

Action Plan: 'Early years Foundation stage' September 2018-July 2019

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 Transition visits into school June/July 2018</p> <p>Send a letter to all children in the Summer holidays about when home visits will be.</p> <p>Visit all children at home w/c 3rd September 2018 to enable parents to share concerns' ask questions etc.</p> <p>Children in school to support transition- Y5/Y4 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 2018 onwards	Cover for PC to visit settings	PC/ EB	
<p>To establish accurate on entry developmental</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>	PC With key involvement from	Sept 2018		EB/PC	

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starting points through observation and assessments	To ensure teaching, learning and planning is tailored to meet children's individual needs	DB and LG				
To continue to support children in their reading by purchasing a new reading scheme that supports all children in EYFS, Year 1 and Year 2	New books to inspire and interest children who are not confident readers. To engage young children in developing a love of reading and sharing stories	PC	Sept 2018 onwards	£1300	PC/EB	
To give additional support to children whose baseline assessment is lower than expected	To give 1-1 literacy and numeracy support to enable children to development and narrow the gap To give support in small group work for listening and speaking skills To give support for fine motor skills by small group work 'funky fingers' to develop finger muscles to help children hold writing implements correctly To give support in PSED-using social circles group work to enable turn taking and sharing	PC/DB/LW	Sep 2018 onwards	None	PC	

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<p>When children are ready develop intensive phonics support to enable children to learn phase 2 and then phase 3 sounds-to meet individual needs</p>	<p>To give support to develop language skills through nursery and reception narrative.</p> <p>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)</p>	<p>PC</p>	<p>When ready</p>	<p>None</p>	<p>PC</p>	
<p>To develop extra support in these areas: After analysis of July 2018 data areas of learning that had the highest % of emerging children are: Physical development- Moving and</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 2018 onwards</p>	<p>EYFS budget Including large A3 whiteboards to allow children to have more room to work. New fine and gross motor</p>	<p>PC</p>	

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handling (fine motor control) and writing People and communities	Writing development 'Squiggle while you wiggle'-introduce programme and observe impact on children. Develop children's interests in other cultures by visiting, Sikh temple, Mosque, Church etc.			motor activities.		
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 lifelong learning To use tapestry to observe children and then plan from, for their next steps in learning and development	PC	Sep 2018 onwards	EYFS budget to buy resources when necessary.	PC/EB	
To use Tapestry online learning journal to observe children in their learning and	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	Pc/DB	Sep 2018 onwards	£90 cost of tapestry yearly	PC/EB	

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<p>develop next steps for individual children</p> <p>To develop parental involvement from more parents to comment and add observations to Tapestry.</p>	<p>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</p>	<p>Sept 2018</p>	<p>None</p>	<p>PC</p>	
<p>Facilitate effective transition into Year 1 for 2017/18 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. Cherry class to make a booklet for Oak class about Cherry Class</p>	<p>Oak and Cherry Staff</p>	<p>From June 18 and June 19 onwards</p>	<p>None</p>	<p>PC/FB/ JE</p>	
<p>To ensure safeguarding of children in a supportive</p>	<p>To ensure outdoor area is safe for children both gates are padlocked. The children will be involved in Fire Practice</p>	<p>PC/DB/ JA/LG</p>	<p>Sept 2018 onwards</p>	<p>None</p>	<p>PC</p>	

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environment -	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.					
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