

Action Plan: 'Early years Foundation stage' September 2020-July 2021

| Task | Success Criteria | Lead person | Dates | Cost and source | Monitoring | Evaluation |
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| <p>To ensure the transition to starting school is a very positive experience for all children from the outset To support mental health and well being</p> <p>To learn from parents about their children</p> | <p>To continue to develop links with Pre-school settings-speak to setting by phone Garden visits to homes to meet children -due to Covid-19-July 2020 Send a postcard to all children in the Summer holidays Children greeted at the gate each morning and taken to the gate each evening to support social distancing Children will stay in class bubble to eat and play PC/DB to support children in classroom with packed lunch initially and hot lunch when available</p> | PC | July 2020 onwards | | 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 To use baseline to ensure child's accurate next steps in learning To ensure teaching, learning and planning is tailored to meet children's individual needs</p> | PC With key involvement from DB | Sept 2020 | | EB/PC | |
| <p>To ensure support is used appropriately with 1 children starting school with EHC plan already in place. To support TA professional development to develop a good understanding of the</p> | <p>To ensure TA's has a good understanding of individual child's Education and health Care Plan and to ensure child'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</p> | PC with Key involvement from DB and new TA | July 2020 onwards | When req. | PC/EB | |

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| <p>support children's development as many children have not been at preschool for 5 months</p> | <p>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.</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> | PC | Sep 2020 onwards | EYFS budget to buy resources when necessary. | PC/EB | |
| <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 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 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</p> | PC/DB/ | Sep 2019 onwards | <p>£90 cost of tapestry yearly</p> <p>None</p> | PC/EB | |

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| | when it is noticed they haven't been on Tapestry. | | | | | |
| Facilitate effective transition into Year 1 for 2019/20 cohort due to covid-19 and then 2021 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 Video of classroom made by Miss W to support 2019/2020 cohort who have been unable to visit their classroom | Oak and Cherry Staff | From June 20 onwards | None | PC/CW/DB /LW/SK | |
| 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. | PC/DB/ | Sept 2020 onwards | None | PC | |