

EYFS Action Plan- September 2021					
Target	Actions to achieve target	Who?	Cost/ budget	Review date	Evaluation
To ensure that assessment and reporting across the EYFS is rigorous, effective and meets the requirements of the new statutory framework. (On-going)	EYFS to use the Wiltshire Monitoring And Information Tool (MAIT) to record and analyse data.	EYFS team, VS, CR	None	December 2021 (after 2 assessments) Review whether we are happy with the process and if it is useful.	
	Individual assessments (formal) carried out on a termly basis and recorded on the MAIT (on entry, Christmas, Easter and July) and analysed both on an individual and cohort basis to show areas of provision to improve/ highlight any causes for concern.				
To ensure that planning and provision meets the needs and interests in our care and is effective and useful for staff. (On-going)	EYFS to use the Wiltshire Monitoring And Information Tool (MAIT) to record and analyse data.				
	On entry assessment carried out in the weeks after child joins setting providing a solid starting point for future next steps and provision.	EYFS team and teachers.	None	October 2021	
	Adults will plan and implement provision under each of the 'educational programmes' as set out by the Early Years Foundation Stage curriculum (DfE 2021)	" "	Cost of resources needed to meet all requirements.	December 2021 (on-going target)	
	Staff will build a good knowledge of the children in their care, including their learning needs and next steps in learning. This will allow staff to provide tailored learning experiences enabling children to reach their full potential.	" "	None	December 2021 (on-going target)	
Staff's detailed knowledge of the children in their care will enable them to pinpoint when a child is not at an		" "	None	October 2021 (on-going target)	

	<p>“expected level of development” and implement support/interventions where required.</p> <p>Across the EYFS, formative and termly assessments will inform provision and planning, enabling teachers to provide differentiated learning opportunities. Both for children who are achieving and children who are at a below expected level of development.</p> <p>In Nursery and Tots, activities and learning will be planned and led, as much as possible, by the children and their interests. Adults will extend the ideas of the children “in the moment” to ensure chn have access to a rich and diverse curriculum.</p> <p>In Reception: -Next steps are formed each week based upon a child’s learning need for that point in time. - Formative assessments are carried out daily through questioning and interaction. -Planning and input will be differentiated according to individual needs. -Objectives going into play will be differentiated according to individual needs. -Chn’s next steps inform all interactions during the school day to ensure high quality learning.</p>	<p>EYFS team</p> <p>VS, SP, TH</p> <p>CH, CN, SD</p>	<p>Cost of resources.</p> <p>Cost of resources needed to meet the interests/needs of all children.</p> <p>Cost of resources</p>	<p>Review planning process in December 2021. (On-going target)</p> <p>Review in December 2021 (On-going target)</p>	
<p>To ensure the effective delivery of phonics to lead to high quality reading and writing skills at</p>	<p>Reception teacher to provide activities designed to effectively develop reading and writing skills. Activities provided as follows... Read write inc activities.</p>	<p>CH, CN, VS</p>	<p>Cost of producing resources.</p>	<p>On-Going (Review December 2021)</p>	

<p>the end of reception. On going</p>	<p>Cued articulation used on a daily basis within the classroom to support phonics teaching. Letters and sounds activities carried out throughout daily teaching, using relevant strands and aspects. Differentiated activities based on chn's individual next steps and learning needs. Reading books- read regularly with teachers and changed regularly to move up levels, as and when appropriate. Word strips sent home weekly, differentiated and personalised to individual children's needs. Sound books and sound cards sent home weekly with new sounds added. Rainbow letters Oxford reading buddies used.</p>				
<p>To ensure the effective delivery of the "letters and sounds" framework across the EYFS. (On-going target)</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. Do all staff have adequate training on letters and sounds?</p>	<p>All staff VS to audit VS</p>	<p>Printing, resources, possible training.</p>	<p>On-going target</p>	
<p>To ensure high-quality provision of mark-making opportunity (ongoing)</p>	<p>All rooms to have mark making opportunities in all learning areas (where appropriate). Children to have opportunity to mark make outside and inside All chn to have access to mark making activities every day. 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>On-going target</p>	

	Staff to ensure that mark-making opportunities are planned and resourced to tempt all children to engage.				
To ensure high-quality provision of reading opportunities across the EYFS (ongoing)	<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. 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>Nursery to implement “recommended reads” to send home with families.</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>	All EYFS staff	Printing	On-going	
		CH/ CN	Cost of books.		

	<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>				
<p>To ensure high quality delivery of Communication and Language development, including developing a rich and wide vocabulary.</p>	<p>Teachers to actively encourage and support children in questioning and asking questions to confirm their understanding of language.</p> <p>Teachers to regularly provide new words and vocabulary to the children during day-to-day teaching opportunities.</p> <p>All rooms to implement a “wow words” board, where new vocabulary is collated and shared with parents on a weekly basis, enabling them to use the vocabulary at home too.</p> <p>Teachers to make a concerted effort to engage in regular, quality conversations with children. Both in small group and 1:1 situations.</p> <p>Chn to be exposed to stories and books on a daily basis, enabling them to regularly hear new and varied vocabulary in different contexts.</p> <p>Chn to hear familiar stories regularly, recapping on vocabulary to ensure that language becomes embedded.</p>	<p>EYFS team. VS, CN, CH</p>	<p>Cost of producing resources.</p>		

<p>Ensure high quality provision focused on healthy living and specifically, oral health.</p>	<p>Teachers to regularly input teaching on healthy living in to the school day. Vocabulary around healthy living and good oral health used regularly in day-to-day teaching and interactions.</p> <p>Focused activities and learning, such as healthy living week/oral health week will be implemented and referred back to.</p> <p>Chn to be provided with a healthy and balanced diet while at school in line with the guidance provided by DfE.</p> <p>Staff to share information with and support parents with helping their children to lead a healthy life, including healthy eating, activity and oral health.</p> <p>School staff to work alongside other agencies, such as children’s centres, to find and share information and sources of support with families.</p>	<p>EYFS team. VS, CH, CN</p>	<p>Cost of resources to support teaching.</p>		
<p>Staff training pathways to ensure highest quality teaching and continuous staff development.</p>	<p>VS to use learning walk cycles and discussions following these to pinpoint training needs and interests.</p>	<p>VS and team</p>	<p>Cost of relevant training courses.</p>	<p>On-Going</p>	