

<b>Strengths: Nursery/ Reception/Y1 Dec 2015</b>	<ul style="list-style-type: none"> <li>• Recent Learning walk highlighted no major issues.</li> <li>• Children have settled into new classrooms and routines.</li> </ul>
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<b>Action</b>	<b>Outcome / Impact</b>
Talked to LP (NQT, Y1) re classroom environment, use of resources, independence of resources, extension of activities.	Verbal feedback. This changed the behaviour of the children and the quality of free choice and therefore the outcomes.
Talked to Y1 teachers re free choice activities. Suggested specific independent tasks that children sign for, more resources accessible to encourage independent learning and activities that follow up on whole class or adult teaching.	Tasks were set by teachers to facilitate learning in the transition period between child initiated learning of Reception stage and more formal Year 1 work.
Discussed changing feature of creative area and other areas in Nursery class with BP (NQT N)	Verbal feedback- children more independent in creative activities and concentrating for longer. Using book corner for conversations, book sharing with friends and adults.
Supported setting up classroom environment while N teacher on sick leave. Changed layout of room, labels, setting up of files etc.	Book area used more effectively. Improvement in behaviour in main part of classroom due to changes. All systems set up ready for the return of the teacher.
Support for baseline assessment	Baselines completed with no disruption to quality of teaching and learning and disruption to timetable of the day.
Early Years lunchtime arrangements Time was taken in rearranging lunchtimes, staffing, and meeting with Dinner managers.	Ensured a positive, relaxed atmosphere for the children where good practices in regard to eating habits and manners could be followed up. Social interaction could be encouraged.
Support for Nursery teachers –planning, files etc. Nursery timetable. Next steps file discussions.	All systems are now in place enabling a more effective assessment and planning procedure and a differentiated learning programme based on next steps data. This will further the children’s learning.
Support for NQT Nursery teacher – (see above). Observations	Observation of small group session. Feedback given. Time spent explaining the necessary information for planning file , assessment files, completion of learning journals and Tracker Term 1 on course to pass.
Support for returning teacher from sick leave.	Phased return of teacher on sick leave. Supporting in maintaining standards.
Learning journal work scrutiny.	Feedback given to staff which will hopefully result in more effective assessment and recording of stages of development.
Exceeding ELG typed and given to Reception teachers.	The Reception class teachers suggested that the Exceeding statements for Early Years be added to the children’s records so that extended achievement could be referred to more easily, with a view to knowing the deeper level of learning needed by the children to achieve this.

Lesson observations with the Headteacher in years N, R, 1. Feedback given to staff and points discussed.	Majority of files up to date – observations done but not yet in files for some. Y1 books showing lot of work. Early Years – be aware of extending the children’s learning during child initiated activities.
Fire Marshall online training – certificate achieved.	Refreshed memory on fire safety procedures.

Priorities

- Have plan to enable free flow access to outdoor area during the wet months and the ineffective drainage.
- Continue supporting staff to deliver outstanding teaching and learning.
- Awareness of quality of adult interaction during child initiated activities.