

<b>Subject/Area: EYFS</b>	<b>Key Personnel:- Jill Hoy</b>
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<b>Quality of teaching and learning; outcomes for children</b>	
Activities and improvements during the year 2023/24	<ul style="list-style-type: none"> <li>• Little Wandle is embedded into everyday practise including home school learning. Parents embraced the home school learning and embedding of the phonics. We had a high percentage of children reading at home.</li> <li>• The new staffing structure has been developed throughout the year to meet children's needs. The staff have worked together to improve outcomes for children.</li> <li>• The children were year one ready and had the foundation skills to continue their learning.</li> </ul>
What impact have these activities and improvements had on your subject curriculum?	<ul style="list-style-type: none"> <li>• GLD has increased to 74.5%.</li> <li>• The new phonics scheme has a bigger emphasis on reading during each session and guided reading. Reading data has increased by 15.7% as children who were not read with at home were read with consistently in school.</li> <li>• Children had 3 guided reading sessions a week from October. This increased their confidence when reading and comprehension skills.</li> </ul>

<b>Judgement:</b>		
Outstanding	Good	Requires Improvement

<b>On the basis of this information, what are your key priorities for development? (up to 3)</b>
To ensure the curriculum has a clear progression including identifying key vocabulary and knowledge to be learnt.
To embed the new maths scheme including the continuous provision.
To develop the use of the new Behaviour policy and zones of regulation to be accessible to EYFS.

## 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 <b>success</b> look like/ anticipated <b>impact</b> ?	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"> <li>• Use knowledge organisers consistently to support the learning of key vocabulary and facts of information.</li> <li>• Ensure the continuous provision has challenge for all.</li> <li>• Ensure interventions meet children's needs.</li> <li>• Ensure the WRM vocabulary is included in MTP and the continuous provision.</li> <li>• Discussions with Preschool about the use of key vocabulary and embedding this into practice</li> </ul>	Each term and review the progress.	Children are using new vocabulary consistently. The use of interventions meets the children's needs and change accordingly to developments.		EYFS staff. Jill Hoy will report to SLT.	1
Embedding and developing the WRM maths scheme	<ul style="list-style-type: none"> <li>• Staff are aware of the outcomes of the lesson.</li> <li>• The aspects are the consistently taught each lesson.</li> <li>• The use of resources to revisit learning in the continuous provision.</li> </ul>	Each term and review the progress.	Children's Maths outcomes increase when ELG's are assessed.		EYFS staff. Jill Hoy will report to SLT.	1
Develop the behaviour policy and zones of regulation	<ul style="list-style-type: none"> <li>• Make the new behaviour policy work for EYFS and ensure</li> <li>• Introduce the zones of regulation and how the children can use this to show their emotions.</li> </ul>	Each half term and review the progress.	Children understand how the zones of regulation can support their emotions.		EYFS staff. Jill Hoy will report to SLT.	2

<b>Improvement plan for the year - EYFS</b>						
<b>What</b> do we want to improve? (area for development)	<b>How</b> will we go about it?	<b>When</b> will it happen and be completed?	What will <b>success</b> look like/ anticipated <b>impact</b> ?	<b>Cost (if applicable)</b>	<b>Who</b> will monitor its impact and to <b>whom</b> will this be reported to?	<b>Relevant links to School priority 1,2 or 3</b>
<b>Subject specific tasks for the year</b>	<ul style="list-style-type: none"> <li>• Develop the use of knowledge organisers consistently to enhance children's vocabulary and knowledge.</li> <li>• To embed interventions into every day practice for all children.</li> <li>• Continue to embed the use of questioning in the continuous provision.</li> </ul>					

Autumn	Spring	Summer
M and E <ul style="list-style-type: none"> <li>• Monitor the zones of regulation are in classes</li> <li>• Zones of regulation are being used by the children</li> <li>• Monitor the use of interventions and are they being completed w/c 14/10 and 16/12</li> <li>• Monitor the coverage of the WRM scheme and how it is being covered w/c 9.12.24</li> <li>• Information shared with staff about the zones of regulation w/c 9/9/24</li> </ul>	M and E <ul style="list-style-type: none"> <li>• Zones of regulation are being used by the children and they can explain the different zones. Pupil questionnaire w/c 31/3</li> <li>• Assessment of the WRM covered so far and the impact against outcomes w/c 7/4</li> <li>• Continuous provision and how staff are questioning/interacting with the children</li> <li>• Monitor the use of interventions and are they being completed w/c 10/2 and 7/4</li> </ul>	M and E <ul style="list-style-type: none"> <li>• Assess how the WRM has worked throughout the year and teacher confidence. w/c 23/6/25</li> <li>• Pupil and staff questionnaire about the zones of regulation. w/c 30/6/25</li> </ul>