



In 2020 we faced the COVID 19 pandemic. Due to the closure of the schools for most children the governing body made the decision to continue with the School Development plan for 2019-20 in the summer governance meeting 2020.

This plan has been updated and shared with staff in light of the new workings for schools due to the pandemic.

Our 2019-20 original development plan text is in blue. The updated information text is in green for 2020-21 on return to our schools after lockdown.



### 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



Quality of education

Our intent	Our implementation (who and how)	Timeline (when and how much)	Impact— how will we measure this?
<p>Cultural capital: All staff to plan a trip and a creative response to the trip: Storytelling, role play, dance, music, 2D and 3D responses, photography, video making to extend experiences and develop a rich vocabulary.</p> <p>To plan for and implement changes to our curriculum intent and assessment based on the new Development Matters 2021 document.</p>	<p>SLT to visit Kintore Way MNS for good practice</p> <p>INSET in September based on this model: What does cultural capital mean to us? Invite EY partners to this session EHT to introduce Cultural Capital, and invite groups to plan a trip to a range of places including Places of Worship, Fire Station, the William Morris Gallery, Science museum, Forest School and plan for new vocabulary used.</p> <p>Staff to have monthly art sessions to build up knowledge bank, every half term staff to share their experiences and children's work</p> <p>Build a working partnership with West Walthamstow partnership Young people to come across and share techniques with staff or children (when possible due to COVID restrictions)</p> <p>Ensure that the school champions a culture that Black Lives Matter and allyship within everything we do. Use ECERS to audit diversity in our curriculum and classroom</p> <p>All staff to discuss attendance weekly, target children especially EYPP/SEND</p> <p>Displayed clearly in classrooms, lobbies, special books and on the website</p> <p>Due to the COVID 19 pandemic trips will have to be local walks rather than on public transport. We are expecting higher staff absences in the Autumn of 2020 due to the cold and flu season meaning that staff will have to self-isolate if they have a new continuous cough, temperature or loss of/change to senses taste or smell. They will have to wait for a negative test result before returning to work. We imagine that this element of our school development plan will be carried out from Spring 2021. FANS will be running a remote training module for LBWF EY sector on cultural capital over the 2020-21 period to share our practice.</p> <p>From September 2020 when the new document released, all staff to read and have a target on the PDR based on this significant national change. Over the course of the year to plan for staff discussion on implementing the changes in our teaching and assessment including our curriculum intent and end of nursery reports and our two year old reports. Staff to engage with our pedagogy statement through peer observation</p>	<p>Summer term 2019</p> <p>September 2019</p> <p>Ongoing over year</p> <p>£500 for new resources inc books which have positive images of black children, women and men.</p> <p>Ongoing over year</p> <p>Weekly – once children are fully settled after the long absence from any setting. We will have to review staffing as we are expecting higher absences due to self-isolation requirements. A log of this information will be kept by admin staff.</p> <p>September 2020 all staff sent new document. Reading time in staff meeting Spring term 2021, adapt curriculum intent through SLT and staff meeting sessions Discuss implications for our policies and practice through the Children's Learning &amp; Development Committee Spring 2021</p> <p>Summer term 2021 prepare new end of nursery report 'I can' statements for summer 2022 in preparation for September 2021 INSET.</p>	<p>Governors and SEA learning walks to focus on the impact of the project</p> <p>Children and families to reflect on this experiences in the special books</p> <p>Staff feedback form specially devised surveys</p> <p>Half termly feedback sessions</p> <p>ECERS, staff survey</p> <p>Children's attendance to be monitored more closely during staff meeting time, impact that low attendance is tackled. All children with 90% attendance unless special circumstances. This may differ due to COVID. EHT and SBM to record attendance including COVID test waiting time. We may have to review what good attendance means in these special circumstances.</p> <p>SSTEW scale evidence ECERs evidence ITERs evidence</p>



