

EYFS Action Plan 2023 - 24



OBJECTIVES FOR 2023-24	
<p>Achievement gap issues</p> <p>What is assessment analysis telling us (22/23)</p>	<p>In FS1 SENDs and children with speech and language delay are the children who are not always on track with ARE</p> <p>In FS2 the end of year EYFSP data shows that;</p> <p>Girls outperform boys in all areas of learning except for Maths, in Maths boys attain higher with all children meeting the ELG for Maths</p> <p>The widest gap between the attainment of Girls and boys is within the area of Language.</p> <p>Summer born children only 55.6% of the group meet the 'Good Level of Development', with Language and Communication and Literacy being the weaker areas.</p>
Objective 1	To ensure that high quality provision is available across FS1 and FS2 both within the indoor and outdoor learning environments which meets the needs of the specific cohorts.
Objective 2	To improve the knowledge, understanding and confidence of staff working within the EYFS. (Begin to extend across wider school)
Objective 3	To support a higher percentage of EYFS children to meet the ARE end of year goal for Communication and Language and Literacy.

OBJECTIVES FOR 2023-24	
Objective 4	To increase parental involvement, encouraging more parents to engage with their child's learning and development in the Early Years.
Objective 5	To ensure that there is greater consistency across FS1 and FS2 with staff using the same systems (assessment tracking, record keeping, provision)

OBJECTIVE 1 - To ensure that high quality provision is available across FS1 and FS2 both within the indoor and outdoor learning environments which meets the needs of the specific cohorts.						
TARGET	ACTION	TIMESCALE	PERSON RESPONSIBLE	BUDGET/RESOURCE IMPLICATIONS	MONITORING (WHO BY AND HOW OFTEN)	SUCCESS CRITERIA

OBJECTIVE 1 - To ensure that high quality provision is available across FS1 and FS2 both within the indoor and outdoor learning environments which meets the needs of the specific cohorts.

Indoor provision is of high quality, incorporating all areas of learning and meeting the needs of the cohort. (focus on SENDs and Summer Born accessing)	Ecers audit of indoor areas	Term 2 2023	HB	Release Time to carry out audit in Alps.	HB to monitor actions made after audit in term 3.	Planned indoor provision is high quality and supports good progress for all groups, including SENDs and Summer Born children.
	EYFS team meeting time used to discuss provision to be created linked to each termly topic	End of each term throughout the year	HB, KG, CS (DH, SP, CM)			
	Resources to be purchased to enhance Cornerstones topics	Ongoing each term	HB	Cost of updating resources, Budget?	Ongoing as planning each termly overview	
	HB to monitor indoor provision and how it is accessed by SENDs and Summer Born children	Twice per term	HB		HB to monitoring ongoing in Squirrels and during PPA cover session in Alps	

OBJECTIVE 1 - To ensure that high quality provision is available across FS1 and FS2 both within the indoor and outdoor learning environments which meets the needs of the specific cohorts.

<p>Outdoor provision is of high quality, incorporating all areas of learning and meeting the needs of the cohort. (focus on SENDs and Summer Born accessing)</p>	<p>Both Nursery and Reception children to have uninterrupted daily sessions of outdoor learning through play. (Reception to no longer have whole school am playtime)</p>	<p>From Term 1</p>	<p>HB, KG, CS</p>		<p>HB to monitor Alps when covering CS PPA/ECT observations</p>	<p>EYFS timetables and observations during the day show that children have daily extended periods of learning outdoors in all weathers.</p>
	<p>Waterproofs to be purchased for outdoor play in all weathers</p>	<p>Term 1</p>	<p>HB. CS</p>	<p>Cost of waterproofs</p>		
	<p>Ecers audit of outdoor areas</p>	<p>Term 2 2023</p>	<p>HB</p>	<p>Release Time to carry out audit in Alps.</p>	<p>HB to monitor actions made after audit in term 3</p>	<p>Planned outdoor provision is high quality and supports good progress for all groups, including SENDs and Summer Born children.</p>
	<p>Introduction of Forest School type activities (trial in nursery)</p>	<p>Term 4 2023</p>	<p>HB, KG (Charlotte Ward - support?)</p>		<p>HB to review Term 5 with Nursery team</p>	
	<p>Nursery Decking area to be redeveloped so that it can be used as an extra under cover outdoor space. (Nursery team meet initially to share ideas and design learning spaces)</p>	<p>Term 2 & Term 3 2023</p>	<p>HB, KG, DH</p>	<p>Update of any resources/materials needed for area</p>		<p>Nursery outdoor provision is extended with more children access outdoors in all weathers. Behaviour is consistently good due to good mental health and well being of all.</p>

