

LILY LANE PRIMARY SCHOOL VISION: SUPPORTIVE:KIND:INSPIRING:DETERMINED:UNIQUE

Our vision is to provide an **inspiring** curriculum that will engage all learners to be successful and proud within their learning at school and beyond. We recognise that our community is diverse and **unique** and we will nurture and celebrate this so that children, staff and families feel proud. With our words and actions we will be **determined** to strive for excellence for our children and their community. By ensuring **support and kindness** for all we will flourish and grow.

KEY PRIORITY 6: Early Years Foundation Stage

To design and deliver an early years curriculum and learning environment that is safe and engages all children; preparing them for their next stage of learning.

Ofsted recommendation:

Children need to learn all that they should during their time in the early years.

The curriculum needs a better design.

Staff need to have the expertise to help pupils gain the knowledge they need to make a positive start to Y1.

Leaders must ensure that staff in the early years are clear about what they need to do to support all children, including those with SEND, to achieve well across all aspects of the early years curriculum.

Children in the early years need to be introduced to clear routines and expectations.

Intentions:

6.1 Curriculum design: including working with parents (intention) team vision & ethos/long term curriculum plan/communication with parents (JK/SM)

1. For a clear vision and ethos (intent) for Early Years provision to be in place
2. The long term curriculum plan (intent) for Nursery and Reception covers all aspects of learning in a progressive, diverse and inspiring way
3. Parents have a clear overview and understanding of what their child is learning and feel inspired to be involved

6.2 Learning environment challenge & engagement: learning environment/learning challenges & independence/staff interactions & support for learning (JK/VB/SM)

1. For the learning environment in EYFS to promote the curriculum in an organised, progressive & inspiring way.
2. Challenges will be in place for children and supported by staff so that children engage and build independent learning, practising skills and using learning talk.
3. Staff interactions support and develop learning through reflecting back, using open-ended questioning and modelling explicit thinking.

6.3 Progressive routines that build independence (staff/ch): review of current practice/timetabling and use of staff at trigger points, including PPA (JK/VB)SM)

1. Routines are effective in safeguarding children, utilising staff to support universal and targeted provision needs
2. Timetables are reviewed and updated throughout the year to enable access to the full curriculum for all children

6.4 Inclusive behaviour and learning approaches (SEND): risk assessments/SEN support and nurture/universal and targeted language approach: incl Makaton/support for RHOSEY (JK/VB/SO)

1. A process of plan/do/review and targeted risk assessments where needed is robustly in place and owned by all
2. With support from Phase Leaders, SEN Teachers, SEN TAs and SENDCo (in-class support/meetings/CPD), EYFS staff will plan for the emerging needs of their cohorts.
3. A universal/targeted approach to supporting access to learning for children with language barriers is put in place with the support from the DHT/Speech and Language Therapist. (CPD/Makaton (Aut 2) - universal signs/PECs pictures/Elklan assessment)
4. RHOSEY applications and support will be accessed in order to best meet the individual needs of children with SEN

6.5 Assessment: review of current systems to streamline (JK/VB/SM)

1. To review, streamline and improve assessment systems to have maximum impact on provision and progress

Ofsted Link: EYFS, Leadership & Management, Behaviour & attitudes

Success Criteria:

6.1 Curriculum design, including working with parents (intention)

1. Decisions and delivery of provision for children and families is done so in a way that reflects the EYFS vision and ethos
2. The EYFS curriculum meets full requirements and reflects the cultural diversity and context of the school community
3. Parental engagement in support for learning and involvement in curriculum events/home learning increases from a baseline in N to the end of Rec

6.2 Learning environment challenge & engagement

1. Continuous provision is adapted throughout each term to enable the promotion of curriculum, extension of children's interests and the development of progressive basic skills
2. Clear challenges are provided within the learning environments in Nursery and Reception in a progressive and skills-based way
3. All staff have the skill set to support learning interactions and talk with children.

