|  |  |
| --- | --- |
| **Phase:** | **Led by:** |
| EYFS Development Plan | Hayley Moore |

|  |
| --- |
| **Context Statement:** |
| A new Head of Early Years was appointed at the very end of the last academic year resulting in a teaching vacancy in Reception at Windmill, this role is currently being covered by a part time supply teacher who is experienced in Early Years.  **At Low Road the EYFS team consists of:**  One Nursery teacher, one full time TA and one part time TA.  One Reception teacher, one full time TA and two part time TA’s, two additional supply TA’s are also employed to enable rotaed 1:1 support  **At Windmill the EYFS team consists of:**  Three Reception teachers – one full time and two p/t job share.  Three full time TA’s and two part time TA’s  The Head of Early Years plans, evaluates and closely monitors EYFS pedagogy, practice and provision within the EYFS to ensure it has maximum impact on the progress our children make. The team have weekly meetings to discuss focus children, next steps, enhancements to provision and priorities for the next week and all staff play an active role in this process. Termly data analysis, pupil progress meetings and moderation focus on the progress of individuals and ensures the curriculum meets the needs of all children.  **2023 Exit Data:**  **WINDMILL:**  **Total cohort** – **60 Boys – 36 – 60% Girls – 24 – 40% SEND – 11 - 18% EAL – 24 – 40% PP – 21 – 35% LAC – 1 - 2%**  Exit data in 2023 showed 50% of pupils exited EYFS with a GLD. When this cohort entered Reception 20% were on track. This is an increase of 5% from the previous year.   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | LA and U | S | SR | MS | BR | GM | FM | C | WR | W | N | NP | PP | PCC | NW | CM | BIE | | %  ELG | 72 | 72 | 83 | 85 | 88 | 95 | 87 | 72 | 55 | 50 | 65 | 62 | 70 | 63 | 68 | 82 | 75 |     **Low Road - Reception**  **Total cohort – 28 Boys –14 – 50% Girls – 14 – 50% SEND – 8 - 29% EAL – 14 – 15% PP – 7 – 25% LAC – 0 - 0%**  Exit data in 2023 showed 50% of pupils exited EYFS with a GLD. When this cohort entered Reception 19% were on track. This is a decrease of 5% from the previous year.   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | LA and U | S | SR | MS | BR | GM | FM | C | WR | W | N | NP | PP | PCC | NW | CM | BIE | | %  ELG | 64 | 64 | 64 | 68 | 71 | 86 | 68 | 50 | 54 | 50 | 54 | 50 | 61 | 61 | 64 | 64 | 68 |   **Low Road - Nursery**  **Whole cohort - 21 Boys: 11 - 52% Girls: 10 - 48% SEND: 3 - 14% EAL: 8 - 38% Disadvantaged: 6 - 29% LAC : 0**   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | |  | CL | PSED | PD | L | M | UW | EAD | | % on track | 62 | 52 | 91 | 52 | 57 | 62 | 57 | |

|  |
| --- |
| **Overview of Key Priorities:** |
| * To improve outcomes for all children in Communication and Language * To improve outcomes for all children Writing * To improve outcomes for all children in Reading * To improve outcomes for all children Maths * To strengthen parental engagement and involvement |

|  |
| --- |
| **Proposed Outcomes** |
| * High levels of well-being displayed in children * High levels of engagement displayed in children * High quality interactions between staff and children provide challenge to children’s learning * Rapid progress made for children who are not on track in Communication and Language, Reading, Writing and Maths * Increase in % of children On Track in Communication and Language, Reading, Writing and Maths * Increased % children who are working on track across all areas of learning * Increased % of children exiting EYFS with a GLD * Stronger parent voice evident in the continued development of the EYFS department * Increase in number of parents attending events * Increased parental engagement on Tapestry * Increased parental involvement in their child’s learning and development * Increased parent confidence in supporting learning at home |

