

<b>Subject Specific Action Plan 2020-2021</b>	<b>Priority 1- How can continuous provision enable maximum learning opportunities for children to demonstrate secure exceeding in EYFS prime areas of learning?</b>	
<b>Subject: EYFS</b>	<b>Co-ordinator(s): Victoria Lavender and Rachel Felton</b>	
<b>Priority One: Monitoring and Assessment</b>	<b>Action(s):</b>	<b>Success Criteria:</b>
To raise attainment for the prime areas of Communication and Language, Personal, Social and Emotional and Physical Development.	<p>Teachers to use Leuvre Scale in line with the Recovery Curriculum at the beginning of the Autumn term weekly to keep track of children’s wellbeing and engagement.</p> <p>Teacher to use baseline assessments of the Prime Areas to inform planning opportunities in continuous provision to develop CL, PSE, PD.</p> <p>VL/ RF to conduct learning walks to ensure that the Prime Areas are being promoted and learning extended.</p> <p>Teachers/ TA’s to model, in play, skills such as sharing, listening, and following instructions. Adults to model using restorative approach to resolve misunderstandings.</p> <p>In house moderation of Prime Areas, particularly looking at how children could get secure/ exceeding.</p>	<p>Children share how they are feeling and articulate why they are feeling that way.</p> <p>Children will interact and build positive relationships with their peers.</p> <p>We will see an increase in the amount of children achieving secure/ exceeding in the prime areas.</p>
<b>Priority Two: Quality Provision</b>	<b>Action(s):</b>	<b>Success Criteria:</b>
To implement and embed StoryTime Phonics (at Brisley).	<p>Teachers/ TA’s to deliver engaging and multi- sensory phonics lessons from the StoryTime Phonics planning. These sessions need to have good pace and staff need to use correct vocabulary and pronunciation. (Brisley)</p> <p>VL to deliver training to Brisley parents, alongside DS, about StoryTime Phonics e.g. what it is and how it is delivered.</p> <p>VL/ DS/ RF to have reflective conversations about how StoryTime Phonics is being implanted at Brisley. Progress and assessment will also be closely monitored to ensure accuracy with success.</p> <p>VL to conduct lesson observations/ learning walks in</p>	<p>Staff will be confident in delivering StoryTime Phonics lessons.</p> <p>All Staff will be on board with StoryTime Phonics and will be embedding it during other learning opportunities e.g. English lessons, explorer time, topic lessons.</p> <p>Parents will engage in home learning experiences linked to StoryTime Phonics e.g. listening to their child read and engaging with their child’s phonics book.</p>

<p>To ensure learning environments are calm, fresh and welcoming and give children opportunities to share and communicate their feelings and experiences.</p>	<p>Autumn 2.</p> <p>Teachers to plan opportunities/ times in their timetables for children to share/ express their feelings.</p> <p>VL/ RF to conduct learning walks looking at the learning environments.</p> <p>Teachers to ensure there are opportunities in their learning environments for children to share their feelings e.g. Tell me box, PATH's faces displayed, feelings charts, reflective spaces, stories.</p>	<p>Children confidently communicate how they are feeling.</p> <p>Children are settled and happy in their learning environments.</p> <p>Children will have an environment that will enable them to achieve secure/ exceeding in the prime areas.</p>
<p><b>Priority 3: Resources</b></p>	<p><b>Action(s):</b></p>	<p><b>Success Criteria:</b></p>
<p>To continue to develop the outside area (at Rudham).</p>	<p>Clear area behind the classroom so that it is ready to redevelop.</p> <p>Collect/ source items to develop large construction area and Mud Kitchen behind the classroom on new ground.</p>	<p>The outside area will look appealing to children.</p> <p>Children will use this area to support their physical development, understanding of the world, expressive art and design, communication and language and personal social and emotional development.</p>
<p><b>Priority 4: Wider- Engagement</b></p>	<p><b>Action(s):</b></p>	<p><b>Success Criteria:</b></p>
<p>To develop parental relationships through their engagement with Tapestry.</p>	<p>VL/ RF to look into using resources on Tapestry to communicate with parents and then deliver this training/ information to parents.</p> <p>Teachers to connect with parents through Tapestry/ email/</p>	<p>Parents will make comments on Tapestry about their child's learning.</p> <p>Parents will feel valued and part of their child's learning journey.</p>

<p>To develop staff knowledge of the new EYFS Framework which becomes compulsory in September 2021.</p>	<p>phone calls/ zoom and letters.</p> <p>VL/ RF to hold information sessions about the new framework. This will focus on how it is different, what the new ELG's are/ new expectations, how this will look in the classroom/ on planning and how this will effect Yr1.</p> <p>VL/ RF/ DS to have planning meetings to discuss how the new framework will fit into the current topic based plans.</p>	<p>Staff will feel prepared for September 2021 to implement the new EYFS framework.</p> <p>Staff will have activities/provision that will reflect the new EYFS framework.</p>
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**Outcomes / Review (to be completed at the end of the year)**

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