



To develop a broad, balanced and vocabulary rich curriculum,
that is ambitious and gives pupils the knowledge that they
need to succeed in life

2021-2022

Strategic Direction and Development of EYFS

Actions	Timescale	Success Criteria	Cost & Staff	Termly Review for Governors and SEF (Autumn, Spring, Summer)
INTENT				
To ensure that F1 and F2 is coherently planned and sequenced so that key knowledge, vocabulary and skills are taught in a logical order and children make progress year on year. Ensure there is consistency in planning across F1 and F2.	Ongoing	EYFS from F1 through to F2 will be coherently planned. F2 teachers will plan building on the skills, knowledge and vocab already taught in F1. High expectations for our EYFS children. Staff will know their children well and plan for individual needs and interests, where appropriate. Children benefit from meaningful learning experiences across EYFS. Planning to be available on the shared drive and to be consistent across all EYFS.	SLP, SB, SH	Aut 1 Review of the EYFS environments and provision.
Ensure that the content from F1 to F2 is sequential and builds upon prior knowledge in each subject. Can you demonstrate it?	Ongoing	As above (Linked to planning) Environments will be communication rich across EYFS.	SLP, SB, SH	
EYFS learning environments will be consistent across F1 and F2. There will be an agreed structure, consistency as to how CP looks and it's purpose in all EYFS rooms. The	Ongoing but changes to be put in place	All EYFS environments are closely monitored by all members of the EYFS teams. All staff are involved in the CP areas and understand why they are in	All EYFS Staff	

environments will reflect the children's ever changing needs and their interests so they are irresistible to all our children. To be discussed at EYFS Weekly Briefings.	throughout Autumn Term.	place and what they need to do to support children in these areas. Areas are enhanced regularly and changed to suit our children's needs.		
<p>To review the planned curriculum to ensure coverage of the EYFS Curriculum. Leaders to adopt and construct a Curriculum that is ambitious and designed to give children the knowledge, self-belief and cultural capital they need to succeed in life.</p> <p>SLP to deliver further training for TAs</p>	Autumn Term but ongoing	<p>All EYFS staff will have a clear understanding of the new EY Framework and Statutory Guidance docs.</p> <p>Regular reviewing of CP by FS Leader and SLT.</p> <p>Children are taught in an age appropriate way. In F1 teaching periods of the whole class will be increased as appropriate.</p> <p>Teaching is adapted to suit different classes and children's needs and interests.</p> <p>There will be a mix of teacher led and child initiated learning.</p> <p>Misconceptions will be addressed daily.</p>	FM, ShB, SH, AB, SB, SD, MB, AD, SLP	
To review, plan and restructure the Outdoor Learning Area (F2). EYFS Team to look at our current children's needs and interests and design an Outdoor Area for the woodland area. The Woodland Area will be used for child led learning promoting UW, PSED, C&L and EAD for all F2 children. To discuss how the PD Outdoor Area may be enhanced. SLP to draw up a list of desired resources and submit to JM. (Possibility of fund raising as a Foundation Stage in order to provide some of these resources)	Autumn/Spring/ Summer Term	<p>The Outdoor Areas will be better resourced and reflect our children's needs and interests.</p> <p>Our EYFS children will be very excited to use these areas daily.</p> <p>The Woodland Area will provide resources and opportunities for children to lead their own learning with a focus on EAD, PSED, C & L and UW.</p>	<p>All EYFS staff</p> <p>JM (Re money available etc)</p>	
To review subject planning so that it is accessible for SEN and disadvantaged pupils .	Ongoing	SEN and disadvantaged pupils across EYFS will access the EY curriculum. (via	SB, SLP, SH and TAs supporting	