OBJECTIVE 2 - To improve the knowledge, understanding and confidence of staff working within the EYFS.

TARGET	ACTION	TIMESCALE	PERSON RESPONSIBLE	BUDGET/RESOURCE IMPLICATIONS	MONITORING (WHO BY AND HOW OFTEN)	SUCCESS CRITERIA
Develop links with other EYFS settings sharing good practice. (Focus on indoor and outdoor provision on visits to all settings)	Nursery staff to visit Alfreton Nursery and Ripley Nursery School (South Normanton Nursery School - Outstanding?)	Dependent on ANS and RNS availability and release time available	HB to organise	Staff release time	HB to evaluate with Nursery and Reception staff after each visit	Staff are motivated and feel confident to make changes to current provision. Staff put new ideas into practice to improve the quality of provision on offer both indoors and outdoors across EYFS.
	Reception staff (CS and SP) to visit DDAT/other SLE Reception classes	Term 2 onwards (CS ECT time)	HB to organise	Staff release time		

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EYFS Team meetings to take place each term to support CPD.	Support to be offered to KG and CS in using the EYFS assessment tracker.	Term 1 (adding Teacher assessments – Baseline)	HB	Team meeting time	HB to monitor use of tracker	Staff are confident in using the new assessment tracker to track progress.
	Share Tracking and analyse assessment data and identify what next	Each assessment point	HB (KG, CS)	Team meeting time	HB – discussions with staff	Teachers develop an understanding of what the current ongoing data is telling us as a team and action points are highlighted and followed up.
	Moderation activities to ensure accuracy in judgements	Term 2, 4, 6	HB (KG, CS)	Team meeting time	HB – discussions with staff to ensure confident in judgements	Staff are secure in their judgements and assessments are accurate. EYFS staff have a greater understanding of age related expectations across the EYFS
	Focus on high quality interactions in EYFS (Use Sirens Videos –check subscription cost?)	Term 3 2024	HB (KG, CS, DH, SP, CM)	Team meeting time Cost of Siren films?	HB to monitor during time in both FS1 and FS2.	Staff ensure high quality interactions are taking place throughout the day which support good progress for all children.

OBJECTIVE 2 - To improve the knowledge, understanding and confidence of staff working within the EYFS.

<p>Whole school staff to gain a greater understanding of the eyfs curriculum.</p> <p>Subject leads to be secure in expectations of the EYFS in subject area and the progression from Nursery to Reception.</p>	Staff meeting time to explore the EYFS Curriculum	Term 4 onwards?	HB & staff team	Staff meeting time		<p>The school teaching staff have a good understanding of the EYFS Curriculum and it's principles and practice.</p> <p>Clear progression is evident from FS1 to FS2 within skills, knowledge and vocabulary.</p>
	Subject leads to visit nursery and reception classes to identify progression in skills and provision	Term 4 onwards?	Subject leads	Release time to make visits to FS1 & FS2	HB to keep record of visits made	
	Subject leads to further develop core knowledge, skills and vocabulary to identify Nursery and Reception skills to show progression across EYFS	Term 4 onwards?	Subject leads (HB and CS to support)	Staff meeting time/release time for staff?	HB/CS to monitor during use in EYFS	

OBJECTIVE 3 - To support a higher percentage of EYFS children to meet the ARE end of year goal for Communication and Language and Literacy.

