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| **Holy Trinity C of E Primary School**  **School Improvement 2023-24** | | | | | | | | | |
| **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** |
| For subject monitors to deepen their understanding of EY curriculum and observe in the early years.  (All subject co-ordinator to deepen their knowledge during Autumn term. **)** | | | | |  |  | |  |  |
| To implement the new mathematics from White Rose Mastery Number Programme into Nursery and Reception long term curriculum within Nursery and Reception.  (Start training beginning Autumn and implement) | | | | |  |  | |  |  |
| Member of staff complete Early Years Recovery Programme (EYRP) to enhance their knowledge and skills in supporting the development of children across three key developmental areas - Communication and Language, Early Mathematics, and Personal, Social and Emotional Development (PSED).  (Start course Autumn 1. Start to implement changes through out year with a focus on Communication and Language.) | | | | |  |  | |  |  |
| To train new staff in Early Staff with EYFS curriculum and implement BLAST.  (After baseline implement into Reception Autumn / Nursery settle and decide if BLAST or other appropriate communication intervention depending on EYRP Spring) | | | | |  |  | |  |  |
| To implement Triple P across Early Years to support parents and families.  (Introduce in Spring Term) | | | | |  |  | |  |  |
| To develop an RSHE overview for Early Years and work with the DNDLT to support other schools.  (Workshops to meet in Autumn term and complete the RSHE for EY Spring) | | | | |  |  | |  |  |
| To set up face-to-face meetings to support for EY settings in DNDLT with network meetings.  (Autumn network meetings meet new staff and Summer set up dates to visit other setting.) | | | | |  |  | |  |  |
| To purchase more resources for tuff spots in outdoor area for Reception and Nursery.  (Autumn Term focus on resources to adapt and use in school then in Spring purchase resources for inside and outside.) | | | | |  |  | |  |  |
| To continue to implement NELI and SALT targets to support speech, language and communication in Reception.  (Autumn Reception will focus on BLAST so move onto NELI in Spring Term). | | | | |  |  | |  |  |
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| **Funding & Resources** | | **Cost (Time & Money)** | | | | | **Links to Academy Council** | | |
| * Time to cover EYRP and complete course – DW cover time * Time to implement Triple P across Early Years. * Resources for tuff spots * Staff training time for EYFS | | | * SLT to cover weekly nursery on morning when JW attends course. Plus 2 x mornings for Jade to complete course work. £130 * Spring – Cover for JW for planning and work with parents. – 6x £65 = £390 am Plus 6x 1hr= £130. * Tuff spots resources £300 * DW/JW to work with subject co-ordinators in areas. * Team time to discuss interventions / EYRP and how we can adapt EY | | | | * Christine Patton-Wood | | |
| **Evaluation** | | | | | | | | | |
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