

Subject/Area: EYFS	Key Personnel:- Jill Hoy
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Quality of teaching and learning; outcomes for children	
Activities and improvements during the year 2022/23	<ul style="list-style-type: none"> • The new phonics scheme Little Wandle was implemented throughout the year including the guided reading aspect. • Medium term plans were developed to include key vocabulary and progression of skills. • PSED skills in the Autumn term were a clear focus to ensure children had positive learning behaviours during guided sessions and the continuous provision. • A floor book was developed throughout the year to show children's learning, enrichment days and the skills learnt.
What impact have these activities and improvements had on your subject curriculum?	<ul style="list-style-type: none"> • GLD has increased to 72.7%. • The gap between PP and Non-PP children was closed. • The new phonics scheme has a bigger emphasis on reading during each session and guided reading. Reading data has increased by 2.5% as children who were not read with at home were read with consistently in school. • Children had 3 guided reading sessions a week. This increased their confidence when reading and comprehension skills. Staff had training for guided reading sessions which developed their skills further. • Intervention groups had a positive impact on children's self-esteem which meant during whole class and group sessions they were more willing to have a go.

Judgement:		
Outstanding	Good	Requires Improvement

On the basis of this information, what are your key priorities for development? (up to 3)
To ensure the curriculum has a clear progression including identifying key vocabulary and knowledge to be learnt.
To continue to embed the new phonics scheme including guided reading with all staff and in the continuous provision due to the new staffing structure.
To ensure the running of EYFS is consistent under the new staffing structure.

Improvement plan for the year - EYFS						
What do we want to improve? (area for development)	How will we go about it?	When will it happen and be completed?	What will success look like/ anticipated impact ?	Cost (if applicable)	Who will monitor its impact and to whom will this be reported to?	Relevant links to School priority 1,2 or 3
Embedding and developing the curriculum.	<ul style="list-style-type: none"> Use knowledge organisers to support the learning of key vocabulary and facts of information. Ensure the continuous provision has challenge for all. All staff deliver interventions that meet children's needs including PP children. 	Each term and review the progress.	Children are using new vocabulary		EYFS staff. Jill Hoy will report to SLT.	2
Develop the EYFS under the new staffing structure	<ul style="list-style-type: none"> Give staff training when needed about aspects of the curriculum. Ensure staff know the expectations throughout the year for the curriculum and continuous provision. Ensure the behaviour expectations are consistent. 	Throughout the year with reviews each half term to ensure a consistent approach.	The progress of the children is consistent for all.		Jill Hoy Jill Hoy will report to SLT.	1 , 2, 3
Subject specific tasks for the year	<ul style="list-style-type: none"> Develop the use of knowledge organisers to enhance children's vocabulary and knowledge. Ensure clear communication with parents including sharing wow moments and curriculum meetings. Look at the continuous provision to ensure it is challenging children's thinking. Embed the use of questioning in the continuous provision. 					