



Our values

- *Protecting children's right to play, learn and have a voice
- *Keeping parents involved in children's development
- *Governors and staff leading the way on quality
- *Working partnership with health professionals and schools
- * Being ethical, respectful and tolerant



Our intent	Our implementation (who and how)	Timeline	Impact how will we measure this?	Specific dates and cost
<p>To develop curricular goals across FANS which is based upon the newly published Development Matters 2021</p>	<p>SLT to visit outstanding maintained nursery schools who have developed curricular goals and simplified assessment systems or who are early adopters of the new development matter document.</p> <p>SLT to come back together and share findings before creating curricular goals format.</p> <p>Create a format being specific regarding reading and writing goals. Create two or more options for other curriculum areas before inset September 21 so that staff have ideas to scaffold process on.</p> <p>During inset:</p> <p>Look for changes and similarities in the new Development Matters document Develop a set of Curricular Goals for the children in FANS schools. These could be the same of different depending on what each school thinks is important for the children in our schools. All curricular goals should have language, vocabulary embedded into the intent of our curriculum.</p> <p>Ensure that each school has the resources to implement new curricular goals</p> <p>EHT and AHT to then write milestone steps for the goals based on notes written by the teams in INSET meetings.</p> <p>Take document back to each school in staff meeting to agree first draft.</p> <p>Use the curricular goals to plan for children over the year of 21-22</p> <p>Share document with families so they know what we are working towards</p> <p>Develop assessment alongside this document to plan for gaps in learning</p> <p>During appraisal sessions listen to what staff think of the new goals.</p> <p>Revisit Goals in January 22 and September 22 insets to revise as necessary</p>	<p>June/July 21</p> <p>July 21</p> <p>July 21</p> <p>September 21</p> <p>September 21</p> <p>Academic year 21-22</p> <p>October 21</p> <p>Academic year 21-22</p> <p>January 22 and September 22</p>	<p>Through discussion in SLT</p> <p>SLT discussion</p> <p>Governors Walks including SSTEW</p> <p>SIP walks (twice yearly »660 per walk)</p> <p>ECERS walks three times a year</p> <p>Appraisal targets based on curricular goals and assessment system</p> <p>Peer observation</p>	<p>EHT visited Sheringham 11.06.21 and Rowland Hill (remotely) 16.06.21 AHT visited BEYA June 21</p> <p>SENDco still to visit Sheringham as COVID caused difficulties.</p> <p>02.09.21 and 03.09.21</p> <p>»500 at each school for resource budget (September 2021)</p> <p>TBC</p> <p>TBC</p> <p>Teachers by 31.10.21 TBC EYP Spring term appraisal cycle</p> <p>Spring term TBC</p>



FANS School development plan 2021-22 (Governance strategic plan, page 6)

Our intent	Our implementation (who and how)	Timeline	Impact how will we measure this?	Specific dates and cost
<p>To embed negotiation and resilience into our curricular goals to help children resolve issues and bounce back from challenging situations using Tales Toolkit as a model for vocabulary, and finding solutions.</p>	<p>FANS to collaboratively write curricular goals that reflect supporting our children to become confident, motivated, co-operative, and resilient learners through our broad and balanced curriculum.</p> <p>Through focused activity time, story time and regular recording staff to teach Tales Toolkit as a strategy for story telling and conflict resolution.</p> <p>Over the academic year staff will assess where children are operating within each goal and share this information with parents and with SLT who will collate this assessment information so that we can plan for groups and narrow the gap in their learning. We will look at a variety of backgrounds (including those who come from deprived backgrounds), gender and by a child's age to ensure that all groups are making good progress.</p> <p>This evidence will be shared with stakeholders such as governors and our school improvement partner so that we can ensure that children who attend FANS schools have the highest quality education possible.</p> <p>At January and September (2022) INSETs we will review these goals to ensure that they have a clear milestone pathway that accurately describes how young children learn, reflective of the effective characteristics of learning.</p>	<p>September 21</p> <p>Over the academic year 21-22</p> <p>Governors meetings termly SIP visit Autumn and summer term</p> <p>January 2022 September 2022</p>	<p>Assessment collections ECERS walks SSTEW governor learning walks SIP visit Peer observation spring term Appraisal cycle over the academic year</p> <p>Staff to review what was successful and what needs adaptation to make it work even better</p>	<p>02.09.21 and 03.09.21</p> <p>TBC</p> <p>SIP visit »660 per walk</p>



