

EYFS Avondale School Development Action February 2015

Target	Action	Who initiates?	Success Criteria	Resources	Cost	Target dates	Evaluation
<p>Communication and Language Development</p> <p>Continue to Support children's communication development</p>	<p>Continue to develop communication friendly spaces in Tots, both Nursery classes and Reception. Carry through to outside provision.</p>	<p>LP to continue to share CFS training through the year. Audit and evaluate provision termly.</p>	<p>All children will be confident to interact with others. Children will be initiate speaking and listening opportunities in an environment that is encouraging. Zoned quiet areas in throughout inside and outside provision to provide C&L opportunities for all children.</p>	<p>INSET Training for Communication Friendly spaces.</p>		<p>2015-2016</p>	
<p>To develop Communication and Language Speaking development in Nursery.</p>	<p>Nursery Teacher to carry out BLAST sessions during afternoons with children working below expected age band in Speaking, Listening and attention and Understanding (using Spring 1 Summative assessment results) Work closely with SENCO/Key workers, parents to implement IEP's for children referred to Speech and Language. Develop clear intervention sessions within class alongside BLAST sessions.</p>	<p>Nursery Teacher to take small BLAST groups in pm Nursery session. Work closely with Key Workers, Nursery leader and parents.</p>	<p>Children considered to be a concern will have opportunities to speak in a small group where the language is repetitive. These children's should see improvement in Listening, attention, using language and understanding language used in the classroom. Short group sessions with the same teacher daily to aid consistency and security.</p>	<p>BLAST materials (already purchased). BLAST training has been completed by Nursery Leader and Nursery Teacher to take over pm sessions</p>	<p>Online training completed</p>	<p>2015-2016</p>	
<p>EYFS Courses for SEN to support Speech and Language and Behavioural support and Communication and Language speaking, Listening and Attention and Understanding.</p>	<p>Speech and Language support. Positive Behaviour Management. EYFS SEN Persist with ECAT training to support language development specifically with more vulnerable children through the EYFS. Makaton training for more members of the EYFS team.</p>	<p>EYFS leader to Look for County council courses. Bright Horizons Makaton training.</p>	<p>All staff will have opportunity to develop CPD and acquire a thorough understanding to provide beneficial support for children with SEN, Speech and Language and Communication and Language difficulties. Children will benefit from Key workers who have a deep understanding and knowledge of SEN concerns, S&L and C&L.</p>	<p>EYFS SEN and Positive Behaviour support – Wiltshire council CPD. EYFS FORUM support group. ELKLAN/ECAT Training and Training materials.</p>	<p>Training to be confirmed Makaton - £30 per delegate</p>	<p>2015-2016</p>	
<p>SEN/G&T</p> <p>Supporting children working above and below age band.</p>	<p>Termly Summative assessments based on Learning Journeys, observations, Teacher and</p>	<p>EYFS Leader to collate Summative</p>	<p>Children will be provided with specific learning experiences to support or extend their learning. Children</p>	<p>Classroom resources. Challenge cards, Challenge boxes.</p>		<p>2015-2016</p>	

	parent judgment to highlight children working above and below age band. Next steps and specific intervention for support of these children to be clearly highlights on planning. CIA activities to provide challenge for children working above. Challenge cards/ Challenge boxes in Reception. Children working above in Reception during Summer term – evidence to be moderated with Year 1 and transition to begin in term 3.	Assessment data and look at trends. Key workers to input specific support for children and highlight on planning/annotation.	working above in specific areas to be encouraged through 1-1 intervention and challenge in adult supported/CIA activities. Key workers will work closely with Parents to support at home which will enhance children's learning experiences at home and at school. Children with SEN/S&L – Makaton and BLAST will support speaking and understanding skills.	Hudl2 Tablet – specific apps – Mathematics/Literacy.			
Environment							
To further develop Mark Making Opportunities	Each class to complete provision audit. Look at increasing mark making opportunities in all areas of Learning/provision inside and outside. Self-selection opportunities in mark making area and creative area.	Reception, Nursery and Tots Leader to complete provision audit. EYFS Leader to oversee and feedback to team. Key workers to develop mark making opportunities in all areas.	Develop mark making opportunities for children to express themselves and build confidence with mark making. Children will develop confidence to select own materials and make own judgements and decisions on their creative pieces. Different mark making media and materials will provide alternative experiences to encourage children to mark make and further develop Literacy skills and writing development by Reception.	Mark making resources – pens/pencils/highlighters/paint bags/salt/gloop/sand/sugar/glitter/felt pens/glitter pens etc. Clipboards in all areas of Learning. Self-selective materials in Creative and Mark making areas – clearly labelled.	Use current budget to support resources	2015-2016	
To continue to develop our outdoor spaces	All classes to ensure that children have access to the outdoor space every day and that the 7 areas of development are evident. Create zoned areas outside and incorporate communication friendly spaces. Digging opportunities in all classrooms and Gardening areas in Tots and Reception (Nursery to use in small groups). Develop allotment for children to begin cooking their own produce. Develop investigate opportunities and heuristic resources.	EYFS Leader to audit outside provision and provide feedback. Nursery, Reception and tots leaders to work with team to plan and develop outside learning areas.	Children's interests and Next step opportunities to be reflected in outside provision. Children's enjoyment of using the outside area to enhance development to be encouraged. Children to take ownership of planting and growing flowers, plants and vegetables. Children will enjoy harvesting vegetables and cooking them during cooking sessions.	Tires to be brought in for digging opportunities in Tots, Nursery and Reception. Guttering to be collected to create bet365 marble/car runs. Gardening equipment to be ordered with budget and seeds to be provided for planting.	Use current budget to support resources	2015-2016	
Partnership with parents							
To further develop and enhance Parental engagement and	To use Tapestry Learning Journeys to provide a current communication with parents and	All Key workers to work in partnership	Parents will have continual access and weekly information detailing activities and learning that their	Parent information handbook, Phonic workshop at the		2015-2016	

