

Action Plan: 'Early years Foundation stage' September 2017-July 2018

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 2017</p> <p>Visit all children at home w/c 4<sup>th</sup> September 2017 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> <p>Year to make a booklet about Oak Class to pass on to all children starting school</p>	PC	July 2017 onwards	Cover for PC to visit settings	PC/ EB	
<p>To establish accurate on entry developmental starting points using EExBA</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</p>	PC With key involvement from DB and	Sept 2017	Supply cover for PC to attend EExBA	EB/PC	

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(baseline assessment)	planning is tailored to meet children's individual needs	JA		training		
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> <p>To give support to develop language skills through nursery and reception narrative.</p>	PC/DB/LW	Sep 2017 onwards	None	PC	
When children are ready develop intensive phonics support to enable children to learn phase 2 and then phase 3 sounds-to meet individual needs	PC to support a small group who are not ready for learning sounds with intensive phonics support when the children are ready (this will be identified by how they have developed their speaking and listening skills)	PC	When ready	None	PC	

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<p>To develop extra support in these areas: After analysis of July 2017 data areas of learning that had the highest % of emerging children are: Physical development- Moving and handling (fine motor control) and writing</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 cylindrically. To develop a funky fingers table.-Children to access this daily as part of their routine. Ensure activities are inviting and interesting. To develop a jigsaw table to encourage ch to use their finger muscles to develop fine motor skills.</p>	<p>,PC/DB</p>	<p>Sep 2017 onwards</p>	<p>None</p>	<p>PC</p>	
<p>To plan and resource an effective exciting, varied and progressive learning environment, ensuring challenging, playful, opportunities across all areas of</p>	<p>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 lifelong learning To use tapestry to observe children and then plan from, for their next steps in learning and development</p>	<p>PC</p>	<p>Sep 2017 onwards</p>	<p>EYFS budget to buy resources when necessary.</p>	<p>PC/EB</p>	

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learning and development.						
<p>To use Tapestry online learning journal to observe children in their learning and develop next steps for individual children</p> <p>To develop parental involvement from more parents to comment and add observations to Tapestry.</p>	<p>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</p> <p>To encourage more parents to add comments or observations from home - Talk to parents at home visit and remind every half term on newsletters home/ at parents evenings and 1:1 when it is noticed they haven't been on Tapestry.</p>	<p>Pc/DB</p> <p>PC</p>	<p>Sep 2017 onwards</p> <p>Sept 2017</p>	<p>£90 cost of tapestry yearly</p> <p>None</p>	<p>PC/EB</p> <p>PC</p>	
Facilitate effective transition into Year 1 2016/17 and 2017/18 cohort	<p>Children's readiness for year 1</p> <p>Children exceeding FS goals</p> <p>Seamless transition into y1</p> <p>Additional support for children who are not meeting ELG's</p> <p>Make booklets for children about their new class. Cherry class to make a</p>	Oak and Cherry Staff	From June 17 and June 18 onwards	None	PC/CW	

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	booklet for Oak class about Cherry Class					
To ensure safeguarding of children in a supportive environment -	To ensure outdoor area is safe for children both gates are padlocked. The children will be involved in Fire Practice Evacuation Practice Lockdown Practice All these events will be discussed and talked about with the children before they happen to help them understand why we practise for these emergencies. This will be linked with visits from People who helps us-e.g Police Officer and Doctor. There will also be a visit to the local Fire station.	PC/DB/ JA	Sept 2017 onwards	None	PC	