

Early Years Lead	Meg Small
Our Philosophy	<p>On entry to the school, the Early Years Foundation Stage plays a vital role in supporting children’s early development and learning. Children are provided with a rich, inclusive range of teaching and learning experiences that are well matched to their individual needs. The Foundation Stage places a strong emphasis on building strong foundations and developing essential learning behaviours, including listening, speaking, concentration, resilience, and the ability to work collaboratively with others. Provision is carefully planned to ensure a purposeful balance between child-initiated and adult-led learning. Children’s progress is systematically tracked throughout the stage, enabling staff to regularly review attainment and identify clear next steps to support continued progress.</p> <p>Through our action plan, we will:</p> <ul style="list-style-type: none"> • Foster a whole-school culture that promotes kindness, respect, and belonging. • Provide early support and proactive strategies to help children develop emotional literacy, self-regulation, and healthy coping skills. • Equip staff with the training, resources, and confidence to prioritise wellbeing in the classroom and beyond. • Work in partnership with families, professionals, and the wider community to ensure a holistic approach to mental health. • Celebrate diversity and champion equality, ensuring that every child has the opportunity to flourish academically, socially, and emotionally. <p>Our vision is a school where wellbeing is woven into everyday practice, enabling our community to be happy, healthy, and ready to learn.</p>

Desired outcomes	Actions/Reflections	Person responsible	Monitored by	Frequency	Success Criteria
Review and refine the	The curriculum has been reviewed following the 2023 Ofsted (EY- Requires Improvement). Our new curriculum has been	Meg Small	Headteacher	Ongoing with termly	

reception curriculum to ensure it reflects children's interests, local community, and sequential skill development.	designed to inspire and embed learning, whilst incorporating children's interest and cultural events.		Governors	meetings.	Curriculum is engaging, inclusive, and clearly sequenced, supporting children's progression across all areas of learning. Children demonstrate increased motivation, curiosity, and sustained engagement. Curriculum reflects children's interests and local context, supporting meaningful learning experiences. Staff confidently deliver the curriculum and can articulate its impact on learning and development.
	A progression of skills has been put in place. The progression of skills in the Early Years Foundation Stage (EYFS) is important because it ensures children build strong foundations for future learning, developing step by step, across all areas of growth. It helps them move from simple abilities to more complex ones, fostering confidence, independence, and readiness for school.	Meg Small	Headteacher Governors	Ongoing	
	The provision within the classroom has been audited and evaluated against the EYFS curriculum and progression map.	Meg Small	Meg Small	Ongoing	
	Families are engaged with the staff team through regular communications about learning, family learning events and learning experience outcomes. This helps the school to ensure children's interest, needs and community are reflected in their learning. E.g. Phonics Learning, Stay and Play.	Meg Small	Meg Small	Ongoing	
	Assessment data is analysed on a termly basis, with smaller reflections taking place on a half termly basis. Staff are continually assessing children formatively through observations and guided activities as well as supporting children requiring interventions through picked up provision and reactive sessions.	MS EM	Headteacher Governors SIP	Ongoing	
	Children's next steps are identified and shared within the staff team. This enables staff to ensure that any gaps in children's skills or knowledge are swiftly filled to allow children to progress with their learning. This is updated on a half termly basis. Children are also tracked using Development Matters.	MS EM	MS EM	Ongoing	
	Staff attend CPD and are given the opportunity to visit other EYFS settings to gain new ideas and insights to continually	MS	Headteacher Governors	Ongoing	

	<p>improve the curriculum and provision. CPD opportunities 2025/2026 include:</p> <ul style="list-style-type: none"> • Oracy Training • Phonics Training • Speech and Language • Moderation • EY Safeguarding DSL updates • Trauma Informed Teaching • SEND Consultant Support – Autism & Sensory Circuits 		SIP/CEO		
	<p>Structured teaching sessions are provided for all areas of the EYFS curriculum as well as child-led opportunities in the provision. These are carefully planned for in our enhanced provision model. Specific activities are included in the provision and address any gaps quickly and effectively.</p>	MS	Headteacher Governors	Ongoing	
<p>Develop outdoor provision for the EYFS curriculum.</p> <p>Develop outdoor provision to promote physical, language, and problem solving skills.</p>	<p>Outdoor provision is carefully planned for as part of the enhanced provision model.</p> <p>There has been investment in some new resources for the outdoor area which will improve children’s ability to learn new skills and knowledge through play. Outdoor provision has been audited to identify strengths, gaps, and opportunities to promote areas of the EYFS.</p> <p>A vision has been created for the outdoor provision which is being worked towards.</p> <p>Children have access to the outdoor provision at multiple points during the day (free flow).</p> <p>Opportunities for children to develop oracy skills have been</p>	MS	Headteacher Governors SIP	Spring Term	<p>Children demonstrate increased confidence, independence, and skill development in physical, language, and problem-solving areas.</p> <p>Outdoor provision is fully integrated into the EYFS curriculum and enhances learning across all areas.</p>

