



WILLOW DENE School Development Plan 2026 - 27



To maximise learning through morning, lunchtime and end of day routines, with a focus on play and early literacy.



To further develop our work on routines capitalising on play and early literacy opportunities throughout the day



Success statement
Staff teams will have clear and focussed routines around their play/early literacy work and will be confident in planning/delivering and articulating what children are learning



Drawing on pedagogical work, sensory processing CPD and literacy/oracy work
Contributing to work delivered by opal on play and to the pedagogical core priority alongside the sensory processing and oracy work



Wider impact beyond the school.
Update across the year.

AUTUMN

What? (action)	Why? (is the change needed)	Success (what will it look / sound like?)	Evaluation (sources of feedback)
To recap expectations on morning routines and what learning could/should look like for individual class groups.	To ensure all staff (including new staff) are aware of expectations for morning routines. That staff are clear on their role and what children are learning.	All staff have a clear understanding of routine expectations across the day.	Learning walks. Environment check list Timetable check Dialogue with link leader groups.

To develop a pedagogical understanding of the early development of eating/meal time routines alongside early understanding of what play is with a focus on MMS.	To ensure the importance of mealtime and the developmental mile stones of eating and the challenges that can bring for out CYP are clear to staff particularly MMS.	MMS and support staff have a better understanding of mealtimes and eating requirements.	Mealtime LW's. Link leader discussion with teams. Essential skills assessments.
To ensure all teams through the support of their link leader have a clear focus/expectation and plan in place for their key 30 min slot prior to lunch and play time.	To support teams and link leaders to ensure class teams have a clear plan in place for their 30 min slot prior to lunch and play time following clear expectations.	Class groups will have a clear plan in place for this time slot and staff will understand what learning is taking place and what children are working towards.	LW feedback. Timetable. Link leader discussions.
To support CYP's play through the opal framework and upskill staff and facilitate children's play.	To improve the quality of CYP outdoor play and to ensure it is a part of their routines.	CYP will be actively engaged in play, and staff will have clear understanding of play expectations as part of their daily routine.	LW feedback. Timetable/planning.
To support implementation of the sense of sound pre-foundations offer for CXYP working at Early development alongside resources which support wider communication, language and early oracy.	To ensure CYP working at early development have access to pre-phonics after that strengthens the early communication, language and oracy skills that underpin literacy development.	CYP have access to a daily phonics offer appropriate to their communication needs and learning profile. CYP working at Early Development are supported through the Sense of Sound pre-foundations offer. All adults are able to draw on best practice to support communication throughout the day.	AM feedback. LW feedback. Link leader discussions. Evidence for Learning.