

SUBJECT ACTION
PLAN – EARLY
YEARS

2024 - 2025

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<p>Priority 1 To provide support for staff working within the EYFS team, whole school teaching team and wider school community so that ...:</p> <ul style="list-style-type: none"> • EYFS staff are confident and consistent in the delivery of the EYFS Curriculum and provision which is available across the whole of EYFS. • Subjects lead have a good understanding of provision across EYFS within their area of responsibility • Parents and carers have a good knowledge and understanding of the age related expectations for their child working in EYFS. • Parents are aware of how they can support their child at home to achieve milestones and next steps. 	Budget	Time / £
	Resources	Derbyshire and Nottinghamshire Stronger Practise Hub webinars (FOC) ERIC – resources to support parents with toilet training Workshop for Parents (release time)
	Training	CPD – EYFS staff to visit other settings (see priority 3 writing focus)
	INSET/Staff Meetings	Staff meeting – Subject leads to visit Nursery and Reception Classes focus on provision for subjects.
<p>Priority 2 To improve the provision for music across the EYFS so that ...:</p> <ul style="list-style-type: none"> • The number of children meeting age related expectations in Communication and Language increases year on year. • More children engage in singing and music and movement activities within continuous provision. • Children are confident and readily access high quality resources and activities for Music across the EYFS 	Budget	Time / £
	Resources	Musical Instruments – class set Outdoor 'Musical Area created Time to monitor Musical Exchanges through Continuous Provision across EYFS Workshop for Parents (release time)
	Training	Musical Exchanges Project – Music Partnership
	INSET/Staff Meetings	EYFS Team meeting time – to ensure consistency and team approach across EYFS
<p>Priority 3 – To further develop teaching and provision for early writing across the EYFS so that ...:</p> <ul style="list-style-type: none"> • Standards in writing improve across the EYFS • More children meet the end of year goals for writing • More children engage in independent writing with areas of provision across EYFS. • Children across EYFS demonstrate good fine motor skills which supports them to develop a good pencil grip and control when writing • More children consistently use the correct letter formation when writing letters. 	Budget	Time / £
	Resources	Story Dough (Greg Bottrill) training event (£30)
	Training	CPD – staff to visit other settings with a focus on provision for writing within continuous provision (DDAT schools)
	INSET/Staff Meetings	Nursery team meeting time to discuss and set up Story Dough EYFS Moderation activities – EYFS team meeting time

Priority 1 – To provide support for staff working within the EYFS team, whole school teaching team and wider school community.

Term	Actions	Who	Success Criteria	Who	Dec	Mar	Jul
Autumn	EYFS team meeting to discuss further development of second year of the curriculum cycle and to plan further provision.	HB, KG, CS	<ul style="list-style-type: none"> - There is consistency across the EYFS and plans - Staff share experience and expertise and ensure all staff are supported. -All teachers are confident in planning for the next cycle of curriculum -The curriculum documentation reflects the provision which is taking place in each class. 				
	Contact EYFS lead at Scargill Primary (DDAT) to discuss journey to improve EYFS knowledge of subject leads	HB	<ul style="list-style-type: none"> -Further ideas explored to plan in for EYFS staff meeting development time. -Activities and support planned is based on successful practise. 				
	Staff to offer support to parents who are supporting children with toilet training (Eric matererials shared at Parents evening)	HB, KG (CS?)	<ul style="list-style-type: none"> -Good working relationships are inplace between home and school -Parents feel supported and have a greater awareness of how they can successfully support their child with toilet training -More children are meeting age related expectations with self care. 				
	Open evening (6 th Nov) to be used as an early contact for new starters to nursery and opportunity to share expectaions early.	HB, KG, DH, ST	<ul style="list-style-type: none"> -Newstarters access extra session to support smooth transition to nursery on entry. -Early positive relationships are developed before children starting nursery. -Expectations shared with parents and early support available eg toilet training, communication and language 				

