

Early Years Foundation Stage Action Plan 2021-2022

INTENT: To continue to secure outcomes for children across EYFS	
Reasons for intent	<p>To increase the <i>Good Level of Development</i> and outcomes at the end of Reception.</p> <p>To maintain the % of children making a high rate of progress</p> <p>To keep up to date and ahead of National trends and practices and adapt these to meet the needs of our learners.</p> <p>To close the gap particularly in reading and writing</p>
Impact	The increase of <i>GLD</i> and attainment
What is working well?	<ul style="list-style-type: none"> • The percentage <i>GLD</i> at the end of Reception has consistently exceeded National figures. • Class Dojo is used effectively to engage with parents and carers in their child's learning. • Lesson observations have been at least good with all staff. • Transition into Reception is well established and effective. • Parental engagement is positive and productive. • Mouse club has been successfully and has supported transition. • EYFS team works well together and understands individual strengths to support the children. • EAL children are supported through activities and interventions. • Children's gaps and next steps are identified and actions put in place which is monitored for impact. • Recognising that this cohort needs more structure and need support to 'play'

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Implement			
Objective: To implement new Mastering Number Initiative			
Priority	Early Years	Staff	Sam Toynbee
		Governor	Jenny Mitchell
Success Criteria			Evaluation
The new initiative is adopted by all staff			RAG
All children benefit from changes in the curriculum and the mastering number programme			

Actions	Timescale	Lead Person/ Personnel Involved	Resources including cost and time	Monitoring	IMPACT
To implement the NCETM 'mastering number' strategy.	Autumn 1 start	ST Then KK	Training online	Observation Planning notes	All children will strengthen their understanding of number, and fluency with number facts.
To develop a secure understanding of how to build firm mathematical foundations with a stronger subject and pedagogical understanding for EYFS work	September 2021 initial training Throughout the year	ST	Web training Resources from NCTEM	Discussions between the team, with CL	
to develop intentional teaching strategies focused	Autumn weeks 1-10 Spring weeks 11-20	ST KK LC	Planning and resources provided by NCTEM	Observations and assessment of impact	

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<p>on developing fluency in calculation and number sense for ALL children</p>	<p>Summer weeks 21-30</p>				
<p>To develop understanding and their use of appropriate manipulatives to support their teaching of mathematical structures.</p>	<p>Autumn weeks 1-10 Spring weeks 11-20 Summer weeks 21-30</p>	<p>ST KK LC</p>	<p>Materials from NCTEM Audit of materials in EYFS Training /CPD on Numicon and other manipulative White Rose resources</p>	<p>Monitoring Audit</p>	

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Implement					
Objective: To develop curriculum knowledge of all EYFS staff					
Priority	Early Years		Staff	Sam Toynbee	
			Governor	Jenny Mitchell	
Success Criteria				Evaluation	RAG
Leadership is enhanced through continued skills development					
All staff have a more in depth knowledge of the new curriculum					
New staff are supported in their role within the EYFS unit.					

Actions	Timescale	Lead Person/ Personnel Involved	Resources including cost and time	Monitoring	IMPACT
Provide all staff with closing the vocabulary gap materials.	Autumn 2021	Sam Toynbee EYFS Staff	Information pack	Meeting discussions	Staff understand the reasons why Vocabulary is important
Complete the OU EYFS leadership module	Spring 2022	Sam Toynbee	Time https://www.open.edu/openlearn/education-development/childhood-youth/early-years-team-work-and-leadership/content-section-0?active-tab=description-tab	Performance management discussion	ST reflects on working with the team adjusting practice
Provide staff with amended materials relating to the new EYFS curriculum	Throughout the year when review points are reached	Sam Toynbee EYFS staff	New Development matters Birth 0-5 Video clips and podcast	Staff meeting discussion	Ongoing CPD 5 minutes
New staff/Student Mentor staff - Kirsty King	Autumn 1 Autumn 2 Spring 1	Sam Toynbee	Time	Discussion Observations	KK achieves her qualification

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				Completion of University requirements	and consolidates her role in EYFS
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Implement					
Objective: To ensure that at least % reach expected GLD					
Priority	Early Years		Staff	Sam Toynee	
			Governor	Jenny Mitchell	
Success Criteria				Evaluation	RAG
All children are assessed accurately.					
Areas of curriculum are identified as needing support					
Cusp and vulnerable groups are identified and supported appropriately					

Actions	Timescale	Lead Person/ Personnel Involved	Resources including cost and time	Monitoring	IMPACT
Use the EYFS 2021 resources to Baseline the cohort	Autumn 1	EYFS lead and Staff	EYFS/Development matters EPS progression grids	INSIGHT	Staff knowledge of all children's starting point
Deliver the National Baseline and submit results	Autumn 1	EYFS Lead	Baseline material	HT	Compliant with STA
Identify groups which are cusp or vulnerable Use Greg Botrill Approach for effective discussion	Autumn 1	EYFS Lead/ DH Teacher	time	See Intervention logs for specific information Sharing the process and outcomes with others	Children's interventions are targeted to those on need and is a quick response.

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					Celebrates those who have exceed expectations
Identify areas of learning which are significantly behind	Autumn 1	EYFS Lead/ DH Teacher	time	Analysis of Insight	Provision is tweaked and gaps identified
Develop intervention activities to support the groups/areas of learning	Autumn 2	EYFS Lead TAs	Resources to support intervention	Team discussions	Gaps are addressed
The identified groups are monitored and tracked to ensure the gap is closing	Continuous	EYFS staff	Impact notes INSIGHT	Intervention notes	

Implement					
Objective: To ensure children acquire a wide vocabulary and can communicate effectively in a range of contexts					
Priority	Early Years	Staff	Sam Toynbee		
		Governor	Jenny Mitchell		
Success Criteria			Evaluation	RAG	
Children are curious about language					
Children develop at least good language acquisition and progression throughout the year.					
Children are confident to express their needs to a range of individuals and groups.					

Actions	Timescale	Lead Person/ Personnel Involved	Resources including cost and time	Monitoring	IMPACT
Parents have access to a variety of resources to support	Throughout the year using Class Dojo, meeting	EYFS Staff	Physical resources i.e. key rings, vocabulary cards	All staff	Parents know what we are doing in

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the acquisition of language.			Virtual resources signposted on the website, bug club		school and how to support
Words and high quality texts to be focused on in story time and planned Literacy activities. Words are modelled throughout to extend vocabulary	Throughout the year during Literacy activities	EYFS Staff	High quality texts 5 a day language experiences	ST ED	Children use the enriched vocabulary
Ensure the classroom is a vocabulary rich environment	Continual	All staff	Learning walk	EYFS Team	Vocabulary is evident
Introduction of new vocabulary through topics covered in the curriculum	At the start of each new topic	EYFS staff	Vocabulary triangles in place	EYFS TEAM	All staff are using the vocabulary
All staff and adults model language and new vocabulary with the children. Understanding of words to be explored.	Continuous	EYFS Staff	CPD and discussion	EYFS Team	Staff talk about words and model it's use and understanding
Staff's knowledge of reading developed through the professional discussion of the Reading Framework	Continuous	EYFS Team	CPD- All staff read the Reading Framework Aspects discussed	ST ED HT	Children are engaged in their reading and the learning of phonics