



PERSONAL, SOCIAL, AND EMOTIONAL DEVELOPMENT ACTION PLAN



UNLOCKING POTENTIAL



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Rationale

Throughout the pandemic, many children and their families have had to self-isolate, as well as adhering to the national lockdowns and social distancing laws. These social changes come with detrimental impacts to children and families, such as loneliness, depression and anxiety. The lack of structure to some children's school and nursery days as a result of closures could be challenging for many (UNICEF, 2020). The proportion of children in a sample taken by the EEF (2022) who gained a GLD at the end of Reception was 13 percentage points smaller than the proportion in the national data in 2018/19 (58.7% compared with 72% in 2018/2019). Furthermore, EEF surveys suggested schools had concerns about children's PSED (73.6%) and Communication and Language (63.9%) as well as Literacy (73.6%) at the end of year. Lockdown was also found to have negatively impacted upon the emotional intelligence of 9-10 year olds (Martín-Requejo and Santiago-Ramajo, 2021). Analysis of Highfield EYFS Goals shows no significant difference between pre and post pandemic cohort scores in Communication and Language and Personal, Social and Emotional Development. However, anecdotal feedback from staff across Highfield Primary School and observations of children both at play and in the classroom suggested personal, social and emotional development of all year groups was an area requiring intervention through a whole school strategy. The need to better self-regulate, empathise, be resilient, and work and play cooperatively have been identified as specific areas for attention.

Aim / Intent

To improve the personal, social and emotional development of all children in school by supporting them to learn to get on with others, make friends, understand and talk about feelings, learn about right and wrong, develop independence and tolerance and improving emotional intelligence. Emotional literacy is the ability to express our emotions and feelings using speech and other forms of communication. It's an important skill that children must develop from a young age to help establish a stable relationship with their own emotions.

This is done through the three key areas of self-regulation, managing one's self and building relationships.

- Self-Regulation - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
- Managing Self - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Explain the reasons for rules, know right from wrong and try to behave accordingly; Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
- Building Relationships - Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.



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Action Plan / Implementation

| Objective | Success Criteria | Actions and Timescale | Monitoring and Responsibilities | Resources | Budget Implications | Priority, Policy, Curriculum Links |
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| Create PSED Action Plan Strategy | Implementation of the Strategy | <ul style="list-style-type: none"> Implementation of the curriculum: 20/02/23 | Overall: Jonathan Feeley (Headteacher) & L Bowker (Deputy Head) | | | <ul style="list-style-type: none"> - SIP Priority 4 - 2023-24 SIP (Oracy) |
| Create Whole School PSED Curriculum | <ul style="list-style-type: none"> ✓ To improve personal, social and emotional learning ✓ To improve all interactions throughout school ✓ To improve the ability of children to understand and express themselves accurately | <ul style="list-style-type: none"> To develop a curriculum which builds on the Early Learning Goals of: Listening, Attention and Understanding; Speaking; Self-Regulation; Managing Self; and Building Relationships, with expectations appropriate to age To develop a progressive curriculum, with lessons which build skills sequentially To use retrieval opportunities to activate prior learning To maximise the opportunities for talk and role play of common scenarios in school To model and maximise relevant vocabulary e.g., when expressing emotions <p>Timescale: Curriculum ready to implement by 20/02/23</p> | <p>Strategic Curriculum Design, Overview, Monitoring, Evaluation Lead: Liz Bowker (Deputy Head, EYFS Lead)</p> <p>Supporting Leaders: Jonny Gath and Rebecca Thackrah (Behaviour and Culture Leads) Chloe Overduin (PSHE Lead) Amie Elson (KS2 English & Oracy Lead) Jim Brassil (Pedagogy Lead) Rowan Homan (Curriculum Lead) Anne Hargrave (SALT Lead) Rachael McVeigh (SENDCo and AHT) Helen Calvert (Learning Mentor)</p> | <ul style="list-style-type: none"> - EYFS Framework - PSHE Curriculum - Behaviour, Trauma, Safeguarding, Anti-Bullying Policy - Education Endowment Foundation Toolkit, Research Papers - Outdoor Play and Learning doc | None – time only | <ul style="list-style-type: none"> - EYFS Framework - PSHE Curriculum (including British Values) - RED Award - Behaviour, Trauma, Safeguarding, Anti-Bullying Policies - DfE Character Education Framework Guidance - EIF Personal Development |
| To Fully Support Staff in the Implementation | <ul style="list-style-type: none"> ✓ Staff Well-being maintained through minimising additional workload | <ul style="list-style-type: none"> All planning and preparation to be done by members of SLT, no increase in workload for teaching staff | <p>All teaching staff</p> <p>Feedback opportunities: Headteacher, Deputy Head</p> | <p>Teaching slides</p> <p>Medium Term Plan</p> | None – time only | |