			-Staff are made aware at an earlier point of any support which may be required when a child joins the group.				
	Assessment support offered to EYFS staff and moderation of judgements as necessary prior to submitting Data	HB, KG, CS	-EYFS staff are confident in making assessment judgements. -Staff have good knowledge of the expected levels at each assessment point. -There is consistency in judgement;s made at assessment point				
	Embed the use of Loscoe EYFS curriculum goals as an assessment tool and further develop as necessary according to changes in the curriculum (writing, phonics)	HB, KG, CS & Subject leads	-There is a consistent approach to assessment across the EYFS -It is clear what is expected at each assessment point -Goals are used to share next steps with parents when meeting to discuss progress.				
	EYFS staff are made aware of webinars which become available throughout the year via Derbyshire and Nottinghamshire Stronger Practise Hub and via DDAT Early Years.	HB & EYFS staff	-EYFS Staff have access to ongoing CPD which become available to broaden knowledge and understanding				
	Website updated to elevate the presence and importance of the Early Years.	HB SLT	-Parents who are new to the school are informed as fully of possible about what is on offer in the Early Years at Loscoe. -The strengths and positives of the EYFS at Loscoe are shared.				
Spring	Staff Meeting – Share curriculum lead guides with subject leaders. Teachers to spend time in Reception and Nursery classes to identify provision for subject area.	HB & all subject leads	-Subject leads develop a greater understanding of the EYFS and where their subject fits into the areas of learning. -Subject leads are able to identify where their subject fits into continuous provision across nursery and Reception.				

	Subject leads to make short visits to the EYFS classrooms during sessions	Subject leads	-Subject leads gain a greater understanding of how their subject is delivered within EYFS, seeing this in action. -Subject leads develop a greater understanding of starting points and progression across EYFS classes.				
	Assessment support offered to EYFS staff and moderation of judgements as necessary prior to submitting Data	HB, KG, CS	-EYFS staff are confident in making assessment judgements. -Staff have good knowledge of the expected levels at each assessment point. -There is consistency in judgement;s made at assessment point				
	Loscoe EYFS booklet to be created to share what influences and influences the approach to EYFS.	HB & whole EYFS team	-There is a clear approach to the implement of requirement across the EYFS. -All staff are aware oif the expectations and the reasons behind the approach -The EYFS team contine to strive to improve of current successes.				
	Parent Workshop (Linked to CL Play and Stay Session) for Nursery parents to identify how they can offer support with Early Literacy and Communication and Language at home.	HB	-Parents are aware of expectations for Communication and language and early literacy. -Parents are aware of how they can support at home -Targeted parental support supports greater progress and attainment.				
Summer	EYFS staff to visit other EYFS settings (DDAT?) to look at provision and develop further ideas for improvement (Writing, music and outdoor provision)	HB, KG, CS, DH, SP, CM, ST	-Staff are motivated and feel confident to make further improvements to current provision. -New ideas are put into practise to improve the quality of provision on offer both indoors and outdoors across EYFS				
	Getting Ready for School workshop for Nursery 2 parents -supporting a smooth transition to school and sharing early the expectations for Reception.	HB	-Parents have early knowledge of the expectations for Reception -Parents aware of how they support their child to be 'School Ready' -Transition procedures are started early to support a smooth transition for all.				

Priority 2 – To improve the provision for music across the EYFS

Term	Actions	Who	Success Criteria	Who	Dec	Mar	Jul
Autumn	Staff to take part in Musical Exchanges project with the Music Partnership to further develop high quality language provision. (2 Training events for teachers and 8 class sessions with the nursery and reception classes)	HB, KG,CS , DH, Sp, CM, ST	-Staff further develop knowledge of musical concepts and how these can be developed with EYFS. -Staff develop confidence in planning and delivering music sessions for EYFS. -Childrens Communication and Language skills improve with more children meeting ARE.				
	A class set of a percussion instrument to be purchased. (Claves?)	HB	-Children are able to play a percussion instrument with confidence -Children can play to a steady beat. -Identifying steady beat and rhythm in words/songs supports reading development.				
	EYFS to take part in Nursery Rhyme week with activities planned across Nursery and Reception (November) Staff to video children singing and share on Tapestry with parents as part of the weeks activities.	HB sign up all Eyfs to deliver	-Nursery rhymes are promoted and their value os shared with parents. -Children sing a range of familiar and new nursery rhymes. -Activities support the development of language skills				
	Questionnaire to go out to parents asking about their child's favourite piece of music. These to then be played each day in turn at a chosen time of the day eg:snack or on entry to class.	HB KG & CS	-Children have a sense of belonging to the group. -Children experience a diverse range of music to listen to. -Children value and respect other peoples likes and enjoy different types of music.				
	Music areas to be developed indoors across EYFS incorporating some ideas from the Musical Exchanges programme.	HB, KG, CS	-Clear defined music areas are evident in both Nursery and Reception -Staff provide opportunities for children to reinforce learning from Musical Exchnages sessions. -It is evident that more children are accessing musical instruments and singin independently throughout the day.				

