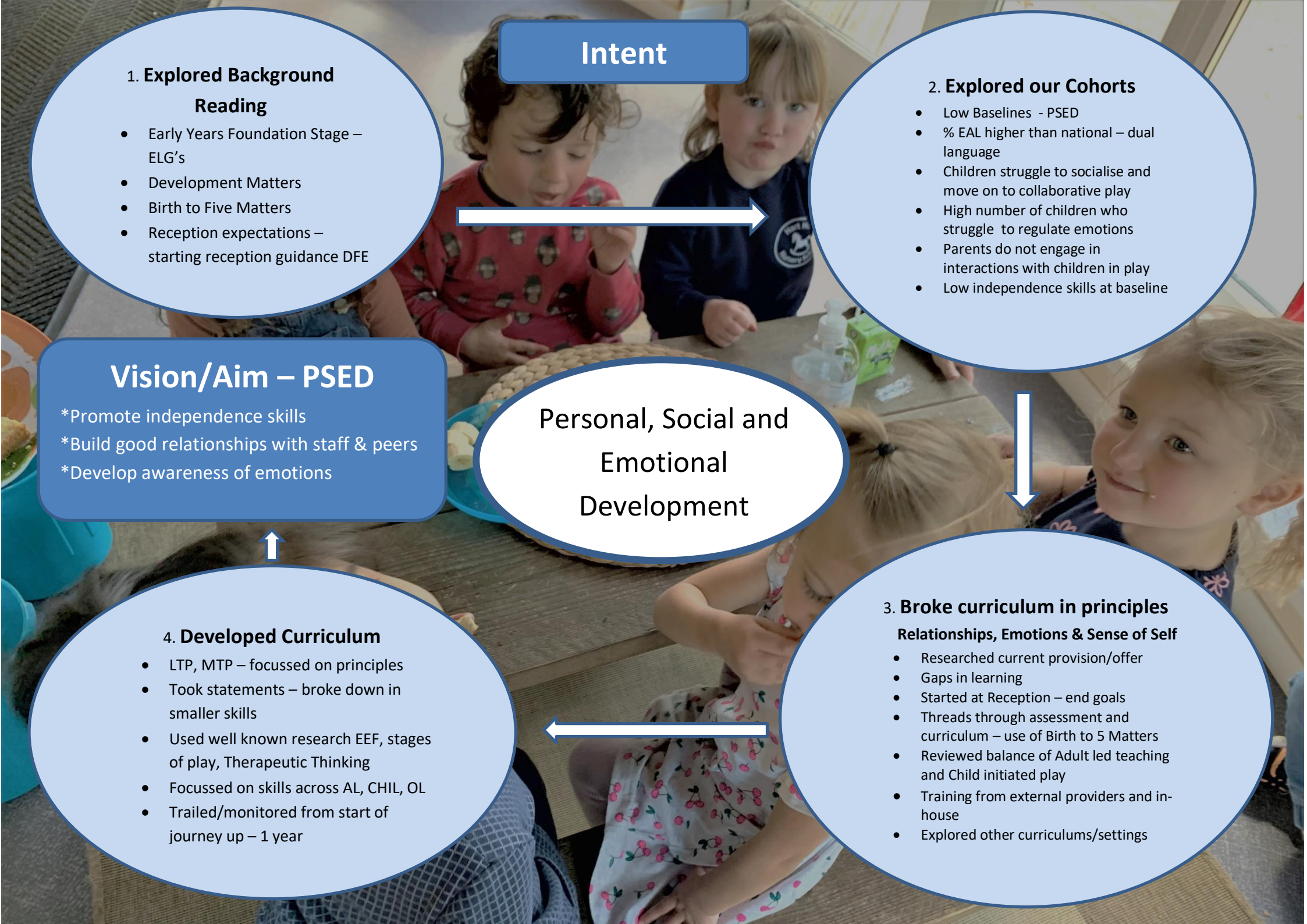


Intent

1. Explored Background Reading

- Early Years Foundation Stage – ELG's
- Development Matters
- Birth to Five Matters
- Reception expectations – starting reception guidance DFE

2. Explored our Cohorts

- Low Baselines - PSED
- % EAL higher than national – dual language
- Children struggle to socialise and move on to collaborative play
- High number of children who struggle to regulate emotions
- Parents do not engage in interactions with children in play
- Low independence skills at baseline

Vision/Aim – PSED

*Promote independence skills
*Build good relationships with staff & peers
*Develop awareness of emotions

Personal, Social and Emotional Development

3. Broke curriculum in principles

Relationships, Emotions & Sense of Self

- Researched current provision/offer
- Gaps in learning
- Started at Reception – end goals
- Threads through assessment and curriculum – use of Birth to 5 Matters
- Reviewed balance of Adult led teaching and Child initiated play
- Training from external providers and in-house
- Explored other curriculums/settings

4. Developed Curriculum

- LTP, MTP – focussed on principles
- Took statements – broke down in smaller skills
- Used well known research EEF, stages of play, Therapeutic Thinking
- Focussed on skills across AL, CHIL, OL
- Trailed/monitored from start of journey up – 1 year

Implementation – Building Relationships

At Hart Hill Nursery School, we believe children's ability to learn depends on good relationships with staff and peers.

