities for reasoning and problem-solving, so that more pupils make really strong progress by the end of key stage 1</b>				
<b>Success Criteria</b>		For at least 75% of F1 children to achieve end of Nursery expectations For at least 75% of F2 children to achieve the ELG for Maths in June 2024 For at least 80 % of Year 2 children to achieve EXP in June 2024 For at least 20 % of Year 2 children to achieve GDS in June 2024				
<b>Vision</b>		Children are able to reason and problem solve using appropriate mathematical language and resources, showing a depth of understanding				
<b>Key Objective</b>		Teaching challenges pupils highly in mathematics, through better opportunities for reasoning and problem-solving, so that more pupils make really strong progress by the end of key stage 1				
<b>Intended Outcomes</b>		<b>Actions</b>	<b>Who</b>	<b>Resource/ Time</b>	<b>Timescale</b>	<b>Monitoring</b>
1.	To ensure previous learning is revisited and recalled	Assessments at the beginning of each unit using the ready to progress standards.  Use WRM Flashback 4s to revisit prior learning Year 1 and 2 daily with weekly evidence in exercise books.	Class teachers		From Sept	BB
2.	To ensure children don't have gaps in knowledge	Year 2- Use Fluency Bee for B1 children daily as a mathematical fluency intervention	Year 2 teachers	£70	From Sept	BB
3.	Children in all year groups have strong reasoning skills	2 members of staff to attend Maths Mobious training. Impart knowledge across the school in staff meeting time.	BB ZF	£1000 (paid back in July)	From Sept	SLT
4.	Children know how to use agreed manipulatives and models following Maths calculation progression map	Manipulatives, models and support materials continue to be used in maths lessons across the school. Consistency across the school.  <i>Calculation progression map is used by all staff to ensure consistency.</i>	Class teachers		From Sept	BB

5.	Children practise reasoning skills regularly in Maths lessons using the correct vocabulary	Reasoning to continue in all lessons and children to all have a go at a reasoning question at their level. In EYFS it is part of the challenge group activity (verbal related to number bonds and facts) Question a week in the afternoon for the whole class in EYFs to be trialled.  Use reasoning acronym and 'I know this because...' in books for all children when answering a reasoning question (reasoning to be differentiated for all children to access). Year 1 Year 2	Class teachers		From Sept	BB
6.	Children will have stronger instant recall of number facts	KIRFs used from F2 to Year 2 BB to track progress and attainment against them to ensure that number facts are being secured.	Class teachers		From Sept	BB

<b>Ofsted:</b>	<b>Quality of Education</b>
<b>Priority 4</b>	<b>Teachers' expectations of what pupils can achieve in subjects other than English and mathematics are consistently high.</b>
<b>Rationale</b>	Teachers have a clear understanding of the key concepts and the progress of learning in all subjects. Teachers know what has been taught before and use regular retrieval practice to ensure learning is embedded into long term memory.
<b>Success Criteria</b>	Shinfield Infant and Nursery School delivers a good, well-taught curriculum where pupils know more and are able to do more. The positive results of pupil's learning can be seen by the standards that they achieve and through regular assessment of their knowledge recall and semantic understanding for all key concepts in every subject.
<b>Vision</b>	An exciting, progressive model curriculum that builds on prior knowledge, is engaging and relevant to all learners, preparing them for the next stage in their learning.

Key Objectives		The curriculum is fully embedded. Pupils can talk confidently about what they are learning and how this builds on prior knowledge. Teachers build on prior learning and use regular retrieval practice to ensure learning remains 'sticky' Teachers assess regular against key concepts.				
Intended Outcomes		Actions	Who	Resource/ Time	Timescale	Monitoring
1.	Teachers are using the curriculum document with confidence to plan and teach every key concept in line with our progression model.  Subject leaders are monitoring the <b>impact</b> of their subject.	Teachers to use curriculum documents to ensure lesson planning is matched to the progress documents and key concepts for each subject.	Subject leaders	Time	Documents reviewed by September 2023 and updated as needed	CS
		A robust monitoring timetable is drawn up for all subjects clearly identifying release time for subject leads and 'spot light' time.	CS	Time	By end of September 2023	NL
		Subject leaders are monitoring the impact of their subject through looking at planning, learning walks, lesson observations and book looks to identify what is going well and what needs improving.	Subject leaders	Time Supply	Ongoing throughout the year	CS
		Action plans are created for each subject to improve subject implementation and impact. Performance management target for all staff  Subject leaders use 'spot light' time in staff meetings to feedback on their monitoring and to share action planning. <b>Geography, Maths, Reading</b>	Subject leaders	Time Supply	Ongoing throughout the year	CS/SLT
2.	Subject leaders are confident when talking about the <b>Impact</b> of their subject.	Subject leaders to monitor books to ensure that lesson objectives show clear links to a key concept and that the objective is taken from the progression grid.	Subject leaders SLT	Monitoring timetable	SLT subject monitoring to be timetabled across the year.	SLT

