

EYFS Action Plan 2022-2023

Intent	Implementation	Impact	Who?	Review Feb 2023
<p>To increase the percentage % of pupils achieving at an "expected" or "exceeding" level in Reading by the end of Reception by ensuring phonic provision enables pupils to develop sound phonic knowledge that will support reading.</p>	<p>Consistency in Phonic provision. Timetabled fidelity to sessions. Interventions to support gaps. Use of phonic tracker to identify gaps. Involve parents - workshops, visits, signpost resources. CPD for new staff. Home readers/class readers match phonic scheme. Pre School to have training on Monster Phonics and introduce Phase 1 Phonics to children.</p>	<p>Provision of at least 5 sessions weekly. Phonic interventions in place to narrow and/or close gaps. Increased parental support. Children have the Key Skills to be able to decode unknown words and become independent readers</p> <p>Children recognise environmental sounds, learn songs, nursery rhymes and stories to help improve listening and speaking and vocabulary</p>	<p>BL SG HW LH</p> <p>Pre School</p>	<p>Monster Phonic SOW established. Home reading books match the scheme and books are matched to children's level Phonic/Reading workshops for Reception and Pre School parents. All Pre School staff attended training and the Foundations in Phonics programme is being delivered 4 x week</p>
<p>Improve the Reception Early Years interior environment to support provision.</p>	<p>Extend the classroom space so that there is scope for specific areas of learning in situ. Specific areas set up to encourage children to become motivated, independent learners Provide a language rich environment</p> <p>Wider range of pupil progress opportunities provided in particular Literacy/SxL/PSED</p>	<p>Improved EYFS environment supports improved provision.</p> <p>All children are motivated and are able to access resources and plan learning/playing independently Staff are able to observe children using the CoEL in all 7 areas of learning</p>	<p>SG</p> <p>Pre School staff Reception Staff</p>	<p>SG continues with this</p>
<p>Ensure the Early Year (Reception and pre-school)</p>	<p>Signposting CPD Liaise with BCC Early Years providers for CPD and update.</p>	<p>Team understand the EYFS developments. Effective practitioners.</p>	<p>SG</p>	<p>SG and HW (pre-school) meeting every week (began this</p>

<p>team know and understand the updated new EYFS curriculum and assessment requirements.</p>	<p>Engage in the QIF process Develop the use of Tapestry for 'capturing 'Wow' moments and communicating with parents. Develop effective assessment and tracking that doesn't rely too heavily on excessive paperwork/learning diary Continue with weekly DHT/Manager reviews and updates. DHT to begin the supervision process Reception lead and pre-school manager to have opportunity to meet on regular basis</p> <p>Curriculum plans Action plans and training materials Communication with stakeholders Sarah and Helen to collaborate</p>	<p>Use of Early Years cluster/network to support evaluation and improvement. More parental engagement. Supportive SLT Supervision supports development and improvements. Early Years team have accessed the LA EYFS webinars. CPD - for EYFS colleagues. Development of KS1/2 curriculum statement of Intent/Implementation and Impact contains many aspects of the EYFS reforms. Sarah and Helen meet weekly the EYFS curriculum is underpinned by the statutory EYFS Framework and the non-statutory Development Matters and Birth to Five Matters guidance. The EYFS curriculum ensures that learning is centred around the four principles of: The Unique Child, Enabling Environments, Positive Relationships and Learning and Development. Learning opportunities provided enable children to cover the seven areas of learning.</p>	<p>Pre School staff Reception Staff</p>	<p>term) Meetings so far have covered effective tracking and assessment, planning, developing the environment and staff CPD.</p> <p>Pre-school weekly staff meetings. Timetables weekly slots for Tapestry. Regular monitoring of Key worker knowledge of the children in their group. Planning shared and adapted by colleagues to support children's needs and interests. HW application for NPQEYL successful. Course starts in February.</p>
<p>To increase the percentage % of pupils achieving at an "expected" or "exceeding" level in Speaking and Listening by the end of Reception</p>	<p>Wider range of pupil progress opportunities provided in particular Literacy and Speech and Language. Pre School children participate in Talking Tunes. Reception children take part in Helicopter Story sessions</p>	<p>Daily sharing of stories also allows children to develop their vocabulary and use new words and structures in their imaginative play. Children in Pre School are introduced to Talking Tunes to help develop oracy skills and children in Reception enjoy Helicopter Stories,</p>	<p>SG</p>	

	<p>All children identified as having Speech and Language difficulties to be assessed by school SALT.</p> <p>Ensure the EYFS classrooms are language-rich environments in which talk is a part of everyday learning and play between adults and children.</p>	<p>encouraging and developing the children's spoken language and imagination.</p> <p>Children identified with SAL delay have individual plans are have small groups and individual sessions with School SALT and trained school staff</p>		
<p>Children will be well prepared and have a smooth transition from Pre School to Reception and from Reception to Year 1</p>	<p>Children from Pre School children regularly visit Reception class during the Summer Term with Key Worker</p> <p>Staff work together to identify children needing additional support and meet with parents</p> <p>Staff share information regularly</p> <p>Children in Reception have regular access to Y1 outside area during Summer Term and have sessions with Y1 teacher</p> <p>Reception/Year 1 teachers meet to plan transition</p>	<p>Children are well prepared for move to Reception/KS1</p> <p>Reception children engage in more directed collaborative tasks during the summer terms and they learn to become more independent, focused, active and resilient learners</p> <p>Children are feel safe and happy and enjoy new challenges</p>	<p>Reception team</p> <p>Pre School team</p> <p>Year 1</p>	
<p>Track progress and attainment against the new curriculum</p>	<p>Implement existing tracking tool to cover new curriculum framework</p>	<p>EYFS data flags up gaps in learning in the new curriculum.</p> <p>Pupils are swiftly identified for interventions to address gaps in learning.</p>	<p>SG</p>	