Behaviour and attitudes

Our intent	Our implementation (who and how)	Timeline (when and how much)	Impact – how will we measure this?
<p>Tales Toolkit for resolution of conflict To embed further into play the language of Tales Toolkit to ensure children can resolve problems</p> <p>To plan a recovery curriculum based around children's well-being</p>	<p>Tales Toolkit to be promoted in play sessions with readily available story telling centres.</p> <p>Symbols to be in block play, role play, outdoor, small work areas.</p> <p>All staff to wear symbols to encourage the use of problem, solution</p> <p>Peer observation: can we see greater evidence of the TTK model in our settings?</p> <p>FANS are now the only EY setting who are providing training for LBWF. EHT has met with Tales Toolkit and LBWF and they will be running training through Church Hill Nursery School as part of FANS for the PVI and early year's sector throughout 20-21 and 21-22 to share this practice with a wider group.</p> <p>September inset 2020 present curriculum intent and pedagogy to all staff. Plan a prime areas recovery curriculum as a whole staff based on the concerns that we have for children who have been at home for six months. This information to be presented in the same format as our curriculum intent and pedagogy documents. These will be displayed on website and part of staff's peer observation cycle. FANS will be running training on this for WF as part of our training responsibility.</p>	<p>Tales Toolkit discussed in INSET during SDP 18-19 review.</p> <p>Staff to be given symbols to wear on lanyards during INSET.</p> <p>More Tales Toolkit resources for both schools. £110 per setting.</p> <p>Continued membership for both schools £250 INSIGHT cost £478 across FANS</p> <p>Curriculum intent and pedagogy content created summer 2020 Shared with staff September 2020 Recovery curriculum created by staff INSET 2020 October 2020 on website with SDP and SEF Reviewed at assessment data (at three weeks and December) points to look for next steps for children.</p>	<p>SSTEWE evidence ECERs evidence ITERS evidence</p> <p>PSED scales children to make at least 4 steps of progress in a year in these areas</p>



Our intent	Our implementation (who and how)	Time line (when and how much)	Impact – how will we measure this?
<p>To give children and families a stronger voice in their assessment collection reflecting upon the rich experiences promoted through FANS</p> <p>To develop parents courses to assist families with settling and home learning</p>	<p>Weekly coffee meeting with one key person after the first half term. Parents will be invited in to spend time with their child and reflect on their special book. During this session staff can record children’s voice as a reflection of their learning.</p> <p>Create a scaffold sheet for families to use to add to their books. Have available with special books. We will print up Dojo entries (see below) to add home learning in special books for the time that we are open and operating as a school. We will add to special books if there is another lockdown from the Autumn term of 2020 onwards.</p> <p>Parental voice in two year old review</p> <p>Attendance post card: Key person approach to positive attendance messages so that all children have the opportunity to rich experiences.</p> <p>Sing My Story Project: Musician working with families to create own lullabies. INSET training January 2020, spring term 2020 implementation</p> <p>HENRY Parental course at Low Hall spring 2020</p> <p>Yoga at Church Hill (EYPP spend) We will have to wait until we can have practitioners on site 2020 Yoga at Low Hall FEEE 2 year olds</p> <p>Mosaics at Church Hill (parental involvement)</p> <p>Wonder at 90 Low Hall completed June 2019 Music Therapy sessions from October 2020 Diversity training Church Hill January 2020</p> <p>Over the lockdown we developed our use of Class Dojo for remote learning. Practitioners contacted individual children and learning was organised remotely by LR. Family feedback was very positive. They liked the personal touches of video (dog walking, songs, stories and live Tales Toolkit sessions) in comparison to the primary approach of work sheets. We will continue to use this platform to engage with families setting play activities when school is open and remote learning if we close.</p> <p>New assistant head (AHT) role? January 2021</p>	<p>From October 2109 after half term to ensure children are settled.</p> <p>Through staff meeting time before the initial meetings.</p> <p>New format created for September 2019 by LBWF to be used at both schools.</p> <p>£1000 from EYPP money for each school</p> <p>Free</p> <p>£900 Free</p> <p>£7400 (Borough of Culture and Ward funding)</p> <p>£7000 (Borough of Culture funding)</p> <p>AHT: TBC Consultation from September 2019 for post by half term. Saving of £22k approx. across the federation. Cost £43k</p>	<p>Families to have a greater say in children’s assessment ensuring that home learning is valued as much as learning that takes place in setting.</p> <p>Children to have a greater say in their Special Book entries, expressing emotional literacy around their learning and family experiences.</p> <p>Families to feedback from courses through feedback sessions and surveys.</p>