FANS School development plan 2021-22 (Governance strategic plan, page 6)

Personal development

Our intent	Our implementation (who and how)	Timeline	Impact how will we measure this?	Specific dates and cost
<p>To give children and families a stronger voice in their assessment collection reflecting upon the rich experiences in our new curricular goals</p> <p>To share our new curricular goals with families in a variety of ways</p>	<p>FANS to develop a set of Curricular Goals for the children in FANS schools which reflect the diversely rich community of Walthamstow but also expand the cultural capital of all children in our care. These could be the same of different depending on what each school thinks is important for the children in our schools. All curricular goals should have language, vocabulary embedded into the intent of our curriculum with core books that have a wide range characters in them to reflect our diverse community. All children will be able to access the curricular goals as the curriculum is differentiated to meet their needs.</p> <p>The goals will be written with clear miles stones that children will reach over their time at our schools, whether it be for two years or one, before moving onto primary school.</p> <p>Key people will assess where children are at different points in the year. This will then be shared with parents at two points in the year to get their view point and we will ask children to talk about how they feel about their learning over the academic year.</p> <p>We aim to share this document initially with families in October and then run remote courses on each goal to support home learning over the academic year. We will also promote each curricular goal via Class Dojo and point out the learning to families in real contexts. We will look to promote trips that families can do together which also support these goals to widen experiences for all children.</p>	<p>Write document September 2021</p> <p>Over the academic year</p> <p>October 2021 and then monthly parents courses</p> <p>Over the academic year from October 21</p>	<p>Assessment collections ECERS walks SSTEW governor learning walks SIP visit Peer observation spring term Appraisal cycle over the academic year</p> <p>Parents to review courses o help us make them even better</p>	<p>Written 02.09.21 and 03.09.21 across FANS. EHT finished editing 08.09.21 and sent to governors. Shared in staff meetings 13.09.21 and 16.09.21</p> <p>TBC</p>



Our intent	Our implementation (who and how)	By when and how much	Impact how will we measure this?	Specific dates and cost
<p>To embed supervision to ensure staff are supported post the 2020 COVID-19 pandemic</p> <p>To develop an assessment system reflecting the curricular goals which reduces workload for staff</p>	<p>Staff had supervision over the course of 2020 with a new format based on the Warwick Edinburgh Mental Wellbeing scale The Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS)</p> <p>We carried our risk assessments on individual staff, and will carry on this with any pregnant or non-vaccinated staff members.</p> <p>We carried out the supervision in blocks, but from September 2021 will instead do a rolling program of supervision once a week to make this more manageable.</p> <p>Staff have also been encouraged to use the Thrive App, suggested by Waltham Forest to provide staff with strategies to support their wellbeing.</p> <p>As part of our new curricular goals document and in line with the new statutory guidance for Early Years and Development Matters guidance, FANS will be developing a simpler assessment expectation for any staff with key children.</p> <p>The main aim of this will to be to reduce data information and report writing as children leave FANS to go up to Primary School. This will be a work in progress over the year and reviewed with staff in the January and September (2022) INSETs after it is written in collaboration in the September 2021 INSET.</p> <p>Any staff with children who are two will still need to write the statutory Two-Year-old Check when the child is 2 years and 6 months or after they have been in setting for 6 weeks if past the age of 2 years and 6 months on entry. Children who have specialist support have their own SEND plans based on information in their SENIF or EHC plans. These children are catered for individually, reviewed every eight weeks and information is then duly shared with parents who also help write the SMART targets for these children.</p> <p>To develop this assessment system, we will visit other outstanding maintained nursery schools to engage with good practice.</p>	<p>Ongoing from September 21 in a weekly cycle</p> <p>Developed from September 2021 Reviewed January and September 2022</p>	<p>Supervision forms shared only with individuals who can comment on them. Usually emailed.</p> <p>Direct feedback from staff Staff surveys (anonymous) Discussions in staff meeting time</p>	<p>Thrive App invitations sent to staff on 07.09.21 through WhatsApp Group 31.08.21</p>