6.3 Progressive routines that build independence (staff/ch)

1. All children will receive the support and safe place that they need to flourish and grow
2. All children will receive access to the curriculum and staffing to support their emerging and developmental needs

6.4 Inclusive behaviour and learning approaches (SEND)

1. Risk assessments will be in place to protect and safeguard vulnerable children, staff and the cohort
2. Staff have a better understanding of how to plan and deliver provision for children with SEND needs within EYFS and put this in to place
3. A clear approach supporting language development for all children, universally and targeted, is in place and impacting on outcomes
4. The thoroughness of SEND Plan-Do-Review supports the robustness of RHOSEY applications, enabling children to access the support that they need

6.5 Assessment

1. Formative and Summative assessment processes are fit for purpose, time effective and consistently used across the phase

Key Priority 6: Early Years Foundation Stage

ASPECT/ACTIONS	Timescale	Resources	Milestones - Autumn	Milestones - Spring	Milestones - Summer
6.1 Curriculum design (working with parents)					
<p>Team vision & ethos For a clear vision and ethos (intent) for Early Years provision to be in place</p> <p><i>Success criteria: 6.1.1</i></p>			<p>Stabilise changes of staff.</p> <p>KO to observe both Nursery and Reception. JK to observe both Nursery and Reception.</p> <p>Clear next steps from observations by KO/JK to be discussed in line with findings and agreed priorities with staff.</p> <p>Team vision to be in line with whole school vision plus agreed by staff and shared with new staff into the setting.</p>	<p>As EY Lead, Jess to continue to drop into Nursery daily to ensure current knowledge of teaching and learning and give 'in the moment' support where needed.</p> <p>Finalise context document to reflect vision and ethos.</p> <p>Triangulate evidence from observations of staff practice with the Vision and Ethos document to ensure it reflects accurately.</p>	<p>Establish EYFS policy and portfolio.</p> <p>Review of Vision and Ethos in line with potential re-establishment of Right Respecting School journey.</p>

<p>Long term curriculum plan The long-term curriculum plan (intent) for Nursery and Reception covers all aspects of learning in a progressive, diverse and inspiring way</p> <p><i>Success criteria: 6.1.2</i></p>			<p>Timetables to be rigorous (intent) and based on most effective use of staff.</p> <p>JK and team, with support from KO'H, to consider current curriculum themes to review whether to continue with them or change overarching themes e.g. transport / weather.</p> <p>JK and team, to look at current curriculum plan for main and wrap around texts (companion texts). Ensure they offer enough in terms of rich vocabulary/sentence patterns as well as comparability in text type (poems / journey stories / traditional tales).</p> <p>Weekly team planning meetings/half termly staff meetings to ensure all staff have a chance to feed into long term plan as well as use their observations to add to short term plans (children's interests but focusing on skills / outcomes).</p>	<p>Work on LTPs and MTPs to ensure diversity and inspiration – focus on books.</p> <p>Review LTP and MTP to check context of school is reflected (Moston/Manchester) and it is relevant to our children/community e.g. are local artists included? How do pupils see themselves as a global citizen and citizens of Manchester?</p> <p>As part of the long term curriculum plan, plan enrichment activities such as trips/visits and visitors into school to broaden children's experiences.</p> <p>In line with assessment point data (termly), analyse any areas of learning that may need a stronger focus on or staff CPD to support planning of learning experiences in these areas.</p>	<p>Analyse data to reflect on the impact.</p> <p>In line with assessment point data (termly), analyse any areas of learning that may need a stronger focus on or staff CPD to support planning of learning experiences in these areas.</p> <p>Consider a pupil voice activity as part of curriculum review.</p>
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<p>Communication with parents Parents have a clear overview and understanding of what their child is learning and feel inspired to be involved</p> <p><i>Success criteria: 6.1.3</i></p>			<p>'Meet The Teachers session' to be held to welcome everyone.</p> <p>Reception phonics workshop to be held – focussing on how parents can support at home.</p> <p>Class Dojo to be set up and used in each EY class to keep parents informed.</p> <p>Tapestry used effectively to exemplify learning. Next steps to be shared with parents with suggestions for home follow up.</p> <p>Termly newsletters sent to inform parents of the current learning and home learning.</p>	<p>Nursery talking workshop to be held with follow up home learning.</p> <p>Home learning to match the rest of the school's consistency (reading, phonics/spelling, themed learning, wrm).</p> <p>Parent events planned that are linked to curriculum to celebrate the learning outcomes from that unit.</p> <p>Consider how information is shared with the 'harder to reach' parents who experience barriers around language, understanding or linked to their own experiences of school.</p> <p>Letters to be translated or discussed in person.</p>	<p>Parent events planned that are linked to curriculum to celebrate the learning outcomes from that unit.</p> <p>Analyse Nursery and Reception engagement in terms of home learning. Use the analysis to develop further strategies for parental engagement.</p> <p>Volume of tapestry, workshops, parents' evenings etc. take up to be reviewed and recorded.</p>
<p>Monitoring and Evaluation: M.E.</p>					
<p>6.2 Learning environment challenge & engagement</p>					
<p>Learning environment For the learning environment in EYFS to promote the curriculum in an organised, progressive & inspiring way.</p> <p><i>Success criteria: 6.2.1</i></p>			<p>Organised continuous learning environments, linked to current learning enhanced provision.</p> <p>Nursery environment to be pared back in Term 1 to reflect developmental level. Reviewed for Term 2 to extend/challenge.</p> <p>Olaf developing outside displays.</p> <p>EYFS team to do an audit on all rooms and create next steps. Jess to monitor next steps.</p>	<p>Learning environments to build up throughout this term to reflect the progress the children have made.</p> <p>Use NC's classroom as model classroom for sharing good practice/Staff CPD.</p> <p>Monitor displays to include explanations and prompts for engagement as well as being updated regularly being purposeful.</p>	<p>Learning environments to build up throughout this term to reflect the progress the children have made.</p> <p>Term 3 Learning Environments to provide adequate challenge to prepare pupils for the next stage of their education.</p>