<p>partnership with parents in EYFS</p>	<p>an opportunity for them to access Learning Journeys, add own observations and comment on observations carried out by Key Workers. To provide current up to date EYFS information throughout the Year – Phonic workshop, All about me (on Tapestry and provided in class termly), Meet the Teacher presentations, EYFS Parent information handbook to be handed out at the beginning of the year, Weekly Newsletters for Tots, Nursery and Reception and weekly home Learning for Reception. Parental engagement opportunities; Parent drop in sessions, Tea and Me, Parent Readers</p>	<p>with parents to encourage access of Tapestry and input of parent observations and comments. EYFS Leader and Key stage 1 Leader to co-ordinate Phonics workshop. EYFS, Nursery and Tots leader to assemble and present Meet the Teacher presentation and design accompanying handbook.</p>	<p>children are experiencing throughout the day. All parents will have a good understanding of how their child will progress from Tots through to Reception and gain a deeper understanding of their child’s current level of learning. Parents will have continual access to child’s learning journey and will have the opportunity to add own observations. Parents will be encouraged to meet regularly with Key workers to discuss development using the learning Journey and share any concerns or questions. Parents will have the opportunity to join in with sessions in school and to share learning during the school day. Parent readers will encourage enthusiasm for reading with children in the setting.</p>	<p>beginning of the year. Tots, Nursery, Reception leaders to compile weekly newsletter detailing upcoming events, emails and home learning. Leaders to respond to parent comments and observations on Tapestry and encourage all parents to access it regularly.</p>			
<p>CPD Support and Supervision – to further enhance opportunities for all EYFS team members to develop CPD opportunities</p>	<p>Evaluate current CPD, Support and Supervision cycle and develop Support and Supervision timeline. Informal observations to take place each half term with an agreed focus. Clear feedback and evaluation to take place to feed into developing CPD opportunities for all team members. All team members to take ownership of CPD opportunities and look for courses they would like to attend linked to their areas of focus during observation cycle. INSET days dedicated specifically to EYFS – develop CPD opportunities through in house training drawing on the strengths, knowledge and experience of team members.</p>	<p>EYFS Leader, Nursery Leader and Tots Leader to carry out informal observations. EYFS Leader to observe Nursery and Tots Leaders and conduct yearly Appraisals. EYFS leader to look for relevant CPD opportunities for all team members linked to observations.</p>	<p>All team members will have a clear understanding of expectations and have ownership of developing their areas of focus for observations. Nursery and Tots leaders will take responsibility for observing team members which creates opportunities to share good practice. Feedback and discussing future CPD opportunities will help all staff develop confidence and take ownership of their CPD and highlight courses to enhance future development. INSET and in house training will provide opportunities to share good practice and capitalise on team member’s strengths and areas of expertise.</p>	<p>Time during weekly sessions to conduct informal observations. To take place during EYFS Leader, Nursery Leader and Tots Leader release sessions. Time allocated during INSET days for in house CPD sessions. Providing cover for team members to access courses outside of school.</p>	<p>Course dependent</p>	<p>2015 - 2016</p>	
<p>ICT/Digital Learning Enhance Digital Learning Opportunities within EYFS</p>	<p>Provide further digital learning opportunities in inside and outside provision. Develop staff</p>	<p>Room leaders to use IWB to support</p>	<p>Children will be confident using all ICT and Digital Learning resources. Children will be able to select ICT</p>	<p>Digital Learning and ICT resources to be checked to ensure</p>	<p>Varies on equipment</p>	<p>2015-2016</p>	

	<p>confidence using the Interactive Whiteboard Learning resources. Acquire more specific learning apps for the Tablet and ensure planned in time for the children to access for specific next steps and Childs own selection. To develop other Digital learning opportunities within setting – Beebot, sound buttons, CD players, children’s cameras microphones, torches, laptops, working tills.</p>	<p>children’s learning. Ensure children have access to all Digital Learning equipment during CIA time. EYFS Leader to audit ICT resources and ensure they are being used effectively.</p>	<p>resources during CIA and access programs independently. Key workers will use Tablet apps and IWB to help children achieve next steps. ICT and Digital Learning equipment will help support children working above and below age band especially in mathematics Number and Literacy Phonics development.</p>	<p>they are working adequately.</p> <p>Sound buttons and other ICT devices to be budgeted for.</p> <p>Free learning apps for the tablet to be checked for appropriateness and added. Paid for apps can be downloaded using main EYFS budget.</p>			
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