

Early Years Foundation Stage Action Plan 2022-2023

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. • Transition into Reception is well established and effective. • Parental engagement is positive and productive. • Home visits informative with 100% take up. • Mouse club has been successfully and has supported transition. • EYFS team works well together and understands individual strengths to support the children. • 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 embedding the Mastering Number Initiative			
Priority	Early Years	Staff	Sam Toynbee
		Governor	Jenny Mitchell
Success Criteria			Evaluation
The initiative is timetabled into the EYFS			RAG
All children benefit from 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, KK & RO	Time to visit new material	Observation Planning notes	All children will strengthen their understanding

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<p>To embed a secure understanding of how to build firm mathematical foundations with a stronger subject and pedagogical understanding for EYFS work</p>	<p>Autumn 1,2</p>	<p>ST, KK</p>	<p>https://nrich.maths.org/11441</p> <p>https://www.lboro.ac.uk/research/cmc/research/playing-along-the-number-line/</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/EEF_Maths_EY_KS1_Guidance_Report.pdf</p>	<p>Personal CPD log and professional discussions</p>	<p>of number, and fluency with number facts.</p>
<p>to develop intentional teaching strategies focused on developing fluency in calculation and number sense for ALL children</p>	<p>All Year</p>	<p>ST, KK & RO</p>	<p>NCTEM resources</p>	<p>Planning Maths LTP Assessment Data analysis Rich learning environment Professional dialogue monitoring Book looks CPD opportunities NCTEM training</p>	

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				as LLME/programme	
To provide rich learning opportunities focused on sequential small steps	Autumn 2 Spring 1 Summer 1	ST & KK	Review the classroom zone for number Create continuous provision for maths		
To draw links between knowledge and real life contexts	All Year	All staff	Continuous Provision Play /role play		

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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
Leadership is enhanced through continued skills development			RAG
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 new staff with closing the vocabulary gap materials.	Autumn 2022	Sam Toynbee EYFS Staff	Information pack	Meeting discussions	
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	
New staff/Student Mentor staff - Kirsty King ECT	Autumn 1 Block 1 Autumn 2 Block 2 Spring 1 Block 3 Spring 2 Block 4 Summer 1 Block 5 Summer 2 Block 6	Sam Toynbee Kirsty King	Time Weekly Mentor meetings to discuss progress Training with George Spencer	Discussion Observations Completion of ECT materials vis portal requirements	

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Mentor development	Autumn 1 Block 1 Autumn 2 Block 2 Spring 1 Block 3 Spring 2 Block 4 Summer 1 Block 5 Summer 2 Block 6	Sam Toynbee	Management time Training September 2022 January 2023	Training via portal, live sessions and Peer support	
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Implement					
Objective: To ensure children acquire a love of reading and develop their phonological skills					
Priority	Early Years	Staff	Sam Toynbee		
		Governor	Jenny Mitchell		
Success Criteria			Evaluation	RAG	
Children are curious about books and language					
Children develop at least good phonological acquisition and progression throughout the year.					
Children are confident to apply their skills in reading then writing					

Actions	Timescale	Lead Person/ Personnel Involved	Resources including cost and time	Monitoring	IMPACT
To follow the Little Wandle phonics scheme	Start week 4 Autumn 1 See Long term overviews/ plan	ST, KK, RO, HS	All LW materials	HM to monitor and moderate ST/KK to moderate each other	All children grasp and use phonological knowledge
To implement Reading groups	Autumn 2	ST, KK, RO HS	Staff Room to read	ST to monitor and staff to moderate HM to moderate	

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To identify and support children who are not making expected progress	Assessment 7 th November then after every 5 weeks of teaching	ST, KK,	Staff to assess phonics groups Identify who needs catch up and the type Plan catch up- staff and space required	ST	The gap is closed
To link handwriting to Phonics programme	Autumn 1	ST KK	Using Little Wandle resources	ST/ED	