

Priority: Key Priority 2 - Early Years			Priority Coordinator: Miss A Cooke Subject Governor: Mrs R Garrington		
Objective	Actions (Processes)	Timescale	Resources/Cost	Monitoring - what/who/when	Success Criteria
To ensure a positive culture in Early Years committed to learning	<ul style="list-style-type: none"> Pride in the achievement of children will be shared through Development of staff research projects (Outdoor maths and precision teaching) Development of stimulating learning environments. Challenging planning as well as challenging independent activities in the Areas of Provision, with modelling and some initial support from T and TA's. 	<ul style="list-style-type: none"> Displays and learning environments changed termly to suit topics Ongoing research projects Termly and weekly planning 	<ul style="list-style-type: none"> Displays and learning environments Supply cover (time for research projects) Cost to replace old furniture and resources. Teacher time Supporting development of new TA's to FS1/ FS2 	<ul style="list-style-type: none"> SLT - learning walks and planning scrutiny, lesson observations. EYFS leader Governor 	<ul style="list-style-type: none"> Learning environment is stimulating and reflects the current topics. Children are provided with challenges; TA'S are questioning and extending play opportunities.
To continue to monitor the progress of pupils in line with the school systems and ensure that the percentage of pupils achieving GLD is at least at national.	<ul style="list-style-type: none"> Use the Reception baseline results and track them into our whole school tracking system. Have regular PPM's to track children's progress throughout the year. 	<ul style="list-style-type: none"> On going X3 PPM meetings Input data to Scholar X 4 	<ul style="list-style-type: none"> Teachers' time to complete the baseline assessment with each individual child. PPM time with HT (cover) 	<ul style="list-style-type: none"> FS leader FS leader through discussions at FS meetings SLT members through pupil progress meetings EYFS Governor 	<ul style="list-style-type: none"> Baseline assessment provides accurate on-entry data for tracking. All pupils making expected or better progress. At least national percent achieve GLD (Current school 68%)

<p>To ensure individual children and groups of children with identified needs and targeted and appropriate interventions are planned and delivered so that children receive the support they need.</p>	<ul style="list-style-type: none"> • FSM and Nursery premium will be identified on Scholar Pack to make these groups easier to track • Additional adult support to SEND children will be identified and suitable planning, interventions and agencies contacted to deliver the correct learning and interventions • Regular scrutiny and comparison between boys/girls will identify topics that may encourage in different genders, particularly with writing. 	<ul style="list-style-type: none"> • On going PPM X3 • Input data to Scholar X 4 	<ul style="list-style-type: none"> • Training - EYFS SENCO course for FS1 teacher. • Time (liaise between SENCO and teachers) • SEN resources/ S&L training • Cost of extra adult to provide SEN interventions/ PP 	<ul style="list-style-type: none"> • SENCO • SLT - progress of SEN children • EYFS Leader • Teachers - regular targets for SEN children 	<ul style="list-style-type: none"> • SEND children/ children working significantly below ages and stages make progress in line with their peers. • Children with SEND are identified and adding to the school SEND register receiving appropriate support. • Boys make progress in line with the girls in writing from their starting points
<p>To raise standards in speech, language and communication.</p>	<ul style="list-style-type: none"> • Ensure staff's skills are further developed to support S & L children (look at providing training for staff and parents of S & L children) • Talk time homework opportunities • Provide regularly opportunities for circle time to allow children to talk about what they are interested in or what they have done. • Additional adult support 	<ul style="list-style-type: none"> • On-going throughout the year 	<ul style="list-style-type: none"> • S&L training • PP money (addition adult support for modelled talk through play) • Planning time 	<ul style="list-style-type: none"> • SLT members at PPM progress of CLL in FS1/FS2 • FS leader • EYFS Governor 	<ul style="list-style-type: none"> • Children making good or better progress in areas of CLL. • Children with S & L make progress in line with their peers from starting points

