



Subject Leader SEF



Subject: EYFS

Subject Lead: J Swinscoe

QUALITY OF EDUCATION	GRADE: 2
Reasons for grade given	Evidence base
Intent • How coherently is the subject curriculum planned? • Is whole-school curriculum sequenced allowing for progression of skills and acquisition of cultural capital? • Are skills and cultural capital that children should acquire clearly set out? Are timing expectations clear? • Does curriculum contain clear end points? • Is the breadth of the National Curriculum fully covered? • Are local context / Church Vale values reflected in the curriculum? • a curriculum that is ambitious for all pupils • a curriculum that is coherently planned and sequenced • a curriculum that is successfully adapted, designed and developed for pupils with special educational needs and/or disabilities • a curriculum that is broad and balanced for all pupils	• curriculum progression map written in 2021/22 clearly shows how progress is expected throughout 2 years in nursery and reception. This was moderated with other schools. • White rose maths and NCETM has been bought for maths in reception- this is adapted for CV children by using lots of practical methods- NCETM works well as a pre teach for children. • Benchmarking document written in 2021/22 clearly shows what steps a typical child in early years would look like. This aids assessment for teachers. • Forest school sessions for EYFS children ensure that the Natural World is carefully considered. • Cultural capital has been identified in the eyfs at CV- this is based around areas of deprivation and how children come in much lower than the average school. staff have to work hard to fill gaps in prime areas and literacy and maths. • The continuous provision is adapted weekly using enhancements based on children's interests. This creates a broad and balanced curriculum. • Teachers focus on children's interests and expands on this- such as dinosaurs and extinction and linking with recycling. • Barriers have been identified (PP, disadvantaged children, high level social care, speech and language).
Implementation • Are teachers adhering to the curriculum plan? • Are key concepts and cultural capital being taught explicitly? • Are the 3 Church Vale Values being explicitly explored? • How clearly do teachers present information? • How effectively are key concepts being embedded?	• All staff follow the progression map to aid planning, this ensures staff are able to identify gaps and next steps of learning. • Benchmarking tool aids staff judgements on assessment. Assessment takes place on a daily basis- through ongoing commentary of notice, diagnose and respond.



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| <ul style="list-style-type: none">• How good is teachers' subject knowledge?• How well is assessment used?• Do current resources support lesson planning well and do they allow for progression over time? | <ul style="list-style-type: none">• Children are able to discuss what they are doing and share new ideas- this links to the progression map. Teachers are then able to support play and enhance learning.• Progress overtime is evident amongst the children.• Teacher judgements are trusted and valued. Teachers use their knowledge of the child, knowledge of child development and knowledge of school curriculum to assess children and work with them.• The continuous provision creates critical thinkers- for example- challenges are given such as numbers of children allowed to play within the area. Children are learning to count and work out if there is room or if there are too many children in the area. |
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Impact • How well are pupils achieving in their grasp of key concepts and retention of cultural capital? • How good is pupil progress across each year? • What do lesson observations / work scrutiny show about the progress pupils are making?	• Children are able to progress at their level of development effectively and in line with benchmarking document. • The enhancements to continuous provision have showed to be effective, as children are starting to explore all areas. • Teachers have identified that attention and listening has increased across the reception class. • Phonics is working well, with half of reception able to retain and read cvc words by Autumn 1.
Why the quality of education is not the grade above: Having recently changed to a new curriculum, there hasn't been enough of a long-term period to identify strong impacts. Key objectives for improvement: To ensure that the environment is language rich to improve on children's speaking skills. To ensure that lowest 20% make good progress To improve fine motor skills ready for writing (See Action Plan for clear objectives and success criteria)	
LEADERSHIP & MANAGEMENT	GRADE: Good
Reasons for grade given	Evidence base
• How effectively is the subject being led? • Are you clear about your subject leadership role and how the quality of education needs to be developed? • How good is your own subject knowledge? • How well mapped-out is the curriculum currently? • Are resources effective? • Are teachers' CPD requirements being met?	EYFS lead works closely with head to update on EYFS. EYFS Lead uses tracking document to work out GLD and APS across the year and uses this to find target children. EYFS Lead previously instigated a robust handover to new lead to ensure all knowledge was passed on. The EYFS has a large bank of resources to use. CPD is planned to enhance staff knowledge within EYFS- to keep them updated.