

Coton-in-the-Elms Primary School SIP 2016-2017		Priority target: To ensure the learning environment of the Early Years setting fosters a sense of awe and wonder, and enables quality adult interaction
Priority 4: Early Years Education		
SUCCESS MILESTONES Success criteria (outcomes)	Dec	<ul style="list-style-type: none"> • Key Stage 1 and EYFS Teachers and staff have visited at least 1 'Outstanding' provider to magpie ideas and completed entry in CPD log • Outdoor area has been cleared and maintained by a team of people – weeds removed (School Council led) • EYFS shed painted to make it more visually appealing • Teaching and Learning scrutiny and drop-ins show that EYFS garden is used as a daily part of classroom practice through continuous provision • Teaching and Learning scrutiny and drop-ins show that all 7 areas of the Early Years profile are facilitated in the outdoor area • Teaching and Learning scrutiny and drop-ins show that children are given greater choice of activity in the outdoor area with a range of different activities • Class TA (in addition to class teacher) is beginning to be involved in formal observations of children • Learning Journeys show that every child has been formally observed at least 4 times (long observations) this term • EYFS outdoor area is beginning to become 'communication rich'
	Apr	<ul style="list-style-type: none"> • Learning Journeys show that every child has been formally observed at least 8 times (long observations) by either the class teacher or the TA • Teaching and Learning scrutiny and drop-ins show that EYFS children are questioned by all adults whilst learning through play • Resources for Early Years are stored effectively and accessibly • EYFS outdoor area is 100% 'communication rich' • At least 60% of EYFS are on track for a good level of development (12 out of 20 pupils)
	Jul	<ul style="list-style-type: none"> • All learning journeys have at least a total of 12 long pupil observations included – from both the TA and the teacher. • The questioning of EYFS children whilst learning through play is an integral and established part of classroom practice • The whole EYFS learning environment is communication rich • At least 75% (15 children out of 20 children) of EYFS children achieve a 'good level of development'

Actions (processes)	Lead Professional	Dates	Monitoring arrangements	Governor monitoring arrangements	Resources (inputs)
Early Years staff to observe the practice of adults within another setting as a means of enhancing their practice	EYFS/Key Stage 1 Leader, HT		Staff CPD Logs	Standards Committee meeting minutes	Supply x 2 days, HT to cover part of this
Develop the outdoor area so that it is used to maximum effective and facilitates good learning in all areas of the EYFS profile	HT, EYFS/Key Stage 1 Leader		HT Teaching and Learning Scrutiny x3, drop ins	Standards Committee meeting minutes	£500 approx.
Strategically develop the role of adults so that they both question and observe the progress of children daily	HT, EYFS/Key Stage 1 Leader		HT Teaching and Learning Scrutiny x3, drop ins Pupil Learning Journeys	Standards Committee meeting minutes Governor Day	