Personal, Social and Emotional Development

Transfer for EY Unit to Main School
2 year old (Range _)

Intended Skill	How?
• Early interaction with adults • Curiosity of others	Daily interactions in play Sensory Tuff Trays Treasure Baskets

Moves to next class
3 year old (Range _)

Intended Skill	How?
• Begin to play alongside peers • Seeks out others to play alongside	Tap Tap games My turn, your turn Interaction games Modelling in play

Move to next cohort
3 year old (Range _)

Intended Skill	How?
• Seek out others to share experiences • Shows empathy to people who are special to them	Signs4 Feelings Modelling in play Role Play area Tuff Tray Play Sensory Trays

Transition to Primary School
4 year old (Range _)

Intended Skill	How?
• Invite others into their play • Look for adults to help resolve conflicts • Show consideration for others in play	Areas of the classroom Adult position and interaction/modelling Drawing Club Setting up scenes/ stories

CPD
- Social Development in children
- Collections/treasure baskets
- ELSEC

Interventions
- Identity play
- Social play groups – Tap Tap

SEND
- Tap Tap
- Small group play
- Makaton

Parent/Family
- Importance of play wkshop
- Parenting session @ family Hubs

Classroom Environment
- Designated spaces/areas
- Help cards
- Communication boards

Implementation - Emotions

Personal, Social and Emotional Development

At Hart Hill Nursery School, we believe children need to be supported to develop an awareness of emotions and begin to develop emotional literacy.

Transfer for EY Unit to Main School
2 year old (Range _)

Intended Skill	How?
• Vocalises to express need • Accepts comfort from adult or objects	Signs 4 feelings Looking at photographs Activities that bring excitement

Moves to next class
3 year old (Range _)

Intended Skill	How?
• Expresses positive & negative through actions • Begins to accept adult agenda	Pictures and photographs Express emotions Signs 4 Feelings Mirrors Stories

Move to next cohort
3 year old (Range _)

Intended Skill	How?
• Notices & talks about how they feel • Begins to recognise actions can hurt others	Stories to overcome barriers Role play scenarios Puppets and soft toys Signs 4 Feelings

Transition to Primary School
4 year old (Range _)

Intended Skill	How?
• Expresses a wide variety of feelings • Recognise the impact of their behaviour on others	Regulation games Stories to overcome barriers Signs 4 Feelings

CPD
- Therapeutic Thinking
- Stories Tales

Interventions
- Social and emotional group

SEND
- Sensory baskets and curriculum
- TT plans

Parent/Family
- Emotions workshop
- Separation Workshop

Classroom Environment
- Signs 4 Feelings Books
- Puppets & soft toys
- Photographs & pictures

Implementation – Sense of Self

At Hart Hill Nursery School, we believe young children need to develop their independence skills.

Personal, Social and Emotional Development

Transfer for EY Unit to Main School
2 year old (Range _)

Intended Skill	How?
• Responds to their name • Recognises 'me' in photographs	Rhyme time Songs linked to body parts Cause & effect baskets

Moves to next class
3 year old (Range _)

Intended Skill	How?
• Talks about things that are important to them • Experiments with their body movements	Mirror Play Photographs Rhyme Time Songs linked to body parts

Move to next cohort
3 year old (Range _)

Intended Skill	How?
• Demonstrates likes & dislikes in the classroom • Joins in with routines in the class	Photographs and pictures Role play area Visual timetables Talking tubs - class

Transition to Primary School
4 year old (Range _)

Intended Skill	How?
• Shows confidence in their play and ideas • Begins to see similarities & differences in themselves to their peers	Self portraits Photographs and pictures Choose boards Challenges in play

CPD
- Curriculum Training
- Diversity and Inclusion
- ELSEC

Interventions
- Sensory Time
- 1:1 play and interaction

SEND
- Schedules
- Curiosity Programme
- Attention Skills

Parent/Family
- Confidence Workshop
- Safety Workshops
- Behaviour Workshops

Classroom Environment
- Diverse resources
- Photographs & Displays
- Play areas that are familiar

Impact

Planning Audits show:

- The curriculum is new and staff are developing an understanding of this
- Skills are progressing across the term, particularly in ChiL
- Staff are planning for turn taking opportunities

Children's Voice or observations highlight:

- Children quickly settle in the school
- Rely heavy on their key staff to feel safe

Data Analysis shows:

- % of children not on track is high at baseline for sense of self & understanding emotions
- Children who are not on track in PSED close the gap quickly with staff & parents working together

What happens if a child is not on track?

- **Individual targets on PDP**
- **Targets and interventions are shared with parents**
- **Social and emotional group**
- **Signs 4 feelings in smaller or 1:1 groups**
- **TT Plan for detrimental or dangerous behaviour**
- **Schedules/now & next**
- **Objects of reference**

Learning Walks show:

- Interactions in ChiL have been strong and show children quickly settle into their rooms
- Consistent staff in the rooms is working well – children of all ages are seeking out adults for comfort or help
- Staff take children wellbeing seriously and what to help them feel safe and develop

Pupil Progress Meetings highlight:

- Staff know their children and what they are working on
- Targets are linked to small steps of progress to help children feel safe and happy in school

Personal Development Plan Reviews show:

- Staff take the data seriously and work hard to give children targets in areas where they are not yet on track

Parental Feedback shows:

- Parents take their children's wellbeing seriously
- Parents work with staff to help settle their children into the classroom
- Parents trust the staff and like to see their children engaging in school life happily

Governor Visits show:

- The school is calm
- Children are engaged in what they are doing
- Staff interaction well with children and respond to their needs
- Children and staff work together to overcome barriers