

EYFS Action Plan- Autumn 1: 2020					
Target	Actions to achieve target	Who?	Cost/ budget	Review date	Evaluation
To ensure all areas of the EYFS curriculum are implemented effectively across the classes.	<p>Ensure that outside areas provide a rich learning environment, including opportunity for children to access all areas of learning in the outside space- All room teachers to conduct audit on outdoor spaces.</p> <p>Ensure that all areas of learning are clearly signposted within the room e.g. Small world area, construction, role play etc.</p> <p>Ensure all continuous provision resource drawers are clearly labelled enabling the children to choose and access resources that they wish to engage with.</p>	<p>All teachers of rooms (VS, SP, CH) “ “ “ “</p>	<p>Dependent on resources needed.</p> <p>Cost of printing</p>	<p>January 2021</p> <p>January 2021</p> <p>January 2021</p>	
<p>To improve the use of ICT equipment across the EYFS</p> <p>Technology is the weakest area in terms of provision across the EYFS and needs to be improved.</p>	<p>Get interactive white boards fixed so that they can be used effectively during the school day.</p> <p>Look at sourcing new ict resources e.g. camera, tablets, basic technology toys e.g. pop up toys for T and N, torches.</p> <p>VS create a box for each room?</p>	VS/Team	<p>Cost of fixing screen</p> <p>Cost of resources</p> <p>Cost of resources.</p>	<p>January 2021</p> <p>January 2021</p>	
To ensure that assessment and reporting across the EYFS is rigorous, effective and meets the requirements of	<p>Trial and introduce individual tracking sheet to cover the whole year to show a clear progression or highlight any areas of concern.</p> <p>Cohort assessment grid to be carried out once a term (on entry, Christmas, Easter and July) and analysed to show</p>	VS/ team	NA	July 2021	

the statutory framework.	areas of provision to develop based upon achievement of the children.				
To ensure that planning and provision meets the needs and interests in our care and is effective and useful for staff.	<p>On entry assessment carried out in the weeks after child joins setting providing a solid starting point for future next steps and provision.</p> <p>Next steps to be completed half termly on an individual basis to provide key people and parents with an in-depth knowledge of what the children need to achieve next and what provision is required.</p> <p>More fluid, in the moment style planning in Tots and Nursery, based upon what was changed spontaneously due to interests of children.</p>			July 2021 (when we have been able to complete a full yearly cycle-weren't able to last year due to COVID)	
For Reception to use the new baseline system in line with statutory EYFS.				N/A	Removed in 2020 due to COVID
To ensure the effective delivery of phonics to lead to high quality reading and writing skills at the end of reception.	<p>Reception teacher to provide activities designed to effectively develop reading and writing skills.</p> <p>Activities provided as follows...</p> <p>Read write Inc. activities.</p> <p>Cued articulation used on a daily basis within the classroom to support phonics teaching.</p> <p>Letters and sounds activities carried out throughout daily teaching, using relevant strands and aspects.</p> <p>Differentiated activities based on chn's individual next steps and learning needs.</p>	CH, VS		On-going, continuous target. We will look at this in Jan 2021 to see how we are doing.	

	<p>Reading books- read regularly with teachers and changed regularly to move up levels, as and when appropriate.</p> <p>Word strips sent home weekly, differentiated and personalised to individual children's needs.</p> <p>Sound books and sound cards sent home weekly with new sounds added.</p> <p>Rainbow letters</p> <p>Oxford reading buddies used.</p>				
<p>To ensure the effective delivery of the "letters and sounds" framework across the EYFS.</p>	<p>All staff to follow the "letters and sounds" framework across all areas in the EYFS, leading to high quality phonics in Nursery and Reception.</p> <p>Do all staff have adequate training on letters and sounds?</p> <p>VS to create resource bank to enable staff to have quick and easy access to resources needed.</p>	<p>All staff</p> <p>VS to audit</p> <p>VS</p>	<p>Printing, resources, possible training.</p>	<p>We will review to see how this is going at Easter 2021, but this will be an ongoing, continuous target.</p>	
<p>To ensure high-quality provision of mark-making opportunity</p>	<p>All rooms to have mark making opportunities in all learning areas (where appropriate).</p> <p>Children to have opportunity to mark make outside and inside</p> <p>All chn to have access to mark making activities every day.</p> <p>Staff to provide opportunity for a wide range of mark making activities on daily basis.</p>	<p>All EYFS staff</p>	<p>Resources</p>	<p>Jan 2021</p>	
<p>To ensure high-quality provision of reading opportunities across the EYFS</p>	<p>All rooms to have reading opportunities in all learning areas (where appropriate).</p> <p>Children to have opportunity to read outside and inside</p> <p>All chn to have access to reading activities every day.</p>	<p>All EYFS staff</p>	<p>printing</p>	<p>We will review to see how this is going in July 2021 but this will be an ongoing,</p>	

	<p>Staff to provide opportunity for a wide range of reading activities on daily basis.</p> <p>Chn to be “bombarded” with words, both in books and around the classroom, Lots of key vocab at children’s level throughout all areas of the room.</p> <p>Younger chn to have access to picture books to enable them to begin to talk about pictures.</p> <p>Range of texts available, variety of materials available e.g magazines</p> <p><u>Reception:</u> Phonics planning to meet needs of all chn in the class with lots of differentiation for varying abilities.</p> <p>Class input to meet needs of all abilities using lots of differentiation.</p> <p>Sound books sent home to work with parents</p> <p>Regular reading with teachers</p> <p>Sound and word books sent home weekly</p> <p>Cool time challenges including reading and phonics daily.</p> <p>Read to twice a day at least during story times.</p>	CH		continuous target.	
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