	<p>ensures more modelled talk through play.</p> <ul style="list-style-type: none"> • Consider how staff in nursery will be allocated in order to deliver quality communication skills activities 				
To develop strategies to improve attendance	<ul style="list-style-type: none"> • Ensure that parents have clear guidelines on when to keep children at home. • Work closely with parents if attendance is an issue to offer support. • Hold meetings with parents to discuss poor attendance (translator provided if required). • Produce data to identify patterns of attendance. • Make daily first day phone calls and follow ups to gain information about absences • Class and individual attendance certificates awarded to children with good attendance 	<ul style="list-style-type: none"> • Ongoing - Attendance meetings throughout the year when needed if children drop below required attendance % 	<ul style="list-style-type: none"> • Time (phone calls, attendance meetings, scrutiny of attendance data) • Certificates/ Rewards for good attendance 	<ul style="list-style-type: none"> • Office staff/ Scholar pack register system. • Head teacher • FS leader • EYFS Governor • SENCO 	<ul style="list-style-type: none"> • All pupils have attendance at or above 90%
To develop nursery outdoor learning area in line with that in reception and ensure the new reception area is appropriately used and resourced.	<ul style="list-style-type: none"> • Develop FS1 playground area. • Establish FS1 new gardening area. • Ensure current topics are reflected in outdoor learning environment. • Ensure staffs are always present outside to assess and develop outdoor 	<ul style="list-style-type: none"> • April 2017 • Termly 	<ul style="list-style-type: none"> • Cost of improvement DC/premises budget • Time/ cost with David. • New resources to improve the look replacing old furniture etc 	<ul style="list-style-type: none"> • FS leader/ HT/EYFS gov • Monitored by FS leader through discussions at FS meetings • SLT during observations 	<ul style="list-style-type: none"> • FS1 outdoor learning opportunities and environment improves. • Greater focus on progress in learning outside.

	<p>learning opportunities.</p> <ul style="list-style-type: none"> • Purchase any additional resources required to improve outdoor areas. 				
To increase opportunities to liaise between Nursery and Reception staff	<ul style="list-style-type: none"> • Ensure regular assessment and moderation between FS1 and FS2 occurs. • Implement weeks in the year where members of staff swap between FS1 and FS2. • Establish consistence of planning across FS1 and FS2. • Plan more joint events for example - Reception Christmas performance to nursery and nursery parents. 	<ul style="list-style-type: none"> • 3x per year- Nov, Jan, June • Weeks to be planned and discussed at KS meetings • October 2017 • Ongoing throughout the year. 	<ul style="list-style-type: none"> • Teacher time • Adult ratios in settings. 	<ul style="list-style-type: none"> • FS leader and EYFS governor • SLT through observations of practice • Head teacher 	<ul style="list-style-type: none"> • Greater understanding of what is happening across the FS. • More accurate FS judgements. • Consistency of work across the FS.
To increase parent participation in children's learning	<ul style="list-style-type: none"> • Arrange Creative curriculum play days (Muddy Mondays etc) • Imbed Reading Mornings (Tuesday mornings) • Organise parent reading story sessions. • Provide parent workshops on key areas of learning (Phonics, Maths, writing) • Use Tapestry as a tool to share children's learning and experiences at home and at school. • Consider opportunities to develop parenting skills. 	<ul style="list-style-type: none"> • Curriculum parent participation days - one each term. • Reading mornings (Every Tuesday) • Workshops - ongoing throughout the year 	<ul style="list-style-type: none"> • Planned resources for curriculum play days, using ideas from Cornerstones. • Time given by curriculum subject coordinators to plan and deliver workshops • Cost and renewal of Tapestry Tool • KS planning meetings 	<ul style="list-style-type: none"> • FS leader through parent questionnaires. • Curriculum coordinators - workshops for areas of the curriculum. • EYFS governor 	<ul style="list-style-type: none"> • Parents have an improved understanding of the EYFS curriculum and know the expectations for their child's age. • Parents are using tapestry and adding to children's learning journeys. • Parents feel confident to support their

	<ul style="list-style-type: none"> • Question parents on their experiences of nursery/ school. 	<ul style="list-style-type: none"> • Tapestry (weekly) 			child's learning at home.
To meet with subject governor to discuss policy, assessment, data, level's progress. Provide opportunities to visit lessons.	<ul style="list-style-type: none"> • Liaise with EYFS Gov to book visits. • Arrange dates • Information provided/discussed • Goves feedback to whole Gov body meeting. 	<ul style="list-style-type: none"> • 2 per year 	<ul style="list-style-type: none"> • Coordinators Time 	<ul style="list-style-type: none"> • Goves 	<ul style="list-style-type: none"> • Goves have greater awareness of their curriculum area within school. • Goves up-to-date with progress in their curriculum area.