TARGET	ACTION	TIMESCALE	PERSON RESPONSIBLE	BUDGET/RESOURCE IMPLICATIONS	MONITORING (WHO BY AND HOW OFTEN)	SUCCESS CRITERIA
<p>Musical Gems activities incorporated into every day routines and music/singing times across EYFS</p>	<p>Musical Gems activities to be planned into timetables to take place each week in FS1 and FS2</p>	<p>FS1 from Term 1 FS2 From Term 2</p>	<p>HB & CS</p>	<p>Musical gems music set – TTS?</p>	<p>HB to monitor through observation/carrying out sessions</p>	<p>Children develop age related listening and attention skills, follow language cues and use a range of vocabulary through songs and singing.</p>

OBJECTIVE 3 - To support a higher percentage of EYFS children to meet the ARE end of year goal for Communication and Language and Literacy.

<p>Children to know a set of Core Nursery Rhymes at the end of FS1 and FS2.</p>	<p>Core Nursery rhymes continue to be sung daily.</p> <p>Core nursery rhyme booklet to be sent home to share with parents</p> <p>EYFS to take part in Nursery rhyme week.</p>	<p>From term 1 ongoing</p> <p>From Term 2?</p> <p>Term 2 week commencing 13th Nov wk2)</p>	<p>HB/KG/CS/DH/SP/CM</p> <p>FM (Music lead) /HB</p> <p>HB/KG/CS</p>	<p>Allocated time for core nursery rhymes in FS1 and FS2</p>	<p>HB to monitor, opportunities for singing times identified on timetables</p> <p>HB to monitor use of booklet at home through Tapestry, Class Dojo and discussion with parents</p> <p>EYFS staff to add entries to Tapestry and Class Dojo of the week to share journey</p>	<p>Children confidently enjoy singing a range of nursery rhymes, whilst developing a wide range of skills(speech and language, vocabulary, knowledge of rhyming words, memory, explore and gain simple knowledge and understanding of pitch, tempo, rhythm)</p>
<p>Children in EYFS use a wider range of vocabulary linked to current learning.</p>	<p>Weekly Wonderful 'Wow' words (from tiers 1-3) introduced extending children's vocab and language acquisition</p>	<p>Term 2 onwards</p>	<p>HB to introduce KS/CS to plan for and support with delivery across EYFS</p>	<p>Management/staff meeting time to create and set up</p>	<p>HB to monitor use across FS1 and FS2 during time in both groups over the term. Feed back to staff at team meeting as appropriate.</p>	<p>Children across EYFS use a broad range of vocabulary linked to planned EYFS curriculum and current learning.</p>

OBJECTIVE 3 - To support a higher percentage of EYFS children to meet the ARE end of year goal for Communication and Language and Literacy.

Children to have more access to a range of books outside of school.	"Bedtime Books' lending library to be created in Nursery entrance (Tree shelves)	Term 1	HB/KG		HB to monitor use of (HB & KG to update book box with new books at necessary)	All children in nursery have access to a wide range of books which can be shared with adults at home.
	Letter/flier to be shared with parents to introduce the 'Bedtime Books' lending library along with tips for sharing stories	Term 1	HB/KG			An increased number of children may have a valuable bedtime story at home.
	New Starters to Nursery and Reception to be encouraged to join local library with membership form added to new starter packs.	In new starter pack at each entry point	HB/KG			Children develop age related language and communication skills
	Visit from Librarian to introduce the library	Planned alongside traditional tale core story	HB/KG/CS to organize for class			All children develop a love of books.
	Leaflets/support materials to be shared with parents at parents evening or within new starter packs	In new starter pack at each entry point				

OBJECTIVE 3 - To support a higher percentage of EYFS children to meet the ARE end of year goal for Communication and Language and Literacy.