		<p>Subject leaders to monitor the assessment of their subject and to take the lead in collecting and analysing data to identify any trends or patterns that need addressing. This should then inform action planning</p> <p>Subject leaders to monitor those not working at a proficient level to ensure that provision is in place.</p>	Subject leaders	Time	Monitor half termly	CS
3.	Regular retrieval of knowledge is embedded into the curriculum.	<p>Staff training on retrieval practice to ensure all staff understand the importance of retrieval practice and understand that learning is a change to long term memory.</p> <p>As a school staff agree an action plan for embedding retrieval practice in our school.</p> <p>Subject monitoring includes looking at how retrieval practice is built into lessons.</p> <p>Information on how we are embedding learning into long-term memory at Shinfield Infant and Nursery School is included in curriculum documentation.</p>	CS	Staff meeting time	September 2023	NL
			CS	Staff meeting time	September 2023	NL
			Subject leaders		In line with monitoring timetable.	CS
			CS	Time	Autumn Term	NL
4.	Assessment happens at the end of every half term, in line with when key concepts are taught.	Teachers to assess key concepts taught at least half termly or when a key concept has been taught. Teachers to assess pupils understanding against the expected year group level (as outlined in the progression map for each subject) Staff to assess pupils as novice, proficient or expert.	Class Teachers	Time	Ongoing	Subject leads

		Refresher training on assessment to be delivered by CS in the Autumn Term.	CS			
5.	Subject leaders feel confident to lead and support other colleagues with their subject.	<p>Subject leaders to engage with Trust subject leader training and to engage with cluster subject support groups.</p> <p>Subject leaders to ensure they regularly use the CFSA directory to access subject expertise, research informed advice and resources in curriculum, pedagogy, teacher training and teacher development.  <a href="https://www.subjectassociations.org.uk/wp-content/uploads/2022/10/CfSA-Directory-2022.pdf">https://www.subjectassociations.org.uk/wp-content/uploads/2022/10/CfSA-Directory-2022.pdf</a></p> <p>Subject leaders to ensure they are keeping to date with latest developments in their subject by e.g. accessing subject curriculum insights webinars from OFSTED, joining a subject association and ensuring they read and cascade back any findings in relevant DFE reports.</p>	Subject leaders	Time	Termly	NL
6.	Curriculum documentation is up to date and available on the website	<p>Curriculum documentation is uploaded onto the website and kept up to date.</p> <p>Knowledge organisers to be sent out with Curriculum news for KS1.</p> <p>A short video for parents about our curriculum is uploaded onto the website.</p>	CS/SEB  CS	Time  Time	Ongoing but new curriculum documents uploaded by October 2023	NL

<b>Ofsted:</b>		<b>Behaviour and attitudes/ Personal development</b>				
<b>Priority 5</b>		<b>Wellbeing for Children and Staff</b>				
<b>Rationale</b>		Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance. (EEF)				
<b>Success Criteria</b>						
<b>Vision</b>		Children and families and staff are well supported through carefully targeted support				
<b>Key Objective</b>		Children are able to learn effectively because they are emotionally well regulated				
<b>Intended Outcomes</b>		<b>Actions</b>	<b>Who</b>	<b>Resource/ Time</b>	<b>Timescale</b>	<b>Monitoring</b>
1.	Staff are well supported in school	<ul style="list-style-type: none"> <li>Regular check in meetings for all staff teams</li> <li>Line managers/ mentors for all staff to talk to</li> <li>CM trained as Mental Health and Wellbeing lead- action plan to be drawn up when training has commenced.</li> </ul>	SLT CM	Mental Health and Well being training (CM)	Autumn term start	SLT
2.	Nurture support is available for all children	<ul style="list-style-type: none"> <li>FS and KS1 Nurture Assistant in place to support emotional needs of the children</li> <li>Training for Nurture Assistants from PSA</li> <li>Link with Junior School Nurture Assistant and PSA</li> </ul>	HP AW LW	Nurture support training	Autumn term	SLT
3.	Additional time is spent on Mental Health and Wellbeing, children and staff are taught coping strategies	<ul style="list-style-type: none"> <li>PSHE lead and SLT to work on a health and wellbeing curriculum</li> </ul>	SLT KH		From Sept	SLT K Hursey
4.	Families have support when needed	<ul style="list-style-type: none"> <li>PSA</li> </ul>	LW	1.5 days a week		SLT

