

## Tunstall Nursery School Priorities for 2022 /2023

What are we working on this year?	What is the goal?	How will we achieve it?
<p style="text-align: center;"><b><u>QUALITY OF EDUCATION</u></b></p> <p>1. To further enrich the curriculum through the use of dynamic thinking techniques across the curriculum.</p> <p>2. To continue to further enhance Physical Development - upper body and core strength and fine motor control. In the indoor and outdoor learning environment.</p>	<ul style="list-style-type: none"> <li>• Children demonstrate confidence when sharing ideas out loud.</li> <li>• Children demonstrate developed thinking skills and the ability to reason out loud with adult support.</li> <li>• Children of all abilities will develop their physical skills – with a focus on upper body and core strength, impacting positively on gross and fine motor development.</li> </ul>	<ul style="list-style-type: none"> <li>• Link with PHI Reception teachers to share ideas.</li> <li>• Deputy Head / teacher to model and signpost to good practice.</li> <li>• Use the children's voice and photographic evidence to record dynamic thinking/physical activity within the learning environment and in learning journeys.</li> <li>• Staff develop strategies to engage all children in dynamic thinking including non-verbal / SEND.</li> <li>• Investigate and order resources to enhance core and upper body strength (including climbing frame).</li> <li>• Continue to embed woodwork as part of the curriculum.</li> <li>• Lead yoga sessions for children.</li> <li>• Organise parental workshop on Physical Development – about how children develop, the importance of outdoor play, forest school, etc. and how this links to children's success in all areas of the curriculum.</li> <li>• Organise parental workshop on mark making – about how children develop, the importance of upper body strength and how to encourage fine motor skills as well as gross motor skills.</li> <li>• Further development of outdoor area – upper body and core strength.</li> <li>• Further enhance the writing area – mark making resources, stimuli (use of scrap scheme membership), one handed tools.</li> <li>• Children, with a particular focus on the most disadvantaged, will be encouraged to engage in physical activities.</li> <li>• Regular physical activities (both inside and outside) to be on the planning as a focus.</li> <li>• Staff to develop strategies to engage all children in physical activities including those who find physical activities difficulties.</li> </ul>

<p style="text-align: center;"><b><u>BEHAVIOUR AND ATTITUDES</u></b></p> <p>To ensure that pupils continue to build positive relationships, are active and motivated. Staff effectively support children through co and self-regulation strategies.</p>	<ul style="list-style-type: none"> <li>• Children are aware of boundaries and follow nursery routines effectively.</li> <li>• The nursery environment is calm and happy, children work well independently and as part of a group. Children will develop a good range of strategies for conflict management and self-regulation, ensuring a positive learning atmosphere.</li> <li>• The nursery environment prioritises nurture and structure, predictability and organisation. Children are aware of expectations, staff have consistent and high expectations of children's behaviour.</li> <li>• Staff consistently utilise a range of strategies to ensure oversight of the whole nursery, whilst focussing on a group activity.</li> </ul> <ul style="list-style-type: none"> <li>• Whole staff training on 'best practice in the nursery' (new staff) – positioning, self-regulation, preparation, etc.</li> <li>• Ensure consistent approach dealing with conflict/anger (encourage turn taking and self-regulation through co-regulation) – 'I know that you are angry but it's not ok to hurt somebody.'</li> <li>• Adapted self-regulation policy embedded and used consistently - supporting nursery approach to behaviour and ensure consistency amongst staff.</li> <li>• Provide many opportunities to develop Personal Social Emotional Development – staff encourage children to make relationships with others, listen to others and respect their thoughts. To provide an environment where all feel safe, respected and supported.</li> <li>• Staff to write co-regulation plans together for those children who need additional support, to ensure staff and parents use a consistent approach.</li> <li>• Key worker/SENCO to review co-regulation plans termly or as required to update and ensure strategies are working.</li> <li>• Organise parental workshop on Mindfulness about how children's brains develop, what is happening to our brain when we are upset or angry and how to support children's emotions through co-regulation and mindfulness.</li> </ul>
<p style="text-align: center;"><b><u>PERSONAL DEVELOPMENT</u></b></p> <p>To continue to embed Mindfulness and wellbeing strategies for pupils, parents and staff (with a focus on disadvantaged and SEND for pupils).</p>	<ul style="list-style-type: none"> <li>• Tunstall will continue to be an environment where children, young people and adults feel safe and happy.</li> <li>• The positive, calm and focussed learning environment across the nursery will be further enhanced, with a particular emphasis on those with social and emotional difficulties.</li> <li>• Children's well-being is fully supported by the curriculum with emphasis on mental health and wellbeing and prime areas.</li> <li>• The School will achieve the Silver Healthy Early Years Award.</li> </ul> <ul style="list-style-type: none"> <li>• To provide half termly coffee mornings for parents - developing relationships and trust – enabling parents who have worries or concerns to seek help.</li> <li>• DHT's to sign post parents for advice and support where needed.</li> <li>• Coffee mornings focus on mindfulness and techniques for calming and relaxing.</li> <li>• To organise several family trips, supporting parents to get to develop a support network within the school community.</li> <li>• DHT / HT to attend Wellbeing conferences to increase awareness of issues and strategies for supporting the school community. Disseminate knowledge to all staff.</li> <li>• To set up a parent gardening team. Supporting the mental well-being of the school community.</li> </ul>

	<ul style="list-style-type: none"> <li>• Organise parental workshop on Mindfulness about how children's brains develop, what is happening to our brain when we are upset or angry and how to support children's emotions through co-regulation and mindfulness.</li> <li>• Children's mental health week – activities for children to utilise within the nursery and for at home.</li> <li>• Targeted interventions to support communication and language development; Bucket time, Basket work (summer term only), Attention and Listening group, Special Time, Joint Attention activities.</li> <li>• Staff will work to identify any mental health needs in the school community and will signpost and support where necessary.</li> <li>• Begin application form for the Silver Healthy Early Years Award.</li> </ul>
<p><b><u>LEADERSHIP AND MANAGEMENT</u></b></p> <p>To continue to embed existing and new strategies to improve and to be mindful of staff workload. This ensures that work is prioritised and meaningful and has the most impact on our children.</p>	<ul style="list-style-type: none"> <li>• The Nursery provides a supportive working environment where all members of staff feel supported and valued, ensuring the best learning environment possible for all children.</li> <li>• Leaders at all levels, including new leaders, will maintain the culture that enables pupils and staff to be the best they can be.</li> <li>• Continue additional release time for staff to complete learning journeys and progress checks.</li> <li>• Staff questionnaires to include questions about staff work load and wellbeing.</li> <li>• Wellbeing week for pupils and staff – including – rehydration (lots of flavoured water for staff), yoga sessions, mindful walk, meditation, gratitude practise (age appropriate).</li> </ul>