

<p>PRIORITY: By June 2017, at least 85% of nursery pupils will be able to consistently meet all the social development targets of the Holy Family P.1. baseline assessment on entry tool.</p>			<p>BASELINE: We have identified opportunities to further develop socialisation and teamwork skills to ensure a smooth transition to primary school.</p>		
TARGET/S (Aspects to be addressed)	SUCCESS CRITERIA (How we will know we've succeeded)	TASKS (Action to be taken)	TIMESCALE (When/how long will it take?)	STAFF INVOLVEMENT	RESOURCES (Human/material/ include support required)
Children can share with others.	Children have a sense of personal worth, show self-confidence and self-control.	Establish pre and post action plan audit. Provide parents with relevant information and liaise consistently.	October 2016 and May 2017	All nursery staff	All relevant nursery resources
Children can take turns.	Children establish and enjoy relationships with adults and other children; children can work independently or as a part of a group.	Provide a range of appropriate activities to meet established targets. Differentiated PSE development support for specific pupils. Review and implement assessment proforma to monitor pupils' PSE development.	September 2016 - June 2017	Principal	Visits, visitors and the wider environment
Children can co-operate with both adults and peers.	Children share, take turns, follow and lead.	Ensure the full and consistent implementation of our Nursery Positive Behaviour Policy.	All year	SENCO	Nursery cluster time
Children can adopt behaviour to suit <ul style="list-style-type: none"> • Classroom • Playground 	Children demonstrate sensitivity to the needs and feelings of others and care for the environment.	Communication with SENCO re: concerns about individual children. Provide opportunities to explore emotions; understand what is right and wrong and why.	On-going all year	P1 staff	
Children respect the rights of others.	Children have an understanding of rules	Circle time - promote self-esteem, self-confidence, sharing, turn taking, listening. Develop identity within	October then on-going all		

<p>Children will develop routines.</p> <p>Children can cope with his/her own personal care</p> <p>Children can take care of own belongings</p> <p>Children can play</p> <ul style="list-style-type: none"> - Alone - In parallel - In groups 	<p>and routines and engage in acceptable behaviour.</p> <p>Children demonstrate elements of school readiness e.g. confidence, self-management, co-operation, an ability to communicate and concentrate.</p> <p>Children will be respectful of all adults and children in the nursery</p>	<p>class group.</p> <p>Use positive behaviour approaches, praise and encouragement to promote appropriate behaviour; enable children to modify own behaviour indoors and out.</p> <p>Use social stories, role play and puppets to teach social skills e.g. turn taking, resolving conflict.</p> <p>Adults acting as role models and helping children develop resilience to change and cope with routines, utilising a range of support materials where necessary.</p> <p>Highlight care for animals, plant life, nursery surroundings and the wider environment.</p> <p>Encourage and support children in the management of their personal care and belongings.</p> <p>Set up a 'buddy' system where necessary.</p>	<p>year</p> <p>On-going all year.</p>		
<p>MONITORING STRATEGIES (Who will lead/What form will it take?)</p>		<p>EVALUATION (How well did we do? - process/outcome)</p>			
<ul style="list-style-type: none"> - Half term review of targets secured → feedback to SLT - Termly review of targets secured → feedback to staff - Monitoring of action plan implementation by the nursery co-ordinator and the pastoral/standards leader on a termly basis - Termly update of action plan audit per pupil 		<ul style="list-style-type: none"> - Half termly evaluation of progress by the SLT - Termly evaluation of progress by nursery co-ordinator and pastoral/standards co-ordinator - Written report each term by the nursery co-ordinator outlining progress to be presented to the Board of Governors - End of action plan evaluation by the SLT and the Board of Governors 			

