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| **Holy Trinity C of E Primary School**  **School Improvement 2021-22** | | | | | | | | |
| **Subject** | **EY** | | | | | | | |
| **Staff** | **Debbie Wheeldon** | | | | | | | |
| **Strategic Subject Intent** | | | **Intended Impact** | | | | | |
| Our curriculum in Early Years is designed to provide a broad and balanced education that meets the needs and interests of all pupils. Planning and sequenced learning facilitates them to gain the skills, knowledge and understanding, as they start out on their educational journey, supporting them to make good progress from their individual starting points and preparing them for the next stage of their education.  We place a big emphasis on supporting children’s personal, social and emotional development so that they feel safe and secure and are ready to learn.  Through the seven areas of learning we provide topics that excite and engage children, building on own interests and developing their experiences of the world around them. We recognise that all children come into our setting with varied experiences and all staff work hard to ensure that the learning opportunities provided widen their knowledge and understanding of the world, setting ambitious expectations for all children, whilst working in partnership with parents and carers.  The curriculum celebrates diversity and supports the pupils’ spiritual, moral, social and cultural development. Those children with particular needs, including SEND, are supported appropriately allowing them to be successful. | | | -The children develop within the indoor and outdoor environment and these areas stimulate and enhance their learning.  -Learning is planned to encourage children to develop independently and through exploration and challenge.  -Children have the confidence to use terminology and correct vocabulary  -Children apply knowledge of phonics and reading to all areas of the curriculum  -Parents given appropriate support  -Staff have a deeper knowledge of the child development and the curriculum  -Progress is evident within the EYFS curriculum  -Greater communication with parents and how they can support their child  -New assessment procedures in place | | | | | |
| **Subject Implementation** | | | | **RAG** | | | | **Comments** |
| **Autumn** | **Spring** | | **Summer** |
| To ensure new assessment procedures in EYFS provide appropriate information and assessment points are in place to ensure children who are ‘on track’ | | | |  |  | |  |  |
| To implement new EYFS statutory frame work and Developmental Matters. | | | |  |  | |  |  |
| To develop the long term Curriculum Maps show progression across Nursery and Reception and cover statutory requires and vocabulary for 7 areas. | | | |  |  | |  |  |
| To provide CPD for staff on child development and ensure staff are able to articulate their practice and how a child develops. | | | |  |  | |  |  |
| To develop the outdoor environment to ensure children reach their full potential across the curriculum and areas are set up. | | | |  |  | |  |  |
| For Nursery to develop ideas to build up parent relationships and communication and celebrate their child’s success. | | | |  |  | |  |  |
| To embed Seesaw and ways it can support parents and their child with phonics, literacy, number and shape space & measure at home. | | | |  |  | |  |  |
| To purchase books and resources to support all topics -especially history, geography and science. | | | |  |  | |  |  |
| To implement the changes in phonics and reading and ensure reading books are banded correctly. | | | |  |  | |  |  |
| To implement Triple P across Early Years to support parents and families. | | | |  |  | |  |  |
| **Funding & Resources** | | **Cost (Time & Money)** | | | | **Links to Academy Council** | | |
| Labels and outdoor area £600?  Shed for children to access own resources outside and writing shed / storage shed £2000  Resources for topics  Time with English Hub  Training for Triple P –cover  Training EYFS staff meeting time CPD child development | | | | | |  | | |
| **Evaluation** | | | | | | | | |
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