	<p>carefully designed e.g. stage area with story mapping to support storytelling.</p> <p>Review provision termly, to ensure it continues to meet children’s developmental needs and supports all areas of learning.</p>				<p>Staff confidently use outdoor spaces to extend learning and scaffold development.</p> <p>Observations and tracking show clear progress in children’s development, as a result of enriched outdoor opportunities.</p>
<p>Strengthen early identification and targeted support for SEND and vulnerable pupils.</p>	<p>Children’s additional needs are quickly identified and supported through a wide range of interventions and interactions. These include the prime areas as well as specific.</p> <p>Children’s learning is assessed on a regular basis to ensure that foundational knowledge is strong and gaps identified. Phonics is regularly assessed to support children with their early reading and writing skills. Staff communicate regularly their observations to the EYFS lead, to ensure emerging needs are identified early. Provision is adjusted based on assessments/evidence to ensure continuous improvement.</p> <p>Support from the SENDCo and other external agencies is sought to ensure that children are given the highest quality support, quickly and efficiently. Parents are quickly involved in conversations around additional needs, support as well as playing an active role in supporting their children. Parents are given guidance and resources to support this learning and development at home. Actions given by external agencies are</p>	<p>MS ED</p>	<p>Headteacher Governors SENDCo</p>	<p>Ongoing</p>	<p>SEND and vulnerable pupils are identified early and supported promptly.</p> <p>Targeted interventions show measurable impact on progress and well-being.</p> <p>Staff demonstrate increased confidence in supporting SEND needs.</p> <p>Parents report positive engagement and clarity around support provided.</p>

	<p>quickly implemented in the setting and reviewed regularly.</p> <p>Children’s support is implemented using the graduated response tool and ADPRs are implemented promptly once concerns are identified, if required. ADPR’s are developed with clear, measurable outcomes and supported by timed and/or evidence-based interventions.</p> <p>Pupil progress meetings are completed regularly with a particular focus on those children in vulnerable groups.</p> <p>Staff are offered opportunities of CPD in line with identification of need to ensure children are offered the best support.</p> <p>Key staff member has been trained on identification of speech, language and communication needs, including how to progress referrals to external agencies. This knowledge has also been shared with other staff members.</p> <p>Children’s mental health and wellbeing is prioritised through explicit teaching of emotions as well as teaching strategies for children to use themselves. Children use these tools as part of their daily routine.</p> <p>Staff closely observe and track children’s key foundations for learning including pencil grip, pivoting, gross motor skills, listening, and communication to ensure timely support and secure development in these essential skills.</p>				<p>Improved outcomes for SEND and vulnerable pupils by the end of EYFS.</p>
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<p>Implement daily storytelling, rhyme time, and vocabulary-rich activities.</p>	<p>Daily storytelling and rhyme time is embedded for EYFS children. Children have access to a range of high quality, age-appropriate texts and rhyme throughout their time at school. Rhymes and core texts are revisited regularly to promote familiarity to deepen understanding and language acquisition. Staff model rich, ambitious vocabulary during inputs and provision time. Open-ended questioning and purposeful talk are embedded throughout the setting.</p> <p>Language/Vocabulary for SEND and vulnerable groups is supported through visual supports e.g. Widgits, Makaton and story maps to increase accessibility.</p> <p>Additional speech and language interventions are identified for those with identified speech and language needs.</p> <p>During English lessons vocabulary is carefully planned to broaden children’s word choices. It is accompanied by actions and repeated to support accessibility and retention.</p> <p>Staff are supported with questioning and language prompts on their lanyards and throughout the provision. This ensure that any adults entering the classroom space can continue to deliver high quality language modelling and support for all children. Sentence starters and vocabulary prompts are available to support children and adults alike.</p> <p>All EYFS staff have undertaken oracy training to understand how to further support oracy in the Early Years. This is discussed at staff meetings, and an oracy focus is implemented for staff.</p> <p>Parents are encouraged to share stories, sing rhymes and</p>	<p>MS</p>	<p>Headteacher Governors SIP</p>	<p>Daily</p>	<p>Daily storytelling and rhyme time are consistent and high quality across EYFS.</p> <p>Children demonstrate increased vocabulary, confidence in speaking and enjoyment of stories.</p> <p>Improved outcomes in Communication and Language and early literacy.</p> <p>SEND, EAL and disadvantaged pupils access and benefit from language-rich provision.</p> <p>Staff confidently model and extend vocabulary throughout the day.</p>
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	engage in talk-rich routines regularly with their children.				
Continue to refine assessment systems to reduce workload and ensure focus on child development.	<p>Assessment processes are continuously reviewed to ensure assessments are purposeful, proportionate and manageable. Focus is placed on knowing the children well, this is supported by our assessment aligning with Development Matters.</p> <p>Staff engage in brief meaningful observations to inform next steps and professional dialogue as assessment tools.</p> <p>Assessment outcomes directly inform planning and provision, target support, interventions and adaptations for individual needs.</p> <p>Assessments are used to identify gaps and identify patterns of development and barriers to learning. Children are closely tracked to highlight those in need of additional support and monitor progress of key groups.</p>	MS	Headteacher Governors SIP	Termly Pupil progress meetings.	<p>Assessment systems are streamlined, purposeful and manageable.</p> <p>Staff report reduced workload and increased time for quality interactions with children.</p> <p>Assessment clearly informs planning and provision.</p> <p>Children’s development and well-being are at the centre of assessment practice.</p>
Embed high-quality adult-child interactions through sustained shared thinking and effective questioning.	<p>Staff understand the impact of purposeful talk on children’s learning, thinking and language development.</p> <p>Ensure that the learning environment encourages conversation, curiosity and problem-solving. Children have access to open-ended resources that invite discussion, prediction and explanation.</p> <p>Children are tracked in their ability to explain ideas, make predictions, solve problems, speak confidently and use a range</p>	Meg Small	Headteacher Governors SIP	Ongoing	<p>Staff consistently model high-quality interactions across EYFS.</p> <p>Sustained shared thinking is evident in adult-child and child-child interactions.</p>

	of vocabulary through observations, child's voice to evaluate impact.				<p>Children demonstrate deeper thinking, improved language and higher engagement.</p> <p>Practice supports improved outcomes in Communication and Language and across all areas of learning.</p> <p>Staff show increased confidence in using effective questioning strategies.</p>
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