

SECTION 4: THE EARLY YEARS FOUNDATION STAGE

To continue to deliver a curriculum that provides no limits or barriers to the children's achievements, regardless of their backgrounds, circumstances or needs and that high ambition is shared by all staff.

Success Criteria/Outcomes

▪ Pupils achieving the ELGs is at least in line with National Average. ▪ All teaching (80% - 96%) is outstanding and never less than consistently good; ▪ All staff read to children in a way that continues to excite and engage the pupils, introducing new ideas, concepts and vocabulary; ▪ All pupils use their knowledge of phonics to read accurately. They read with increasing speed and fluency. ▪ Most pupils achieve the early learning goals, particularly in mathematics and literacy. ▪ 100% of pupils develop their vocabulary and understanding of language across the seven areas of learning. They achieve well, particularly those children with lower starting points. ▪ Pupils demonstrate their positive attitudes to learning through high levels of curiosity, concentration and enjoyment. They are beginning to manage their own feelings and behaviour, and understand how these have an impact on others. ▪ Pupils have the necessary foundations for the rest of their schooling. ▪ 100% of pupils on roll are making sustained progress; ▪ All staff have high expectations of all pupils, consistently; ▪ All teachers plan and teach lessons and focussed activities that enable all pupils to learn exceptionally well across the curriculum; ▪ All teachers systematically and effectively check pupils' understanding throughout lessons and activities; ▪ All teachers anticipate where they need to intervene and with notable impact on the quality of learning; ▪ 100% of pupils' work shows that, where possible, they have the knowledge, understanding and skills expected for their age as set out by the curriculum and assessment system; ▪ All pupils have aspirational progress targets and they are on track to meet or exceed the expected standards by the end of Reception; ▪ Assessment information is used effectively to ensure all pupils make the progress their teachers expect and that more able pupils do work that deepens their knowledge and understanding;	▪ All pupils' strengths and misconceptions are identified and acted on by teachers and teaching assistants during lessons and more widely to plan future teaching, remedy where pupils do not demonstrate knowledge or understanding of a key element of the curriculum and deepen the knowledge and understanding of the more able; ▪ Increase the percentage of children achieving a Good Level of Development to 60% by June 2015; ▪ Maintain the proportions of disadvantaged pupils matching pupils nationally. ▪ Interventions are in place for all children who require it; ▪ All teachers use well-judged teaching strategies; ▪ Timetable of workshops implemented in support of Parents as Partners; ▪ 100% of SEN pupils achieving IEP/IBP/Statement targets/objectives; ▪ 100% of EAL/INA pupils achieving their NASSEA Step Targets. ▪ All pupils are reading widely and often across all subjects to a high standard; ▪ 100% of SEN pupils achieving IEP/IBP/Statement Targets/Objectives; ▪ 100% of INA/EAL pupils achieving their NASSEA targets; ▪ Teaching effectively supports and promotes the development of Prime and Specific Areas; ▪ Standards of attainment of almost all groups of pupils are likely to be at least in line with national averages with many pupils attaining above this.
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Key Objectives	Actions	Start Date	Review Date	Person/s Responsible	Estimated Cost	Monitoring
<i>To maintain an ambitious and effective curriculum and continue to ensure its breadth and balance as evidenced through consistently improving outcomes for pupils whilst ensuring it provides no limits or barriers to the pupils' achievements.</i>	▪ Continue to monitor the Curriculum through a range of Staff Meetings and the Assessment and Monitoring Timetable; ▪ Consider the subject matter and relevance to age group; ▪ Implement PHSCE Action Plan; ▪ Action Planning by subject leads maintains high standards; ▪ Purchase resources to facilitate curriculum subjects; ▪ Ensure extra-curricular activities further support and enhance the curriculum. ▪ Ongoing CPD and sharing of good practice to support teachers' subject and pedagogical content knowledge and leads to further improvements.	September 2023	December 2023 April 2024 July 2024	Emma Pilling All Subject Leaders EYFS Staff	Staff Meeting Time School Pupil Tracker	<i>Curriculum Subcommittee</i> <i>School Improvement Partner</i>
<i>To ensure that the inevitable learning gaps following COVID 19 will be addressed for our pupils' particularly disadvantaged pupils and including pupils with SEND.</i> ✓ To extend the school's welcome to new children and their	▪ Current class teachers to identify areas of the curriculum still to be covered recorded on template created by SLT; ▪ Shared virtual meetings with new class teacher on outcomes of that piece of work; ▪ Autumn Term new class teachers to focus on gaps in learning in all subjects from previous years group e.g. EYFS ELGs to be taught in Year One, phases of Phonics and learning objectives from other subjects; ▪ Pupil progress meetings following data drop based on 'plugging the gaps' to highlight those pupils requiring further interventions.	September 2023	December 2023 April 2024 July 2024	Leaders of Learning Deputy Head teachers Class Teachers Head teacher		<i>Curriculum Subcommittee</i> <i>School Improvement Partner</i>