FANS School development plan 2021-22 (Governance strategic plan, page 6)

Leadership and management	Our intent	Our implementation (who and how)	By when and how much	Impact how will we measure this?
Development of FANS as a hard federation and establishing distributed leadership across the organisation	To establish effective distributed leadership and professional Early Years partnerships across all sectors to promote play-based education.	FGB- Branding Present FANS at INSET FGB agenda FANS specific FGB evening INSET with external process mapping All partnerships Restructure	»500 rebrand cost September 2019 No cost	All Governors to identify as part of FANS All partnerships to recognise FANS as organisation
To secure a shared understanding of staff wellbeing in managing change and professional development		SLT Change management INSET January 2020 Reviews at Governance level	EHT to cost	When changes occur in FANS governors to always ask what impact will this have on staff
Developing our business and traded services alongside the core provision of high quality early childhood education	To establish strategic thinking, governance and business planning in a changing future for financial sustainability of high quality early education.	Childcare costs SENIF(Special educational need inclusion fund) funding EHT on SENIF panel Childcare offer- 2 year olds, spread of 30 hours Training offer Membership offer? Premises letting Premises renovation LH New build CH Fund raising (CIC: Friends of FANS) Bids and fund raising	SBM- 2019 September SENDco June 2019 onwards September 2020 September 2019 SLE »350 SMB April 2019 EHT SBM »200k EHT SBM »125k GB GB, EHT, SBM	Self-financing business Sustainability for FANS High quality seen during learning walks and EHT reports Good reputation in community, in other London boroughs and Nationally.
Future financial sustainability of the federation and standalone nursery schools in the 2020s				
Quality of education	Our intent	Our implementation (who and how)	Timeline (when and how much)	Impact how will we measure this?
Embedding multi-professional partnership working and participation from children and their families in all our services	To embed partnership working with parents and carers to maintain parental involvement and promote buddying, networking and community cohesion.	Arts in the Forest developing training offer with Esther Neslen Forest in the Forest Selwyn/Davis Lane HENRY, Early Help Team, Family and Childrens Centre, HEYL, BEYA, Kintore Way/ The Grove MNS Toy Library LBWF EY team & SFCC Friends of FANS (FofF) London Living Wage Employers	EHT ongoing EHT GB SLT FGB, EHT, AHT, SENDco	FANS All children to have a quality education regardless of their starting point or financial disadvantage. Staff and Governors to have wider professional networks and support. Families to access LBWF services independently. Families can have their voice through FofF as well as through FGB.
Quality of education	Our intent	Our implementation (who and how)	Timeline (when and how much)	Impact how will we measure this?
Securing safe, equitable and ethical services in fit-for purpose premises	To secure advocacy for high quality equitable and ethical early education and market our outstanding educational services.	Premises planning with AOC and NPS Learning walks to focus on Eco school Learning walks to focus Cultural Capital Equality objective	2017 Feasibility studies »7500 EHT, Prem Com, FPP ongoing NPS July 2019 LH »200k CH »125k Ongoing	Low Hall will be a safe and sustainable building Church Hill training facilities with expansion for two year olds. Ensure that ECO values are maintained throughout FANS Equality objective achieved