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| <p>of the PSED Strategy</p> | <ul style="list-style-type: none"> ✓ Staff fully understand and feel confident in the delivery of the PSED Curriculum ✓ Staff feel confident and have the opportunity to feedback on the implementation and impact | <ul style="list-style-type: none"> ▪ No marking or recording required minimizing workload. All teaching through talk, white board opportunities, modelling and role play ▪ CPD delivered in the staff meeting briefing the day before (staff meeting Wednesday, delivery Thursday). ▪ Feedback opportunities for staff in both staff meeting and whole school briefing ▪ Whole School Assembly on Monday delivered by the headteacher used as a pre-teach opportunity. The focus for the PSED lesson that week to be introduced and discussed on a whole school level. <p>Timescale: Ready to support the curriculum implementation by 20/02/23</p> | | | | |
| <p>To Improve Personal, Social and Emotional Development through Playtime Provision Opportunities</p> | <ul style="list-style-type: none"> ✓ Playtimes are structured to allow greater opportunities for development of PSE skills ✓ Provision is improved to provide a greater range of play opportunities developing a greater range of PSE skills | <ul style="list-style-type: none"> ▪ Playtime 'zones' to provide greater structure, areas designated for each class. Zones timetabled ▪ Greater variety of ball games to be introduced immediately ▪ Outdoor Play and Learning Strategy to be devised outlining the activities in each zone. Budget then to be allocated to outlined provision. Other avenues to be explored, e.g., appeal to parents for unused Lego to be donated, local dairy for milk crates etc. ▪ Risk Assessments for the areas of provision which require them, e.g., crate building | <p>Business Manager</p> <p>Administration Team</p> <p>All Teaching Staff</p> <p>Governors</p> <p>Parents</p> | <p>Budget</p> <p>Procurement</p> <p>Outdoor Play and Learning Strategy</p> | <p>£1000 initially to invest. Attributed to the PTA Quiz profits</p> | |
| <p>To Communicate</p> | <ul style="list-style-type: none"> ✓ Staff understand the purpose | <ul style="list-style-type: none"> ▪ Share the Plan via email/SharePoint with staff | <p>All Teaching Staff</p> <p>Governors</p> | <p>Email</p> <p>Newsletter</p> | <p>None – time only</p> | |



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| <p>the Aims Effectively</p> | <ul style="list-style-type: none"> ✓ Governors informed and feedback ✓ Parents informed | <ul style="list-style-type: none"> ▪ Share, discuss and receive feedback via staff meetings and briefing ▪ Share, discuss and receive feedback from the Teaching and Learning Pupil Support Committee Agenda ▪ Keep Parents informed through the newsletter <p>Timescale: Share: ready to support the curriculum implementation by 20/02/23</p> <p>TLPS Governors Committee: Next TLPS (Summer)</p> <p>Newsletter: Weekly if appropriate</p> | <p>Parents</p> | <p>Teaching, Learning Pupil Support Committee Agenda</p> <p>Staff meeting & briefing time</p> | | |
| <p>Measure the Impact</p> | <ul style="list-style-type: none"> ✓ The voice of pupils ✓ The voice of staff ✓ Behaviour log shows a reduction in incidents ✓ Parental contact regarding behaviour reduces | <ul style="list-style-type: none"> ▪ Questionnaires distributed to pupils to measure socio-emotional profile and gain additional information about our young people's emotional health and well-being, as well as to give a picture of the peer relationships and levels of social acceptance and rejection within a class. <p>Pupil Questionnaire question sections:</p> <ul style="list-style-type: none"> ○ 1-5 Work Confidence ○ 5-10 Persistence ○ 10-14 Organisation ○ 15-19 Getting Along & Self-Regulation ○ 20-24 Resilience & Self-Soothing ○ Other Pupils and Whole School <ul style="list-style-type: none"> ▪ Questionnaires distributed to staff to measure their observations of the | <p>Headteacher, Deputy Headteacher, Learning Mentor, PSHE Lead, Behaviour and Culture Leads</p> | <p>Input and analysis system, e.g., Microsoft Forms</p> <p>Questionnaires</p> <p>CPOMS</p> | <p>None – time only</p> | |



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| | | impact of the PSED Action Plan upon the socio-emotional development of our children. <ul style="list-style-type: none"> ▪ Analysis of behaviour log through CPOMS and parental contacts. | | | | |
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Review date: Summer 2024

Signed: *Liz Bowker* (PSED Lead, Deputy Head, EYFS Lead)

Jonathan Feeley (Headteacher)

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