Completed On going Still to action

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Priority Developments** | **Actions** | **Resources & Costs** | **Personnel** | **Timescale** |
| **Quality of Education** | Training from traded Speech and Language Therapist to enable staff to conduct SALT screenings before making SALT referrals.  Traded SALT to assess identified children and provide individual programmes and advice for supporting within provision.  Training from traded Speech and Language Therapist to support staff in delivering effective SALT programmes.  PDM focussing on positive, purposeful, high quality interactions using the ShREC approach.  Half termly learning walks to ensure that high quality interactions are taking place  Daily story sessions targeted to the age and stage children are currently working at. New word of the week introduced.  Story spines for F1 and F2 to be implemented to ensure high quality, inclusive texts used which provide opportunities for learning across all areas of learning and show progression across the EYFS  Story spine books recorded by staff and shared on Tapestry for children to enjoy at home.  Federation EYFS Reading & Phonics lead to work with F2 team to extend the current one week story progression plan into a 2 week cycle which includes Talk for Writing words and actions.  Intensive Phase 1 phonics planning implemented in F2 during Autumn 1 to improve children’s readiness for Phonics  Little Wandle phonics and reading scheme to continue to be implemented after baseline or at the beginning of Autumn 2 depending on the outcome of baseline.  Federation EYFS Reading and Phonics lead to ensure consistency across F1 and F2. All new staff to undertake LW training.  Phonics and reading information to be shared with parents via a recorded webinar uploaded to Tapestry.  Poetry Basket to be established in F2  Nursery phonics progression document to ensure key skills needed to access phonics in Reception are embedded.  Daily short phonics sessions from Pre-school and into Reception.  Develop stage area outside to promote storytelling.  Develop reading areas outside to continue to develop a love of reading.  Squiggle me into a Writer training for key staff across the Federation.  Introduce Squiggle me into a Writer framework throughout Nursery and Reception.  Daily writing opportunity for all Reception children from Spring term linked to story of the week.  Provide different opportunities for mark making and writing inside and outside.  Daily intervention group for any children with physical development barriers to forming letters.  Parents ‘Golden Ticket’ invite to the school library once per half term to choose and share a story with parents.  Children to visit the local library each half term  Poetry Basket sharing sessions for parents to attend each term  F1 children to take it in turns to take a weekend bear home with a quality book, journal and hot chocolate sachet.  Federation EYFS Maths lead to ensure quality and consistency of teaching and learning across EYFS.  Nursery maths progression document to ensure key mathematical skills and vocabulary needed to access Reception are embedded.  Daily short maths sessions from Pre-school and into Reception.  Maths information to be shared with parents via a recorded webinar uploaded to Tapestry.  Maths home learning challenges shared over Tapestry.  Meet parents three times a year to give them an up to date picture of their child’s progress and next steps and to provide activities and ideas to support learning at home.  Work closely with the Federation SENDCo to ensure curriculum and provision is ambitious and meeting the needs of all children.  Development of a sensory room at Low Road to support children across the school who require a time and space to meet their sensory needs. | SALT time  SALT time  SALT time  Training and support prompts  Time  Book list/Books/props  Story Spine list  iPad / time  Reading progression  Foundations for Phonics - LW  Planning / LW resources / Books / E Book access  Leadership Time / LW training materials.  Poetry basket package.  Planning document  Phonics resources  Story telling props  Curtains for settings  Story chairs  Squiggle Training  Props to support  Writing resources  Large scale mark making  Fine motor activities  Teddies  Minibus  Hall space / booklets of poems printed for parents  RW  Progression document  Maths resources  Videos  Tapestry  Weekly time slot  Time  Sensory equipment / time / caretakers | SALT/EK/LS  SALT  SALT/CE/MG/JH  HM/All staff  HM  RW/AD/HT/HR/BP  All staff  All staff  HM/BP – F2 team  F2 team  F2 team  BP/HM  F2 teachers / AD  RW/AD/HT/HR/BP  HM/AD  RW/AD/HT/HR/BP  All staff – both sites  All staff – both sites  BP  AR/HT/RW/HR/BP  RW/AD/HT/HR/BP  RW/AD/HT/HR/BP  TA’s  TA’s  RW/AD/HT/HR/BP  RW/AD/HT/HR/BP  AD  RW/HM  AD/RW/HT/HR/BP  RW/HM  AD/RW/HT/HR/BP  RW/AD/HT/HR/BP  AD/RW/HT/HR/BP  HM  HM / GT / CL | Autumn Term  Autumn Term  Autumn Term  On-going  Half termly  On-going  On going  Autumn 1  Autumn 2  Autumn 1  Autumn 1  On going  Autumn 2  Autumn Term  Autumn Term  Autumn 1  Autumn 2  Spring – ongoing  On going  On going  On going  Weekly  On going  Twice yearly  On going  Autumn 2  Autumn 1  Autumn 2  Autumn 1  Autumn 2  On going  Autumn 2 Spring 2  Weekly  Half termly  On going  On- going  Autumn Term |