			Staff to visit other settings for inspiration and ideas around learning environment.		
<p>Learning challenges & independence</p> <p>Challenges will be in place for children and supported by staff so that children engage and build independence learning, practising skills and using learning talk.</p> <p><i>Success criteria: 6.2.2</i></p>			<p>Visit MFPS to see a challenge curriculum in place. Introduce challenges curriculum style learning.</p> <p>Use baseline data (as well as children's current learning interests) to drive the focus of the challenges.</p> <p>Ensure all staff are involved in setting up the challenges and are clear on the outcomes (not overly focused on the 'activity').</p> <p>Ensure all staff are clear on the expectations for challenges - that they are well planned and resourced, introduced to the children, undertaken and recorded.</p>	<p>Challenge areas to be tracked. Monitor the challenges to reflect on skill-based progressiveness.</p> <p>(Spring 2) Children to be directed to specific challenge areas to ensure breadth of learning opportunities undertaken.</p> <p>Explore ways for children to record completed challenges e.g. using Tapestry / See Saw / checklist.</p> <p>All staff to be involved in setting up and resourcing challenge areas –staff to rotate around the areas to ensure that they are clear about progression of learning for the skills practised in that area.</p> <p>Challenges to focus on skill first not 'activity'.</p> <p>JK to liaise with Year One to ensure there will be a clear progression from how challenges are presented in EY to Year One</p>	<p>Differentiated challenges in place, colour coded for skill level.</p> <p>Pupil voice activities give evidence that children can talk about their learning in terms of skills and what they have learnt in a particular challenge area.</p> <p>Observations of children reflect that they are confident using key structures and methods of accessing learning in the areas e.g. partner work, recording role play situations, giving opinions, using flash cards, memory games, vocabulary matching.</p>

<p>Staff interactions & support for learning Staff interactions support and develop learning through reflecting back and use of open-ended questioning and modelling explicit thinking.</p> <p>Success criteria: 6.2.3</p>			<p>Staff meeting on staff interactions.</p> <p>Vocabulary on planning and displays.</p> <p>Named staff on timetable to support children working in the continuous provision areas to extend learning, vocabulary and to pose questions.</p>	<p>Weekly planning meetings and half termly staff meetings to have a bigger emphasis on the interactions.</p> <p>Staff to visit MFPS to get some ideas on language friendly environments developed by them with CPD from Speech and Language therapist from Speech Bubble.</p> <p>Staff CPD from Speech Bubble.</p>	<p>Staff to video each other having quality interactions (video self if preferred) so staff can reflect on the year and make next steps.</p> <p>Through drop ins Jess to note hubs of good practice within EYFS so peer coaching can be used and to share good practice across the team.</p>
<p>Monitoring and Evaluation: M.E.</p>					
<p>6.3 Progressive routines that build independence</p>					
<p>Review of current practice Routines are effective in safeguarding children, utilising staff to support universal and targeted provision</p> <p>Success criteria: 6.3.1</p>			<p>Implement risk assessments for 'hot spot' times and use these next Autumn term.</p> <p>Ensure that routines put in place are based around best practice and needs of the child.</p> <p>Ensure all routines are clear and communicated to all all staff working in the units.</p> <p>Visual and audio cues.</p> <p>Dojos and child of the week.</p>	<p>Reflect on risk assessments weekly.</p> <p>Pupil voice task around safety.</p> <p>Ensure that safety is part of explicitly taught curriculum as well as ongoing.</p> <p>Review of routines for each term to ensure they are developmentally appropriate for the children's age and stage of development at that time.</p>	<p>Share risk assessments with next year group.</p> <p>Review of routines for each term to ensure they are developmentally appropriate for the children's age and stage of development at that time.</p> <p>Review routines in line with any new pupils or staff joining.</p>
<p>Timetabling and use of staff at trigger points Timetables are reviewed and updated throughout the year to enable access</p>			<p>Reflect on routines daily and keep amending until strong enough to embed.</p> <p>Have staff timetables at hand for all.</p>	<p>Reflect on routines weekly checking if the routines need to be tweaked.</p> <p>Add challenge for progress.</p>	<p>Have the summer timetable as intent for the following year.</p> <p>JK to liaise with Year One to ensure the EYFS timetables are progressive and prepare children for their next steps/Year Group.</p>

