

EYFS

Priority	Action required	Responsibility (Monitor actions and milestones)	Success criteria and milestones (What will be achieved and by when)	RAG rating/impact
<p>Teachers to plan purposeful and engaging experiences which allow children to think critically and build on their previous learning.</p> <p>Teachers and teaching assistants to support children's learning more effectively, particularly their communication and language skills.</p>	<p><u>PLANNING/IMPLEMENTATION</u></p> <ul style="list-style-type: none"> • Review EYFS planning in relation to: <ul style="list-style-type: none"> - the introduction of <i>Storytime Phonics</i> - introduction of <i>Early Talk Boost</i> - modify the curriculum intent in response to a new cohort ie. topics/children's interests and the learning needs of the children - Teachers/support staff attend INSET - Storytime Phonics - (Sept 2019) & Talk Boost - to impact on planning and then experiences for the children will be purposeful and engaging. 	<p>S Allison/SLT</p> <p>Storytime Phonics & Talk Boost - V Parmar</p>	<ul style="list-style-type: none"> - Planning scrutiny/book trawls/lesson observations show incorporation of Storytime Phonics and coverage of the seven areas of learning - Nov 2019; Feb 2020; June 2020 - 90% of lessons observed as at least good with clear examples of adults supporting the children to learn and following planning. Targets identified for improvement after each lesson observation/book trawl are met - Nov 2019; Feb 2020; June 2020 - Children observed in lessons are engaged and stimulated by the activities planned for them (70% of chn Dec 2019; 80% April 2020; 90% July 2020) - Children to develop detailed knowledge and skills across the seven areas of the curriculum. 	

	<ul style="list-style-type: none"> • Continue to develop the maths planning and delivery (Developing Early Number Sense - East Midlands Maths Hub South) to ensure the children are confident in using and understanding number. • Deliver appropriate CPD on Early Number Sense and SSM and Patterns. • Include COEL and next steps in planning. • Reflection and review weekly - children to share the activities they have enjoyed over the week to support planning based on interests. • Questionnaires sent home about children's current interests (as part of transition and every few weeks) through homework, to inform planning. Plan activities based on children's interests at school, from initial questionnaire and the learning needs of the children - to make activities/experiences purposeful and engaging. <p>Resources</p> <ul style="list-style-type: none"> • Audit resources for continuous provision and order in light of children's interests • Choose resources to meet the children's needs and promote learning 	<p>S Allison/R Doxey</p> <p>S Allison</p> <p>EYFS team</p> <p>EYFS team</p> <p>EYFS team</p> <p>EYFS team</p> <p>EYFS team</p> <p>EYFS team</p> <p>SA & EYFS team</p>	<p>- Children's understanding of early number and ability to reason is demonstrated through book scrutiny, discussions with children, data and planning - March 2020; June 2020.</p> <p>- Teachers/NNEBS/LSA's facilitating and developing the children's learning and next steps. Evidence will be seen in lesson observations (Nov 2019, Feb 2020, June 2020), learning walks and TRGs.</p> <p>- Opinions of children taken weekly in terms of continuous provision to ensure activities/resources planned make the children's experiences purposeful and engaging.</p> <p>- 80% of the activities seen in the classroom should be child initiated and 20% should be adult led. (60% Dec 19; 70% April 2020; 80% JULY 2020) <u>73% of children to achieve the expected at ELG or higher by the end of the academic year (JUNE 2020)</u></p> <p>- Children observed in lessons are engaged and stimulated by the activities planned for them (70% of chn Dec 2019; 80% April 2020; 90% July 2020)</p>	
--	--	---	--	--

	<p>PROGRESS/IMPACT</p> <ul style="list-style-type: none"> - Baseline children on entry to school - Class trackers and O Track are used to record and monitor children's progress - Pupils identified during pupil progress meetings in relation to intervention. Phonics/maths/fine motor skills/Big Moves. <p>USE OF ADULTS</p> <ul style="list-style-type: none"> • Adults to observe children's areas of interests and identify next steps and relay to the class teacher across all seven areas of the curriculum. • Involve all adults that work with the children in planning (ensure the adults understand the objectives the children need to achieve and to enable them to enhance and extend children's prior learning).Including focus areas for all adults on planning in order to observe and support children's learning. • INSET - Teachers/support staff attend INSET/CPD - Storytime Phonics; Talk Boost and any other training in order to support the children's learning more effectively, particularly their communication skills. • Adults to effectively implement and support the Early Talk Boost programme in order to meet the needs of the whole cohort and particularly SEND & PP children. 	<p>Class teachers</p> <p>S Allison</p> <p>EYFS team</p> <p>EYFS team</p> <p>EYFS team</p> <p>EYFS team</p> <p>EYFS team</p>	<p>- Starting points for children identified (Oct 2019) and built upon - linked to intent and then implemented</p> <p>- Children identified for next steps intervention and progress monitored - Oct 2019; Dec/Jan; March/April; June/July</p> <p>- Children on track to meet their targets (Set Dec 2019)</p> <p>- Impact - MARCH 2020 - look at progress from baseline - targets TBC December 2019/March 2020</p> <p>- Planning scrutiny - to see that we are following children's interests (planning scrutiny Nov 2019; Feb & June 2020)</p> <p>- All staff that work in EYFS are to be aware of the planning for the week and key areas that they need to support etc.</p> <p>- see hard targets above</p> <p>- 100% of staff trained in identified areas.</p> <p>- Performance management targets are set in line with actions identified and appropriate support is provided to ensure targets are met . SA to hold staff to account.</p>	
--	---	---	--	--

	<ul style="list-style-type: none"> • Use Early Talk Boost to develop the children's vocabulary and understanding across the seven areas of learning. • Storytime phonics, daily story sessions; weekly singing are to be implemented. • Staff training on storytime phonics scheme delivered by EYFS phonics lead • Adults to effectively implement and support the Storytime Phonics programme in order to develop the children's phonic knowledge, reading, listening and attention, their communication and language skills and respond with comprehension. • Teachers to deliver storytime phonics lessons daily across EYFS to ensure a sharp focus on the younger children gaining phonics knowledge and language comprehension necessary to read <ul style="list-style-type: none"> o Pupils are tracked at least half-termly o Sameday/weekly intervention is in place for targeted PP/SEN and not making the necessary progress in the phonics programme o HFW and TT words tracked half-termly and sent home. o Teachers to take part in lesson studies across EYFS and year 1 to further develop the teaching of phonics (Autumn term across EYFS and Spring term across EYFS/Yr 1) 	<p>EYFS team & V Parmar</p> <p>V Parmar/S Allison</p> <p>V Parmar</p> <p>EYFS team</p>	<p>- Children's communication and language skills are developed through singing, nursery rhymes and playing games.</p> <p>June 2020</p> <ul style="list-style-type: none"> • 90% of children to achieve the expected or higher in listening and attention. • 90% of children to achieve the expected or higher in understanding. • 90% of children to achieve the expected or higher in speaking. <p>June 2020</p> <ul style="list-style-type: none"> • 80% of children to be reading red set 9 or higher reading books. 	
--	---	--	--	--