| **Behaviour and Attitudes** | Learning walks to ensure environments provide open-ended resources that promote curiosity, concentration, problem solving and resilience.  Heavy focus on PSED when children start/return to Nursery or start Reception.  Breadth of first hand experiences and opportunities for children to develop characteristics of effective teaching and learning.  Work closely with the school attendance and pastoral teams to support families when needed.  Set clear high expectations for behaviour and routines as a team before the children begin to ensure everyone is consistent with their approach. EYFS specific behavior policy introduced. | Any additional resources  n/a  Dependent on children’s interests  Meeting time  Behaviour policy | HM  All staff  All staff  RW  HM/All staff | Termly  Autumn term  On going  On going  Autumn 1 / on going |
| **Personal Development** | Parent welcome meetings held in June/July in smaller groups so there is more time to get to know each of the families and opportunity to develop strong relationships from the first contact.  Home / visits for children in EYFS  Transition process begins with 4 Stay and Play sessions with parents attending in the first week back in September followed by three intakes to get all children in full time by the end of week 2.  Tapestry challenges in setting during their stay and play sessions so staff can ensure all parents can access it and develop confidence using it to share information about their child.  Drop in sessions provided for families to support with E-Books and Tapestry  Introduction of Parent Representatives to ensure all families have a voice  Feelings areas and emotional tool kits to be provided in all rooms with time given for lots of discussion around feeling.  Termly parent meetings to discuss how their child has settled, any concerns, progress and next steps and ensure they are fully involved with their child’s planning cycle.  Early transition meetings planned between Nursery, Reception and Year One staff to ensure key information is shared, time planned in for visits, and evaluation of practice and provision offered for all children to ensure a smooth transition. | Printing packs  Key workers time out  n/a  n/a  Template for feedback  Time at the end of the da  Information on Tapestry  Feelings stones/spoons stories  Meetings scheduled on Tapestry | HM/RW/AD/HT/HR/BP  All staff  HM/RW/AD/HT/HR/BP  RW/AD/HT/HR/BP  RW/AD/HT/HR/BP  RW/AD/HT/HR/BP  All staff  RW/AD/HT/HR/BP  HM/ EW / LK | July 22  July 22  Sept 23  Sept 23  Autumn 1  Autumn 1  Termly  Summer term |
| **Leadership and Management** | Monitoring and feedback calendar in place to ensure rich learning environments provide opportunities for skill and knowledge development across all areas of learning.    Comprehensive staff training and support throughout the year to support the new staff team in understanding our EYFS pedagogy, developing subject knowledge  Staff observations, peer support and regular feedback to focus on positive, purposeful interactions to enhance learning, provide challenge and promote progress across all areas of learning.  Provide opportunity for collective input into the continued development of the Federation EYFS department from key stakeholders (Parents, Children, Staff)  Clearly define our curriculum aims as a team to ensure they meet the needs of our community.  Reduce any unnecessary workload to ensure staff have the maximum time spent with the children.  All new staff to access training on the use of Arbor assessment system to track all children 4 times a year, improving effectiveness, reducing any unnecessary workload and ensuring maximum impact on progress for all.  Host and attend termly local cluster moderation meetings to verify judgements made in a wider team.  Set up a staff resource bank to provide opportunity for all to take the lead in their own CDP  Introduction of Parent Represntatives to ensure parent voice plays a strong role in the continuing development of our EYFS department.  Federation EYFS subject leads to monitor provision, promote progress and ensure progression throughout EYFS ensuring children have the knowledge and skills needed to access KS1.  Develop the parent information documentation that is given to parents as part of the transition process to school. | Time  Cost for external CDP  Support documents  Time planned  Documentation  N/A  Arbor training  Refreshments  Books, articles, journals  Refreshments  Training / time  Printing | HM  HM  HM/RW/AD/HT/HR/BP  HM  HM  HM  HM  HM  HM  HM  HM/AD/RW/HT/HR/BP  HM | On going  On going  On going  On going  Autumn 1  On going  Autumn 1  Termly  Autumn 1  Twice a year  On going  Spring term |