

Action Plan: 'Early years Foundation stage' September 2019-July 2020

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>Early transition work for children with additional needs. Additional visits to school with practitioners from pre-school settings.</p> <p>Transition visits into school June/July 2019</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 2nd September 2019 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>A small group of children may need to go for lunch a little earlier to allow for quiet time.</p>	PC	July 2019 onwards	Cover for PC to visit settings	PC/ EB	
<p>To establish accurate on entry developmental starting points through observation and assessments</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 involve ment from DB and LW	Sept 2019		EB/PC	

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<p>To ensure support is used appropriately with 2 children starting school with EHC plans already in place and another one pending with another child. To support TA professional development to develop a good understanding of the EYFS curriculum</p>	<p>To ensure TA's have a good understanding of each individual child's Education and health Care Plan and to ensure children's needs are met through these.-see children's individual plans To work with other agencies to support the children's development in school. To support TA new in to EYFS who will support children with EHC plans TA to develop good understanding of different areas of learning for EYFS and how to initiate next steps in learning.</p>	<p>PC with Key involvement from DB and LW</p>	<p>July 2019 onwards</p>	<p>When req.</p>	<p>PC/EB</p>	
<p>To give additional support to children whose baseline assessment is lower than expected</p> <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 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 To give support to develop language skills through nursery and reception narrative and in consultation with SALT</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/DB/LW</p> <p>PC</p>	<p>Sep 2019 onwards</p> <p>When ready</p>	<p>None</p> <p>None</p>	<p>PC</p> <p>PC</p>	

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<p>To develop extra support in these areas: After analysis of July 2019 data -work across the 5 areas for a Good level of development to be supported whilst also being mindful of other areas of learning too.</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. Develop children's interests in themselves and people who are close to them and then broaden out to communities, faiths, and religions. Investigate visiting church, mosque.</p>	<p>,PC/DB</p>	<p>Sep 2019 onwards</p>	<p>EYFS budget</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 learning and development.</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 2019 onwards</p>	<p>EYFS budget to buy resources when necessary.</p>	<p>PC/EB</p>	
<p>To use Tapestry online learning journal to observe children in their learning and develop next steps for individual children To develop parental involvement from parents to comment and add</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 To encourage parents to add comments or observations from home -Talk to parents at</p>	<p>PC/DB/ LW</p>	<p>Sep 2019 onwards</p>	<p>£90 cost of tapestry yearly None</p>	<p>PC/EB PC</p>	

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observations to Tapestry.	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.					
Facilitate effective transition into Year 1 for 2017/18 cohort	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 with children about their new class. Cherry class to make a booklet for Oak class about Cherry Class	Oak and Cherry Staff	From June 19 onwards	None	PC/FB/JE/DB	
To ensure safeguarding of children in a supportive environment - Look at Style (playground) in preparation for next year	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/Fire fighter/Doctor/Nurse	PC/DB/	Sept 2019 onwards	None	PC	