SEN Action Plan

Action	Timescale	Evaluation
<p>To create SEN spaces within the school which enable the children to access a bespoke, personalised curriculum which meets their needs when they are not in the mainstream classroom. These spaces also improve how the mainstream classes operate as they are calmer and quieter.</p>	<ul style="list-style-type: none"> <li>• Blossom room to be converted to a SEN space for KS1 children ready for September 2022.</li> <li>• An additional space to be created ready for September 2023 for F2 children.</li> </ul>	<p>Blossom room staff have feel more supported by each other. Staff have shared knowledge and skills. Allow SEN children to be supported by different adults, which widens their independence. A more inclusive feel for some SEN children as they work in a space with other children) Would be very beneficial to have an outside space attached.</p>
<p>To audit resources and assess needs going forward.</p>	<ul style="list-style-type: none"> <li>• Autumn Term – resources already in school pooled. Resources borrowed from F2.</li> <li>• Spring and Summer 2023 evaluate what is needed moving forward.</li> </ul>	<p>Would be useful to record which resources are used in which classrooms, so that items are kept tabs on.</p>
<p>Staff CPD</p> <ul style="list-style-type: none"> <li>• to support successful ISP writing and monitoring</li> <li>• training in working memory for teachers and TAs</li> <li>• Online training for specific 1:1's</li> <li>• TA swap for Circle Trust</li> </ul>	<p>ISP workshops to support teaching staff</p> <p>September January April</p>	<p>ISP's need to be up on walls without names. Monitoring system successful and ongoing ISP's to be written by present teacher for new academic year so that they can be adapted in September. High uptake of training by SEN TAs The skill of 1:1 TAs has increased considerably over the years.</p>
<p>To improve assessment of SEN children to enable us to track smaller steps of progress.</p>	<p>Ongoing and trials over 2022. Finalised for 2023</p> <ul style="list-style-type: none"> <li>• Continued use of Tapestry for children working in year 1 at F1/F2 objectives.</li> <li>• EYD assessment done termly by children working at F2 or below, even if in a different year group.</li> </ul>	<p>Assessment tools are showing smaller steps of progress. Next step is to use these more carefully to inform next steps.</p>

	<ul style="list-style-type: none"> <li>• SENCo to liaise with Nursery teacher around displaying next step targets, linked to Development Matters</li> </ul>	
<p>To move to using teams of staff around EHCP children to:</p> <ul style="list-style-type: none"> <li>• support their learning by offering an improved curriculum offer</li> <li>• increase the expertise of 1:1 staff to enable them to have specialisms</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Elklan trained a TA (Summer Term 2022)</li> <li>• Purchase .....programme and assessment Tool for SALT (Summer Term 2022)</li> <li>• Nurture Assistant training (Started December 2022 and ongoing)</li> </ul>	<p>Circle Trust provided money for Elklan training and assessment tool. The improvement in SALT provision is huge. During Covid the support from Wokingham was almost withdrawn.</p> <p>All children at Shinfield Infants are assessed and supported by class TAs or our SALT specialist depending on needs. Those with sig needs are referred to Wokingham</p> <p>Our SALT specialist also supports staff and TAs to support children.</p> <p>Training provided for a nurture assistant is ongoing.</p> <p>Nurture groups have been set up and children with needs are being supported- focus is emotions and self esteem at present.</p>





## EYFS Action Plan 2023-24

Action Point	Timescale &	Evaluation
<p>To target writing in boys and PPG children (narrow the attainment gap)</p> <ul style="list-style-type: none"> <li>• Fine motor skills</li> <li>• Letter formation</li> <li>• Sentence structure</li> </ul>	<p>Summer 2024 (EYFS Profile data)</p> <ul style="list-style-type: none"> <li>➤ Fingers and Thumbs daily from Autumn 1</li> <li>➤ Additional fine motor group for boys once a week progressing to a writing group as the year goes on (with a teacher and experienced volunteer)</li> <li>➤ Simple sentence construction intervention during Summer Term</li> </ul>	
<p>To target reading in PPG children (narrow the attainment gap)</p> <ul style="list-style-type: none"> <li>• Daily reading</li> <li>• Keep up Catch up Phonics</li> <li>• Rapid Catch up Phonics</li> </ul>	<p>Summer 2024 (EYFS Profile data)</p> <ul style="list-style-type: none"> <li>➤ PPG children to be read with 4 times a week with a class adult</li> <li>➤ Additional reading session each week (with an experienced volunteer – totalling 5 reads across a week)</li> </ul>	
<p>To ensure children are prepared for independent learning in year 1</p> <ul style="list-style-type: none"> <li>• Independence with selecting resources</li> <li>• Willing to 'have a go' independently</li> </ul>	<p>Summer 2024</p> <ul style="list-style-type: none"> <li>➤ Focus on Growth Mindset in F2 and PSED skills during Autumn and Spring Terms</li> <li>➤ Children will have a lesson a week in the year 1 classrooms (during Year 1 P.E.) to practise independent learning from the beginning of the Summer Term</li> </ul>	

<p>Staff CPD:</p> <ul style="list-style-type: none"> <li>• ensure all staff are trained in effective interaction</li> <li>• Language rich</li> <li>• Sentence stems on lanyards</li> </ul>	<p>Ongoing</p> <ul style="list-style-type: none"> <li>➤ Staff trained at the beginning of the Autumn Term by FS Lead</li> <li>➤ Regular CPD ‘top up’ to ensure interactions are the focus for TAs in provision</li> <li>➤ Learning Walks by FS Lead focussing on interactions (once per term)</li> <li>➤ ‘Vocabulary maps’ for different areas of provision with key language and questions</li> </ul>	
<p>Continuous Provision</p> <ul style="list-style-type: none"> <li>• Consistent across F2</li> <li>• All areas of ELGs targeted</li> </ul>	<p>Ongoing</p> <ul style="list-style-type: none"> <li>➤ Provision will be planned each week for different areas of learning</li> <li>➤ FS Lead to conduct learning walks across F2 looking at consistency of provision</li> </ul>	