to the full curriculum for all children Success criteria: 6.3.2			Ensure high quality and consistent staffing is in place during the middle of the day.		Share this timetable with the next year group to show what the children are capable of. Timetables and the timings to reflect the progress and independence.
Monitoring and Evaluation: M.E.					
6.4 Inclusive behaviour and learning approaches (SEND)					
Risk assessments A process of plan/do/review and targeted risk assessments where needed is robustly in place and owned by all Success criteria: 6.4.1			PDRs and risk assessments written. Not ok tool.	Review PDRs and risk assessments. Not ok tool.	Share the PDRs and risk assessments with next year group. Not ok tool.
SEN support and nurture With support from Phase Leaders, SEN Teachers, SEN TAs and SENDCo (in-class support/meetings/CPD), EYFS staff will plan for the emerging needs of their cohorts Success criteria: 6.4.2			Set up EYFS SEND cycle. PDRs to start in Reception. Move children in Reception so needs are evenly spread.	Rainbow room interventions to be put into place in Nursery. 1:1 interventions to start in Nursery.	Work with MH to discuss what is best for the children next year. New to school meetings, stay and plays, home/nursery visits.

<p>Universal and targeted language approach: incl Makaton A universal/targeted approach to supporting access to learning for children with language barriers is put in place with the support from the DHT/Speech and Language Therapist. (CPD/Makaton (Aut 2) - universal signs/PECs pictures/Ekkan assessment)</p> <p><i>Success criteria: 6.4.3</i></p>			<p>Refer to S+I.</p> <p>ETB assessments.</p> <p>Use 'Makaton of the week'.</p> <p>Language focuses in Morning Meetings.</p> <p>MTYT.</p> <p>Helicopter stories.</p>	<p>Refer to S+I.</p> <p>Start ETB.</p>	<p>Refer to S+I.</p> <p>Review impact and take to transition.</p>
<p>Support for RHOSEY RHOSEY applications and support will be accessed in order to best meet the individual needs of children with SEN</p> <p><i>Success criteria: 6.4.4</i></p>			<p>RHOSEY to observe and give advice – red, yellow, green signs and communication boards.</p> <p>Jess to hold TACs and apply for SEND pathway and funding.</p>	<p>Review need.</p> <p>TACs.</p> <p>Pathway or funding.</p> <p>Social and communication pathway referrals.</p>	<p>Review need.</p> <p>TACs.</p> <p>Pathway or funding.</p> <p>Social and communication pathway referrals.</p>
<p>Monitoring and Evaluation: M.E.</p>					
<p>6.5 Assessment</p>					
<p>Review of current systems to streamline To review, streamline and improve assessment systems to have maximum impact on provision and progress</p>			<p>Nursery to do their own baseline.</p> <p>Reception to do the EYFS Profile baseline. Reception to do their own alongside.</p> <p>Input on to Tapestry to give an overview of concerns.</p>	<p>Redo baselines in a different pen.</p> <p>Use information from each assessment point to plan next curriculum MTP and focus on individuals and groups of pupils who may need extra support.</p>	<p>Redo baselines in a different pen.</p> <p>Input on to Tapestry to give an overview of concerns.</p> <p>Add stage of development to the ones who are not ARE.</p>

Success criteria: 6.5.1			<p>Add stage of development to the ones who are not ARE.</p> <p>Jess to get support to analyse in an effective way.</p>	<p>Input on to Tapestry to give an overview of concerns.</p> <p>Add stage of development to the ones who are not ARE.</p> <p>Jess to analyse and reflect on impact.</p>	<p>Jess to analyse and reflect on impact</p> <p>Thorough transition.</p>
Monitoring and Evaluation: M.E.					