<i>families in September. Share all necessary documentation on line and have paper versions as necessary.</i> ✓ <i>To meet with identified children's parents as necessary, have daily conversations and provide flexible timetables until their children are settled.</i>						
<i>To ensure teachers have consistently secure knowledge of early reading and phonics is systematic and effective in ensuring that all children learn to read words and sentences accurately.</i>	▪ Thorough audit identify staff needs and ensure that they have sufficient subject and pedagogic knowledge to plan the next steps towards the curricular targets as well as language development and organise CPD accordingly; ▪ Monitor planning and ensure that all staff are using the agreed short term planning for reading and that they are appropriate; ▪ Enhance further strategies for day to day assessments (e.g. focused questions, evidence from focused observations, oral and written language samples) and ensure that they are planned for and used in lessons/learning activities; ▪ Criteria for observations provided for all staff to follow planned improvement for reading using OfSTED Guidance; ▪ Lesson monitoring carried out by SLT and Reading Lead feedback to staff and targets for improvement; ▪ Lesson Observation Policy developed by all staff and accepted by Governors; ▪ Over view sheet of observations provided by SLT and HT with judgement grades, areas for development and strengths; ▪ Leader of Reading action plans target areas for improvement as a result of Reading Analysis; ▪ Where appropriate, short term plans are annotated to identify the language demands of objectives/activities; ▪ Ensure the school and classroom environments provide essential prompts and displays to support Reading as well as the learning and teaching of Reading and the wider curriculum; ▪ Teachers use the learning environment to model the learning process and promote high expectations; ▪ Displays continue to promote reading throughout school and support children in their understanding of assessing work and expectations of that particular attainment point; ▪ Ensure that within lessons a wider range of scaffolding strategies e.g. Reading frames, language development prompts are used effectively; ▪ Moderation of reading assessments; ▪ Ensure that additional adults are used effectively in lessons; ▪ Liaise with IT Lead to ensure that staff and additional adults are trained to further improve their a range of ICT – audio/video tapes, a range of curricular and multi-lingual software, digital cameras, visualisers, 4D Room - to support language development and access to the curriculum and that IWBs are used to provide visual support. ▪ Implement the Monitoring and Assessment Timetable of Activities. Planning is in line with the Planning Policy and includes modelling the Reading process, shared writing and guided writing opportunities; ▪ Liaise with the community, parents and outside agencies; Support	September 2023	December 2023 April 2024 July 2024	Emma Pilling Sam Walker Class teachers	Staff Meeting Time Planned Pupil Progress Meetings Performance Management Meetings School Pupil Tracker	SLT Curriculum Subcommittee School Improvement Partner

	ECT's with the teaching of English and effectively induct staff new to school.					
<i>To continue to improve outcomes for pupils at the end of the EYFS so that the percentage of children achieving a good level of development in communication and language is at least in line with National Expectation at 72%.</i>	▪ Ensure that they have sufficient subject and pedagogic knowledge to plan the next steps towards the curricular targets as well as language development and organise CPD accordingly; ▪ Enhance further strategies for day to day interactions (ensure that planning directs Teaching Assistants to the language and questioning techniques to be used for each ability group. ▪ Lesson monitoring carried out by SLT with feedback to staff and targets for improvement; ▪ Lesson Observation Policy developed by all staff and accepted by Governors; ▪ Over view sheet of observations provided by SLT and HT with grades, areas for development and strengths; ▪ Where appropriate, short term plans are annotated to identify the language demands of objectives/activities; ▪ Ensure the school and classroom environments provide essential prompts and displays to support communication and language as well as the learning and teaching of Reading and the wider curriculum; ▪ Teachers use the learning environment to model the learning process and promote high expectations; ▪ Displays promote Reading throughout school and support children in their understanding of expectations; ▪ Ensure that within lessons a wider range of scaffolding strategies e.g. Reading frames, language development prompts are used effectively; ▪ Moderation of reading assessments; ▪ Ensure that additional adults are used effectively in lessons; ▪ Liaise with ICT Coordinator to ensure that staff and additional adults are trained to further improve their a range of ICT – audio/video tapes, a range of curricular and multi-lingual software, digital cameras - to support language development and access to the curriculum and that IWBs are used to provide visual support. ▪ Monitor planning; ▪ Monitor evaluations; ▪ Monitor pupil books; ▪ Liaise with the community, parents and outside agencies.	September 2023	December 2023 April 2024 July 2024	Emma Pilling English Team		Curriculum Subcommittee School Improvement Partner Personnel Subcommittee

