

Leadership

- EYFS Leader: Laura Murgatroyd
- Link Governor: Deborah Borrett
- EYFS Leader File and EYFS Self-Evaluation
- Staff meetings to moderate work, introduce new resources, detail/introduce procedures alongside whole school.
- Planning & assessment monitored by BC
- Organise themed days/weeks/assemblies
- SDP objectives 23-24: curriculum, staffing structure, environment, speech & language, management of self

Assessment

- Pupil targets and tracking in place and regularly updated – Development Matters assessment on-going. Phonics assessment every 4 weeks.
- End of term assessments – where applicable
- Marking and feedback – verbal feedback predominantly
- Group needs and pupil progress inform tasks and next steps – flexible approach adopted
- Assessment tracking regularly updated and used
- Issues identified, noted and acted upon – CPOMS and provision maps updated
- Internal and external moderations
- Statutory assessment – RBA in September, ELGs in Summer.

Planning

- Ongoing curriculum development
- Agreed planning format
- Long-term plans – Yearly plan on display
- Medium-term plans – termly plans on display
- Weekly plans – on display
- Specific groups identified for differentiation and to address additional needs – interventions in place
- Timetable – on display
- Regular scrutiny – Headteacher reviews termly

Curriculum

- Detailed curriculum map showing coverage of Development Matters, acknowledging the ELGs and the school's curriculum areas.
- Topic-based learning evidenced in long and medium term plans
- EYFS Leader to ensure progression throughout phase – plans, topics, themes and activities are regularly reviewed.

Early Years at St Erth



Improvement Outcomes

- Specific pupil progress – regular assessment in phonics identifies areas for specific pupils and these are acted on promptly.
- Development Matters assessment highlights areas for specific children and intervention activities planned or whole group focus provided.
- From SDP: develop spoken language and imagination of pupils (RBA). Develop working memory of pupils (RBA).

Resources

- Excellent range available to ensure effective teaching of all areas of learning – under review and new resources always being purchased or coveted.
- Interactive and practical resources available
- Resources for both indoor and outdoor learning – outdoor learning resources currently under review
- EYFS Phase Leader holds resource list.

Pupils

- Engagement and enjoyment – this is paramount and children lead focus of learning
- Demonstrate love for learning
- Encouraged to engage in deeper, metacognitive thinking through the development of characteristics of effective learning, and Development Matters – exploring time (CP) thoughtfully ‘structured.’
- Independence and choice; use of equipment, investigations
- Learn and develop new skills and time given to practise these skills.

Teaching

- High expectations
- High level of subject knowledge across all areas of learning
- Consistency through shared expertise, training, trust meetings and INSET
- Creative, engaging, motivating, stimulating – a range of techniques used to engage children and adapted for individuals using a metacognitive approach in line with Teaching & Learning policy.
- Trips and visits where appropriate to further learning experience.