Discussions to take place during EYFS weekly meetings or during PPA time regarding the above.		planning either for individuals by the class teacher or close liaisons and discussions with TA supporting children) Evidence will be logged of work taken place/interventions with SEN pupils to show learning and coverage. Additional book time for children beginning EYFS with limited vocabulary and story language experience.	children with SEN or disadvantaged pupils	
To follow the new whole school Reading Programme in F2.	Autumn Term	F2 children will read as part of a reading group from Aut 1 Term. Children have their books changed (actual book) on a Monday and they take this book home daily and return it to school. Reading takes place supported by an adult 4 times per week.	TAs from KS1 to support groups. EYFS staff	Implemented from Aut 1 Term. Support from KS1 TAs. Parents received info regarding Reading Scheme.
To produce a long-term overview for EYFS which outlines provision from F1-F2.	Autumn Term	Amended long term overviews from F1 to F2.	SH, SLP and SB during EYFS Meetings.	Amended long-term overviews from F1 to F2.
To introduce a new Maths scheme across F2 and to review Maths and how it is taught in F1.	Autumn/Spring Term	Consistent, coherent Maths planning building on prior maths knowledge and in line with the new EYFS Maths objectives will be in place in F2. In F1 the pre skills for above will be being taught and the F1 maths planning will be coherent. SB will share her Maths knowledge and training with all EYFS staff so our purpose and learning about Maths is clearly understood by all EYFS staff.	SB attend training as Maths Lead. SB to share with SLP and all EYFs staff.	Implemented from Aut 1 Term in F2.
The role of EYFS staff to be reviewed by Class Teachers. How will our EYFS TAs be used to create maximum input, to encourage	Ongoing	All EYFs staff will have a clear outline of their role when working in CP, supporting the whole class, the Class Teacher or with groups. Trainee TAs to	All EYFS staff	

conversations and develop vocabulary? What interventions will they deliver?		shadow experienced TAs and further develop their own practise.		
To produce a vocabulary overview for F1 and F2.	Summer Term	Vocabulary overview available	As above.	
Using info from Baseline of children to achieve the ELG in Maths and in English. Overall to achieve GLD at the end of the Year.	Autumn Term	SB and SLP moderate Baseline and provide info re projected GLD. Interventions put in place for those children not on track.	SLP and SB	
To review Assessment procedures across EYFS in accordance with the new EYFS guidance. Discuss and agree how observations will be made and recorded across EYFS.	Spring Term	Assessment procedures that are in accordance with the new EYFS guidance and that meet our school's requirements are in place across EYFS.	All EYFS staff	
To review and update the Curriculum Policy related to Early Years so that it reflects current practice in school.	Spring Term	Updated Curriculum Policy that reflects provision and practice in EYFS	SLP	
To ensure that the website information is up to date for EYFS.	Ongoing	Up to date EYFS on the website.	SLP	
IMPLEMENTATION				
To ensure that the planned curriculum is delivered in each year group by: a. Observing lessons and providing feedback. b. Termly book/Tapestry scrutiny c. Interviewing pupils	Ongoing	SLP will have observed F1 and F2, scrutinised Tapestry and talked to EYFS pupils.	SLP	
Have scrutinised teaching and learning so that you can show the curriculum produces an increasing amount of knowledge that is built year on year and that the knowledge is 'sticky.' (ask the children what they know) Is there sufficient re-visiting of subject knowledge planned in the schemes of work?	As Above	SLP to collect in planning on a weekly basis to compare weekly that knowledge is being built on and re-visited.	SLP	

To audit staff expertise in EYFS and to provide staff training to further develop subject knowledge.	As Above	As detailed previously – SLP to provide further training to further develop EYFS staff knowledge of the new EYFS framework.	SLP	
Identify best practise in EYFS By attending relevant training and liaising with other schools in our networks e.g Infant Heads, Deeside Collaboration	As above	SLP to attend Infant Schools EYFS Lead meetings.	SLP	
To identify curriculum ambassadors for F1 and F2.	Spring Term	EYFS ambassadors will be available to answer questions from F1 and both F2 classes.	SLP, SH and SB	
Review experiences on offer for pupils in EYFS and suggest opportunities for each year group.	Ongoing	Broad range of experiences across EYFS for our children.	SLP, SB and SH	
To conduct an audit of school environment to identify if EYFS is reflected positively.	Spring Term	EYFS will be included in whole school displays etc.	SLP	
IMPACT				
To produce a termly report for governors which will form part of the HT report to governors.	Termly Review			
To have a face to face/phone meeting with the link governor for your subject		SLP will have made contact with Jen Merrin EYFS Governor.		Aut 1 – Spoken with J Merrin and discussed coming in to see EYFS in her Governor role.