<p>Children have access to a range of speaking listening and literacy (and Maths) based games to support the development of age related Communication and language. PSED, Literacy and Numeracy skills.</p>	<p>Extra curricular Games club to be planned in.</p>	<p>From Term 2/3</p>	<p>HB, CS, KG?</p>			<p>Children show enjoyment when playing a range of practical games, taking turns, following instructions and showing an understanding of game rules.</p>
	<p>Letter/flyer to be sent out to Reception class (12 spaces) to invite them to the games club</p>	<p>Send out end Term 1/ 2</p>	<p>HB/CS</p>			
	<p>Parents to be invited in for the last session of each group attending to play games alongside the children</p>	<p>End of each term club is run</p>	<p>HB/KG/CS</p>			<p>Children are able to articulate their thoughts and feelings in relation to the game that they are playing.</p> <p>Parents value the importance of playing practical games to support Communication, language, PSED and maths and literacy skills.</p>

OBJECTIVE 4 - To increase parental involvement, encouraging more parents to engage with their child's learning and development in the Early Years.

TARGET	ACTION	TIMESCALE	PERSON RESPONSIBLE	BUDGET/RESOURCE IMPLICATIONS	MONITORING (WHO BY AND HOW OFTEN)	SUCCESS CRITERIA
Parents have access to Tapestry across EYFS to view snippets of their child's learning and progress	All new starters added to Tapestry and login created for parents	Summer 2/ Autumn 1	HB	Tapestry subscription	Beginning of each term throughout the year.	Tapestry Online Learning Journey is successfully used in partnership with parents to create and share snippets or a picture of attainment within EYFS.
	Monitor number of parents accessing Tapestry and encourage more to engage	Autumn 1 and then each term after	HB, CS			
	Drop in support sessions planned for parents if having trouble accessing Tapestry	Two time slots per term	HB			
	Reminders of Tapestry and how parents can add valuable observations and special events from home to be added to newsletter each term	Each term	HB/KG/CS			
					HB to monitor take up of sessions	An increased number of parents actively engage in their child's learning journey. (adding 'likes', comments or uploading photos and observations from home)

OBJECTIVE 4 - To increase parental involvement, encouraging more parents to engage with their child's learning and development in the Early Years.

<p>Parents are kept informed and engage with events, activities and learning which has taken place in school through use of Class Dojo</p>	<p>Book of the week video clips to be added to Class Dojo page (By staff member who has completed that weeks planning in FS1)</p>	<p>From Term 1</p>	<p>HB/KG/CS</p>			<p>All parents have access to Class Dojo and are fully informed of events and learning taking place within nursery/school.</p> <p>Feedback from parents is positive about the use of Class Dojo</p>
	<p>Updates linked to current learning are shared regularly by all FS staff (at least once per week by each staff member)</p>	<p>From Term 1</p>	<p>HB/KG/CS</p>			
<p>Parents to be welcomed into EYFS classes for Play and Stay session each term to work alongside their child and engage in their current learning. (Some linked to enhancements - Loscoe Promise)</p>	<p>Play and Stay to be planned for each term within EYFS team planning meeting</p>	<p>Each term</p>	<p>HB/KG/CS</p>			<p>Parents are engaging with current learning in class and are able to support their child at home.</p> <p>Parents feel welcome and feel that staff value their contribution and involvement in their child's learning journey.</p>
	<p>Parents to receive a letter to introduce the Play and Stay session and reminder messages on Class Dojo</p>	<p>By mid point of each term</p>	<p>HB/KG/CS</p>		<p>HB – ensure that parents are informed by staff across EYFS</p>	

OBJECTIVE 4 - To increase parental involvement, encouraging more parents to engage with their child's learning and development in the Early Years.

