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| **Holy Trinity C of E Primary School**  **School Improvement 2022-23** | | | | | | | | |
| **Subject** | **Early Years** | | | | | | | |
| **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 provide CPD for new members of staff to ensure they are able to understand EY Framework and curriculum. To ensure outstanding practice continues inside and outside and they can articulate their practice and how a child develops. | | | |  |  | |  | Aut – EY Framework and curriculum covered.  Spring – EY environment focused  Summer – Good understanding of assessment and intervention |
| To ensure new subject monitors have an understanding about early years. | | | |  |  | |  | Aut- discussed EY curriculum with new subject monitors and given Holy Trinity Development Matters / ELG.  Spring – Discussions during PM for subject leaders.  Summer – leaders are able to talk about early years. |
| To embed the mathematics long term curriculum within nursery and reception | | | |  |  | |  | Aut – started to embed maths with new co-ordinator. Maths rewards but in place to coincide with ELG.  Spring – Plans and adapted for cohort  Summer – More focus in EY to support next stage of learning. Future plans for maths in EYs |
| To develop ideas to support parents with number strategies at home. | | | |  |  | |  | Spring – Ideas sent via twitter to give parents ideas. Seesaw used to support parents at home.  Summer – Continued to give parents support at home. |
| To implement Triple P across Early Years to support parents and families. | | | |  |  | |  | Due to commitments not completed. |
| To develop an RSHE overview for Early Years and work with the DNDLT to support other school. | | | |  |  | |  | Aut -Team implemented jigsaw and EY curriculum in overviews for Nursery and Reception. DW started to working with DNDLT to support other schools.  Spring – Working with DNDLT to develop progress and small steps in Nursery and Reception.  Summer – Working on small steps |
| To develop Thrive in nursery and reception for vulnerable or specific individuals or small groups. | | | |  |  | |  | Aut -Training received and strategies beginning to be put into place.  Spring –strategies used throughout EY and with specific chn. Worked with agencies to support vulnerable individuals.  Summer – Embed strategies with specific chn |
| To embed support for EY settings in DNDLT with network meetings. ?? | | | |  |  | |  | Aut -Network meeting attended.  Spring- Other comments  Summer – Not able to meet apart from teams. Meetings to support ECT and visit schools. |
| To continue to develop the outdoor environment to ensure children reach their full potential across the curriculum and areas are set up. | | | |  |  | |  | Aut- shed bought and need to set up more specific areas and resources.  Spr – accessing outdoor areas and more activities set up to support curriculum areas and PSE.  Area used to support SEND. |
| To purchase resources to support new topics and focus on non fiction books. | | | |  |  | |  | Aut- purchased more diverse books.  Spring - more specific books ordered. |
| To continue to develop the reading scheme and add books from other schemes which focus on specific digraphs. | | | |  |  | |  | Aut- reading scheme continued with new members of staff.  Summer – More support needed for chn with |
| **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 for staff in nursery. Refreshments for parents. £600 | | | | | |  | | |
| **Evaluation** | | | | | | | | |
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