



SDP priority Area 5: Early Years			
What?	Why?	How?	When?
Work with KS1 to develop continuous provision alongside NC goals (including learning outdoors)	We understand the importance of play and giving children the opportunity to follow their interests and embed their learning. By ensuring that we link it to the curriculum, we are making sure that we are keeping full coverage.	We will arrange a visit to a school that has successfully blended teacher directed and child directed learning. We will look at our setting and consider which practises would work. Termly meetings will be held to discuss new topic & identify priorities for the following term (following pupil progress) We will look at planning and identify areas that lend themselves to child directed learning and add to plan. Resources will be developed to support child directed learning	Autumn 1 Autumn 1 Termly Termly Termly
To improve outcomes for literacy and maths by embedding and deepening current good practise.	In order for the children to achieve good outcomes, we need to make sure that we provide a solid foundation on which they can build. We need to keep up to date with current thinking, and put swift intervention in place where needed.	Staff will work alongside literacy and maths lead to share current provision and keep up to date with new ideas and initiatives (including ones from TPAT). This is also a good opportunity to check progression is accurate through the school. Staff will attend regular TPAT EYFS meetings to keep up to date with current thinking and share good practise. New ideas disseminated to whole staff through training. Staff will work closely with SENDCO to ensure potential issues are picked up swiftly and suitable interventions are put in place	Sept 22 then ongoing Ongoing Ongoing Ongoing
Continue to enrich learning environments to promote all 7 areas of learning and support the needs of all pupils,	As above, in order to achieve their very best, we need to give the very best. We aim to ensure staff are constantly researching and adapting and providing a rich environment in which they can thrive.	Staff will keep up to date with current thinking and practice in EYFS Staff will attend regular TPAT meetings to share good practice and talk through challenges. Planning and environment will be adapted to reflect new thinking and ideas. Through pupil progress, monitoring and reflection, we will evaluate the impact of changes and developments on pupil learning.	Ongoing Termly Ongoing Termly monitoring