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| **Holy Trinity C of E Primary School**  **School Improvement 2024-25** | | | | | | | | | | |
| **Subject** | **Early Years** | | | | | | | | | |
| **Staff** | **Jade Watson** | | | | | | | | | |
| **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** | | | | **Linked personnel** | | **RAG** | | | | **Comments** |
| **Autumn** | **Spring** | | **Summer** |
| For new 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/Spring term. **)** | | | | Jade Watson  Subject Leads | |  |  | |  | **Autumn**  Ongoing.  **Spring**  **Summer** |
| To develop connections between authority Early Years Team SEND team. (Spring) | | | | Jade Watson | |  |  | |  | **Autumn**  Ongoing – attended local authority stakeholders event on EYFS SEND. Looked at Ordinarily Available provision for SEND. Sent Emma Watson (EY SEND for LA) data information required. Will be followed up with a call in the Spring.  **Spring**  **Summer** |
| To embed mathematics from White Rose Mastery Number Programme into Nursery and Reception long term curriculum within Nursery and Reception.  (Autumn and implement) | | | | Maths Co-ordinator  EY Team | |  |  | |  | **Autumn**  Ongoing  **Spring**  **Summer** |
| To embed BLAST and Early Talk in Nursery.  (After baselines in Nursery decide on BLAST intervention) | | | | EY Team | |  |  | |  | **Autumn**  Baselines completed. Interventions (BLAST and Early Talk Boost) to begin in Spring.  **Spring**  **Summer** |
| To implement Triple P across Early Years to support parents and families. (Introduce in Spring Term) | | | | J Watson  D Wheeldon | |  |  | |  | **Autumn**  This target will not be completed due to DW leaving at the end of Autumn.  **Spring**  **Summer** |
| To implement new PSHE/ RSHE documents in Nursery and Reception and merge with existing curriculum and Jigsaw. (Workshops to meet in Autumn term and complete the RSHE for EY Spring) | | | | EY Team  D Wheeldon | |  |  | |  | **Autumn**  **Spring**  **Summer** |
| To implement forest schools and growth in the outdoor area for Reception and Nursery.  ( Spring purchase seeds . plants. Look for forest training courses) | | | | EY Team | |  |  | |  | **Autumn**  **Spring**  **Summer** |
| To implement SALT targets to support speech, language and communication in Nursery and Reception.  (Aut) | | | | EY Team | |  |  | |  | **Autumn**  Ongoing – awaiting SALT involvement for a lot of our children.  **Spring**  **Summer** |
| **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. * Staff training time for EYFS | | | * Spring – Cover for JW for planning and work with parents. – 6x £65 = £390 am Plus 6x 1hr= £130. * Garden resources £200 * Forest School Training £150 * DW/JW to work with subject co-ordinators in areas. * Team time | | | | | * Christine Patton-Wood | | |
| **Evaluation** | | | | | | | | | | |
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