FANS School development plan 2020-21 (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?
<p>To further develop FANS local training package particularly in the areas of SEND, basic early years skills, identifying learning opportunities in play, Ofsted readiness, transient art and outdoor learning.</p> <p>To develop staff training further through a monthly reflection point, based on further research into cultural capital trips</p> <p>To induct a new SENDco, ensuring best practice leading to both schools applying for SENIF funding.</p> <p>To ensure that staff wellbeing is maintained during challenging times.</p> <p>To begin to ring-fence reserves at Church Hill for the AOC Pavilion project to offer a long-term training space and community room, over two years. Seek out possible match funding from private sector/crowd funding.</p>	<p>SBM to cost days of EHT and teaching staff before creating offer.</p> <p>EHT to create expression of interest for LBWF EY team.</p> <p>Teachers running the courses to apply for Specialist Leads in Education (SLE) status</p> <p>SLT team to meet together to create training bank of ideas</p> <p>LBWF EY to advertise courses with agreed dates.</p> <p>For 2019-20 we were able to offer Autumn training and some of Spring 2020 training before lockdown. FANS is now the only LBWF provider offering training. EHT created links between Newham's Sheringham Nursery School's teaching and research school, as part of the East London Early Years and School's partnership (ELEYSP), Groundswell Arts and Tales Toolkit to outsource some training thus creating a multi-borough partnership. We will also create remote training for Cultural Capital, recovery curriculum and e-learning for the LBWF PVI and Early Years sector in partnership with ELEYSP.</p> <p>All staff have filled in a self-assessment on their own health which is added to the reopening risk assessment. Adjustments will be made to support staff wellbeing. They have been provided with the Medigold free phone number for staff support and EHT will be undertaking Supervision once a term with all staff. The September INSET will be dedicated to staff wellbeing with staff running sessions on healthy life styles and external training on mindfulness, music therapy and Forest School for team building.</p>	<p>Completed 06.06.19</p> <p>EHT has contacted ELEYSP, Davies Lane and St Mary's Teaching Schools to find out information. (Completed June 19). Courses costed by LBWF. Schools will receive £350 half a day, £500 a day for implementation.</p> <p>EHT to go through application process with teachers willing to run training sessions.</p> <p>Cost: ELEYSP to verify. SENIF funding underway in June 2019. Cost dependent on support needed. Reviewed after 6 month blocks.</p> <p>INCOME: £350 per day for planning and making of remote learning or live sessions. SBM to bill same cost for invoicing Groundswell Arts and Tales Toolkit as provider. Total income £1400? Training budget £250-£300</p>	<p>Staff attending session to complete survey after courses.</p> <p>SLT and governing body to look for evidence in learning walks</p> <p>Actual numbers of courses attended over the year. What has been popular and meets the needs of the sector?</p> <p>Feedback from LBWF EY team</p> <p>Schools to receive funding through SENIF to ensure that high levels of support are put in place.</p> <p>We will ask LBWF for feedback from providers.</p>



FANS School development plan 2020-21 (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	<b>To establish effective distributed leadership and professional Early Years partnerships across all sectors to promote play-based education.</b>	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	<b>To establish strategic thinking, governance and business planning in a changing future for financial sustainability of high quality early education.</b>	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	<b>To embed partnership working with parents and carers to maintain parental involvement and promote buddying, networking and community cohesion.</b>	ELEYSYP – Newham partnership Arts in the Forest – developing training offer Forest in the Forest – Selwyn/Davis Lane HENRY, Early Help Team, Family and Children’s Centre, HEYL, BEYA, Kintore Way/ The Grove MNS Toy Library LBWF EY team & SFCC Friends of FANS (Foff) London Living Wage Employers	SLE offer through ELEYSYP AHT 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	<b>To secure advocacy for high quality equitable and ethical early education and market our outstanding educational services.</b>	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