<p>Parents to have knowledge and understanding of how to support their child with early literacy, communication and language at home.</p>	<p>Parents invited to join a Play and Stay with a workshop at the beginning of the session linked to early literacy and communication and language. Activities at play and stay to focus on literacy and Communication and language</p>	<p>Term 4/Term 5 (with Easter starter parents invited)</p>	<p>HB/KG</p>	<p>Release time delivery of workshop</p>		<p>Parents are aware of the age related expectations for literacy and communication and language and are able to support their child at home with suggested activities.</p>
<p>Parents are informed of how they can support transition from Nursery to Reception.</p>	<p>Parents invited to join for Play and Stay session with transition to school workshop at the beginning of the session.</p>	<p>Term 6 (beginning of term)</p>	<p>HB/CS</p>	<p>Release time for delivery of workshop</p>		<p>Parents are aware of the expectations as they move into Reception and know how they can support their child with the transition at home.</p>
<p>Prospective parents in the local and wider community are invited to visit and find out more about Loscoe C of E Primary School and Nursery and what we have to offer.</p>	<p>Open Day to be planned to promote the EYFS at Loscoe Primary. Flyer to be created and shared with local community.</p>	<p>Term 1/ Term 2 WED 8th NOV 2023 Prior to Open Day</p>	<p>WL/HB/CS/KG HB</p>			<p>The numbers of children on roll across the EYFS continues to be high over the school year and for the next school year 2024/25</p>

OBJECTIVE 5 - To ensure consistency across FS1 and FS2 with staff using the same/similar systems in collaboration (assessment tracking, interventions, record keeping, provision)

TARGET	ACTION	TIMESCALE	PERSON RESPONSIBLE	BUDGET/RESOURCE IMPLICATIONS	MONITORING (WHO BY AND HOW OFTEN)	SUCCESS CRITERIA
Baseline teacher assessments are carried out on entry within continuous provision and daily routines in Nursery and Reception	Baseline activities created for Reception using same format as created for Nursery	Autumn 1	CS/HB	Management time/Team meeting time	HB – discussion with CS and advice offered	Structured Teacher Baseline assessment is carefully planned to cover all seven areas of learning. This ensures teachers have secure knowledge of children’s attainment on entry to the setting.
	Monitoring of Baseline teacher activities	Autumn 1 (after RBA complete)	HB		Term 1 Week 3 or 4 onwards in Reception At each entry point in Nursery	

OBJECTIVE 5 - To ensure consistency across FS1 and FS2 with staff using the same/similar systems in collaboration (assessment tracking, interventions, record keeping, provision)

Clear data tracking systems are in place across EYFS to use linked to Development Matters (age related development)	Data Excel page created for Reception (Continued in Nursery)	Autumn 1	HB		HB to monitor at each development point	The same tracking system is used consistently across EYFS to show progress linked to age related expectations within the Development Matters document.
	Support to be offered to CS (& KG) introducing the new tracker.	Autumn 1	HB/CS/KG	Team meeting time		
Tapestry Online Journal used across EYFS to collect 'quick snippets' of a child's attainment. (Shared with parents to share instant progress)	All new EYFS staff to have a login created on Tapestry	Autumn Term 1	HB	Tapestry renewal cost		Tapestry Online Learning Journal is consistently used across EYFS to create a picture of current learning and attainment which is shared daily with parents.
	Training/support offered to staff who are new to using Tapestry	Ongoing from Term 1	HB	Team meeting time		
	Monitor use of Tapestry as platform to create a picture of attainment to share with parents	Termly	HB	Management time used for monitoring	HB to monitor and feedback to staff	

OBJECTIVE 5 - To ensure consistency across FS1 and FS2 with staff using the same/similar systems in collaboration (assessment tracking, interventions, record keeping, provision)

Keyworker groups established in Nursery identifying responsibilities of staff. (Teachers)	Create key worker group list from Nursery Cohort	Autumn 1 (rotate beginning of T3, T5)	HB			*There is consistency across key worker groups in Nursery with both staff members consistent in their judgements of attainment.
	Support offered to KG at assessment and data collection points	At each data collection point	HB	Time to meet		
	Monitoring of key worker role to ensure consistency	After each data collection point	HB		HB to monitor tracking sheets & Moderation activities to take place	