

Action Plan: 'Early years Foundation stage' September 2016-July 2017

Task	Success Criteria	Lead person	Dates	Cost and source	Monitoring	Evaluation
<p>To ensure the transition from Pre-school setting to starting school is a very positive experience for all children from the outset</p> <p>To learn from parents about their children</p>	<p>To continue to develop links with Pre-school settings-to visiting children in their preschool settings to support transition</p> <p>Transition visits into school June/July 2016</p> <p>Visit all children at home w/c 5th September 2016 to enable parents to share concerns' ask questions etc.</p> <p>Children in school to support transition- Y5 lunchtime buddies, to support in the dining hall and at lunch time play</p> <p>PC/DB to support children in hall starting lunch early at 11.50-children to have a photo at their place to help them remember where to sit.</p> <p>Show parents tapestry and how they can add observations from home.</p>	PC	July 2016 onwards	Cover for PC to visit settings	PC/ EB	
<p>To establish accurate on entry developmental starting points using EExBA (baseline assessment)</p>	<p>To ensure all children are assessed accurately for baseline</p> <p>To use baseline to ensure child's accurate next steps in learning</p> <p>To ensure teaching, learning and planning is tailored to meet children's individual needs</p>	PC With key involvement from DB	Sept 2016	Supply cover for PC to attend EExBA training	EB/PC	

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To give additional support to children whose baseline assessment is lower than expected	<p>To give 1-1 literacy and numeracy support to enable children to development and narrow the gap</p> <p>To give support in small group work for listening and speaking skills</p> <p>To give support for fine motor skills by small group work 'funky fingers' to develop finger muscles to help children hold writing implements correctly</p> <p>To give support in PSED-using social circles group work to enable turn taking and sharing</p>	PC/DB	Sep 2016 onwards	None	PC	
<p>To develop extra support in these areas:</p> <p>After analysis of July 2016 data areas of learning that had the highest % of emerging children are: PSED-managing feelings</p>	<p>To support children to manage their feelings and behaviours-small group work or 1:1/1;2 and continuous provision adult supported work to develop children's learning in this area</p> <p>To enable children to form letters correctly at the end of EYFS additional funky fingers support-Whole class sessions initially-daily and extra sessions in small groups for children who are holding writing implements</p>	,PC/DB	Sep 2016 onwards	None	PC	

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and behaviour and Writing	cylindrically					
To plan and resource an effective exciting, varied and progressive learning environment, ensuring challenging, playful, opportunities across all areas of learning and development.	To ensure children's own interest are taken into account and used in teaching and learning to maximise their development. To develop appropriate play and learning experiences and utilise ideas from characteristics of effective learning detailing what adults can do and provide to support life long learning To use tapestry to observe children and then plan from for their next steps in learning and development	PC	Sep 2016 onwards	EYFS budget to buy resources.	PC/EB	
To use Tapestry online learning journal to observe children in their learning and develop next steps for individual children	To observe children effectively and ensure all areas of learning are observed each half term Use tapestry to support this and look at areas not observed-then plan these in Use tapestry to look at next steps in learning	Pc/DB	Sep 2016 onwards	£90 cost of tapestry yearly	Pc/EB	

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<p>Facilitate effective transition into Year 1 2015/16 and 2016/17 cohort</p>	<p>Children's readiness for year 1 Children exceeding FS goals Seamless transition into y1 Additional support for children who are not meeting ELG's Make booklets for children about their new class.</p>	<p>Oak and Cherry Staff</p>	<p>From June 16 and June 17 onwards</p>	<p>None</p>	<p>PC/CW</p>	
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