<i>To continue to ensure staff are knowledgeable about the teaching of mathematics and ensure that children have sufficient practice to gain fluency in using and understanding numbers. The mathematics curriculum provides a strong basis for more complex learning later on.</i>	▪ Thorough audit identify staff needs and ensure that they have sufficient subject and pedagogic knowledge to plan the next steps towards the curricular targets as well as language development and organise CPD accordingly; ▪ Monitor planning and ensure that all staff are using the agreed short term planning for reading and that they are appropriate; ▪ Enhance further strategies for day to day assessments (e.g. focused questions, evidence from focused observations, oral and written language samples) and ensure that they are planned for and used in lessons/learning activities; ▪ Criteria for observations provided for all staff to follow planned improvement for reading using OfSTED Guidance; ▪ Lesson monitoring carried out by SLT and mathematics lead feedback to staff and targets for improvement; ▪ Lesson Observation Policy developed by all staff and accepted by Governors; ▪ Over view sheet of observations provided by SLT and HT with judgement grades, areas for development and strengths; ▪ Leader of mathematics action plans target areas for improvement as a result of mathematics Analysis; ▪ Where appropriate, short term plans are annotated to identify the mathematical demands of objectives/activities; ▪ Ensure the school and classroom environments provide essential prompts and displays to support mathematics as well as the learning and teaching of mathematics and the wider curriculum; ▪ Teachers use the learning environment to model the learning process and promote high expectations; ▪ Displays continue to promote mathematics throughout school and support children in their understanding of assessing work and expectations of that particular attainment point; ▪ Ensure that within lessons a wider range of scaffolding strategies Moderation of mathematics assessments; ▪ Ensure that additional adults are used effectively in lessons; ▪ Liaise with IT Lead to ensure that staff and additional adults are trained to further improve their a range of ICT – audio/video tapes, a range of curricular and multi-lingual software, digital cameras, visualisers, 4D Room - to support mathematics development and access to the curriculum and that IWBs are used to provide visual support. ▪ Implement the Monitoring and Assessment Timetable of Activities. Planning is in line with the Planning Policy and includes modelling the mathematics process; ▪ Liaise with the community, parents and outside agencies; Support ECT's with the teaching of English and effectively induct staff new to school.	September 2023	December 2023 April 2024 July 2024	Rhys Jones Emma Pilling	Staff Meeting Time Planned Pupil Progress Meetings Performance Management Meetings School Pupil Tracker	SLT Curriculum Subcommittee School Improvement Partner
<i>To continue to use assessment well and do not use it in a way that creates unnecessary burdens on staff or pupils whilst addressing identified gaps in attainment in core subjects within specific/vulnerable groups and implement effective and timely intervention strategies and groups.</i>	▪ Undertake analysis of teacher assessment data in order to identify gaps in attainment; ▪ Further develop TAs through quality first teaching and Wave 2 and 3 support; ▪ Interventions; ▪ Address and monitor girls absence; ▪ Reading books, libraries; ▪ Focus for Action Plans.	September 2023	December 2023 April 2024 July 2024	Deputy Head teachers Class Teachers Head teacher Leaders of Learning		HT Curriculum Subcommittee School Improvement Partner
<i>To address identified gaps in attainment</i>	▪ Undertake analysis of teacher assessment data in order to identify gaps in attainment;	September	December 2023	Ross Powell	See Budget Allocation for	Curriculum Subcommittee