Spring	Songs and rhymes to be incorporated into daily routines across EYFS eg Good morning register times, washing hands etc.	All EYFS staff	-All children show understanding of the regular routines and join in. -Children sing with confidence and speak clearly -Children maintain attention and follow instructions carefully and quickly				
	Musical Exchanges activities to be incorporated into Forest Fun sessions (Nursery and Reception) - Circle sing time and gathering times.	HB/KG	-Children listen and attend and join in singing with confidence and enjoyment. -Music takes place outdoors as well as indoors -Music is used as an indicator to gather together.				
	Musical Exchanges Play and Stay session (with Katie from Music Partnership delivering a session?)	All EYFS staff & Katie Music Project lead	-Parents to develop knowledge and understanding of what their child has been learning during the time of the project. -Parents to see the value of music and singing in developing skills in the Prime areas of learning. -Parent partnership strengthened and parents on board with supporting at home.				
	Outdoor area to be developed to include provision for music. (Music wall with pots and pans, singing stage, speaker for music and movement)	HB, KG, CS	-Quality provision is available outdoors for music making, singing and dancing. -Children develop age related language skills. -Children develop control over their body in small and large movements when dancing. -Children perform and explore with confidence and enjoyment.				
Summer	A long term overview for EYFS Music to be created using knowledge from Musical Exchanges project and resources in place to deliver this. (Music Bud resources/training accessed?)	EYFS Team & FM	-A progressive program for music is in place for EYFS. -All EYFS staff are confident in delivering the new music curriculum. -Children have access to quality resources and instruments.				
	Core rhyme and song booklets to be created to be included in newstarter packs.	HB/FM	-Parents are aware of songs which their children will be learning in nursery/school and can support at home -Children develop a knowledge of a range of familiar rhymes/songs				

			-The use of singing supports the development of early language skills.				
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Priority 3 .

Term	Actions	Who	Success Criteria	Who	Dec	Mar	Jul
Autumn	Reception class to embed the use of 'Drawing Club' and build upon it's success in the first year.	CS HB to monitor	-There is a marked improvement in attainment in writing -Children access 3 writing opportunities across the week. -Children develop good pencil control and accuracy in writing letters using the correct letter formation.				
	'Story Dough' training for Nursery staff and this to implemented by the end of the Autumn term in nursery.	HB KG, DH. ST	-Story Dough is taking place each week in nursery -Children begin to develop greater fine motor control prior to writing -Children begin to manioulate items using finger and thumb ready for using accurate pencil grip				
	Mark making targeted activity planned in every two weeks in nursery to support development of pencil control and early writing.	HB, KG	-Each child has a writing journey with regular entries,showing the progress made over the year. -Children become confident mark makers and begin to access resources more often, independently. -Children with regular support use comfortable and accurate pencil grip.				
Spring	Staff to incorporate current 'Squiggle Whilst You Wiggle' large mark making movements with ribbons into outdoor Forest Fun activities. (Mud spot set up)	HB,KG	-Children have opportunities to mark make outdoors on a large scale. -Children develop greater control over tools and make marks with accuracy.				

			-Children begin to form letter shapes and use some correct letter formation				
	EYFS team to share samples of writing and moderate together. (Highlight children on cusp of ELG to target)	HB, KG, CS	-EYFS staff are aware of quality and standards in writing across Nursery and Reception -Assessment judgements are consistent and agreed. -Children are identified who need further intervention and support to meet ELG.				
Summer	EYFS staff to visit other EYFS settings (DDAT?) to look at writing provision and develop further ideas for improvement (linked to music and outdoor provision)	HB, KG, DH, ST, CS, SP	-Staff are motivated and feel confident to make further improvements to current writing provision. -New ideas for writing are put into practise to improve the quality of provision on offer -Writing is taking place outdoors as well as indoors				
	Nursery Staff to begin to introduce Drawing Club to N2 children transitioning to school as part of transition.	HB, KG	-Children develop confidence in mark making independently. -Routines support smooth transition to Reception class.				