<i>in Prime Areas within specific/vulnerable groups and implement effective and timely intervention strategies and groups.</i>	Further develop TAs through quality first teaching and Wave 2 and 3 support.	2023	April 2024 July 2024	Emma Pilling	EYFS	School Improvement Partner Diane Jeffries Head teacher
<i>To continue to ensure that the agreed system for use of e-Learning Journeys is further embedded and used effectively by all stakeholders.</i>	- EYFS Leader to monitor agreed records on e-Learning. Regular monitoring of e-learning /work by SMT (according to monitoring schedule) to check application of e-Learning Journeys and that it consistently supports pupils and teaching staff in ways improve with targets met and achieved; - Feedback to be given to staff; - Leaders to set review dates with colleagues as appropriate; - Does it give constructive feedback and outline next steps?	September 2023	December 2023 April 2024 July 2024	Ross Powell Emma Pilling Class Teachers	Refer to Budget Plan 2023 to 2024	Curriculum Subcommittee School Improvement Partner Middle Management Team
<i>To maintain an outstanding environment that reflects the school's ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills.</i>	- All English Leads to Implement a guidance for learning environment expectations and disseminate to staff via staff meeting; - Continue to implement monitoring and assessment timetable; - Displays in classrooms reflect the English NC and reflect progressive grammar expectations; - Key words from the NC are displayed in classrooms; - Handwriting is modelled within displays alongside exemplar pieces of marked work; - Success criteria for specific types of writing are displayed; - Outdoor reading and writing areas containing high quality displays are implemented; - Investigate and implement genre sacks for specific texts including small world and role play; - Create a timetable of creative experiences through the use of outside professionals e.g. Shakespeare Plays, visiting authors etc. to stimulate writing opportunities.	September 2023	December 2023 April 2024 July 2024	EYFS Staff		SLT Curriculum Governors School Improvement Partner
<i>To ensure that the children increasingly show high levels of self-control during activities and have an excellent understanding of how to manage risks and challenges relative to their age.</i>	- Revisit the Behaviour Policy and ensure that all staff are consistent in its application to the EYFS through monitoring timetable; - Rewards and sanctions are interesting and relevant and ensure children want to display positive behaviour; - To implement bespoke reward and behaviour charts linked to IBPs; - Intervention implemented through Lead Behaviour through liaison with class teacher and SENCO; - Parents as partners home/school diaries to support improvement; - Liaison with Pastoral Lead in terms of CAM.	September 2023	December 2023 April 2024 July 2024	Emma Pilling Class Teachers	Refer to Budget Plan 2023 to 2024	Curriculum Subcommittee School Improvement Partner Pastoral Team
<i>To ensure that Leadership remains inspirational through a focused timetable of monitoring and assessment activities and continues to provide effective support for less experienced and skilled staff.</i>	- In line with the whole school assessment and monitoring timetable brief monitoring visits by HT, EYFS Lead and DHT, to take snap shots of setting's implementation and delivery of activities in line with the staff appraisal process; - Liaise with the LA in ensuring that the leadership judgements of standards is concurrent; - Key Questions:- Are all the safeguarding requirements still in place and ensure that these are monitored by the EYFS Lead and Site Manager; - CPD is planned and implement to meet the needs of staff and are consistent in ensuring the outstanding judgements; - Continue to monitor children's needs through key workers, assessment Pupil Progress Meetings and address any deviation with the SENCO, Class teachers and outside agencies; - Implement Case Studies of tracking three children through their	September 2023	December 2023 April 2024 July 2024	Emma Pilling	Refer to Budget Plan 2023 to 2024	Personnel Subcommittee School Improvement Partner Diane Jeffries Head teacher

	time in the EYFS.					
<i>To continue to make certain that all staff give clear messages to children about why it is important to eat, drink, rest, exercise and be kind to each other. They ensure that the youngest (two-year-old) children's needs are met.</i>	- Implement the PHSCE/SMSC Action Plan 2020 to 2022; - Monitoring activities linked to the Timetable of Monitoring and Assessment Activities carried out by the PHSCE Leader; - Behaviour Logs monitor concerns raised and actions taken; - Curriculum continues to support healthy school agenda; - Implement Bernardo's Healthy Relationships Scheme of work for older children; - Coherent allocated 'Mental Health Champion' and knowledgeable PSHE lead regarding Emotional Well-being; - Purchase resources, as identified by staff, ensuring the delivery of Health & Emotional Well-being lessons.	September 2023 Daily	December 2023 April 2024 July 2024	PHSCE Lead – Chloe Taylor Emma Pilling		SLT Safeguarding Subcommittee School Improvement Partner
<i>To ensure all teachers are able to demonstrate deep curriculum knowledge and understanding of the curriculum and maintain the outstanding teaching designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.</i>	- Monitor the use of questioning during direct teaching and guided reading texts and how common misconceptions are corrected – Monitoring Activity; - Lessons are planned effectively and the modelling of writing is used throughout the curriculum; - CPD for new staff and those staff who require refreshers; - Clear success criteria are used throughout the teaching process and teacher's model the use of it when assessing pieces of work – Monitoring Activity; - Monitor the use of High Quality Texts – Literature Spine and Poetry Spine; - Monitor environments to ensure that they support the children's learning and reflect strategies implemented.	September 2023	December 2023 April 2024 July 2024	Emma Pilling Leaders of Learning	Management Time Staff Meeting Time	SLT Curriculum Subcommittee School Improvement Partner
<i>To continue to ensure that the key person supports engagement with ALL parents, including those who may be more reluctant to contribute.</i>	- Induction Meetings for parents planned and implemented; - Parents asked to fill in the child information sheet; - Parents given opportunities to speak to all practitioners at the start and end of the day; - Focussed strategies to ensure that parents are more engaged with e-Learning Journeys - Parents evenings and reports home; - Implement a timetable of workshops for the new academic year; - Implement social events such as Story Café and Coffee Mornings for parents on a termly basis; - Implement system of electronic learning journeys to which parents can contribute to; - Support parents with working with outside agencies through the school's CAM process and SEN process; - Using pupil premium monies to support parents with additional costs that may be incurred within the unit.	September 2023	December 2023 April 2024 July 2024	Emma Pilling Class Teachers	Refer to Budget Plan 2023 to 2024	Curriculum Subcommittee School Improvement Partner Middle Management Team