

Subject Specific Action Plan 2021-2022		
Subject: EYFS	Co-ordinator(s): Victoria Lavender	
Priority One: Monitoring and Assessment	Action(s):	Success Criteria:
<p>To ensure the EYFS reforms are understood and embedded in teaching and the provision.</p> <p>To ensure that the new framework is being accurately assessed using the correct criteria for assessment.</p>	<p>VL to conduct learning walks and observations of teaching termly focusing on how the new reforms are being implemented.</p> <p>VL to collect supporting evidence off of Tapestry- observations specifically linked to the changes in the EYFS Framework.</p> <p>EYFS teachers to accurately input EYFS data on Pupil Asset assessing whether children are meeting Age Related Expectations.</p> <p>VL to lead In house monitoring of chosen areas before data drops with a focus on Writing, Reading and Mathematics and then one other area.</p> <p>EYFS teachers and EYFS lead to attend EYFS DNEAT monitoring/ moderation/ assessment JDPR sessions.</p> <p>VL to look at observations added onto Tapestry to ensure evidence is being accurately collected and that the correct flags are being added.</p>	<p>Children will have access to continuous provision and teaching that is in line with the new EYFS framework.</p> <p>Teachers will be confident in teaching and supporting children in line with the new EYFS framework.</p> <p>Teachers will feel confident assessing children using the new EYFS framework.</p> <p>Evidence of children’s learning on Tapestry will make links to the new ELG’s to show how they are flourishing.</p>
Priority Two: Quality Provision	Action(s):	Success Criteria:
<p>To implement and embed StoryTime Phonics (at Brisley).</p>	<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/ DS/ KK to have reflective conversations about how StoryTime Phonics is being implanted at Brisley. Progress</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>To ensure that children are exposed to comprehension and rhyme activities and have a learning environment that gives them the opportunity to perform and express themselves.</p>	<p>and assessment will also be closely monitored to ensure accuracy with success.</p> <p>VL to conduct lesson observations/ learning walks in Autumn 2.</p> <p>Teachers expose children to verbal comprehension questions as part of Whole Class Reading. One way of doing this is by using the Talking Bookmarks from StoryTime Phonics.</p> <p>Teachers introduce children to new vocabulary, addressing misconceptions if and when they arise, and provide children with a language rich environment.</p> <p>Teachers ensure (through planning in or timetabling) that children are exposed to Nursery Rhymes daily, be it through the continuous provision or singing rhymes at the end of the day or as part of Whole Class Reading.</p> <p>VL to complete learning walks to see how this is being implemented.</p> <p>VL to monitor evidence of comprehension and children performing rhymes and being expressive on Tapestry.</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>Children will be able to use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Children will be able to sing and perform a range of well-known nursery rhymes and songs.</p> <p>There will be a clear place and time for comprehension inputs and sharing rhymes during the school day and class timetables.</p>
Priority 3: Resources	Action(s):	Success Criteria:
<p>To ensure that children have a deep understanding of number to 10 through opportunities to explore number as part of the learning environment, through direct teaching and high quality resources.</p>	<p>VL to complete learning walks to ensure learning environments are number rich and that there are plentiful resources to support children with their number development- e.g. maths shed. VL to audit number resources and see if we can source any resources that are missing or that could be particularly beneficial.</p> <p>Teachers deliver number inputs at least twice a week focused on numbers 0-10 e.g. as part of Magic Maths. Teachers to focus on individual numbers and their facts/</p>	<p>Children will have a deep understanding of number to 10 which will be reflected in how many children achieve the ELG for Mathematics.</p> <p>Children will have access to high quality and plentiful number resources inside and outside.</p> <p>Children will take part in number inputs at least twice a week (either as Magic Maths or Number of the Week).</p>

	<p>number bonds as part of these sessions. VL to speak to DS/ KK/ RF about introducing a 'Number of the Week' linking to Number Blocks.</p> <p>Parents to be invited to a Math's Café that focuses on a certain number or numbers and take part in number activities with their child.</p>	
Priority 4: Wider- Engagement	Action(s):	Success Criteria:
<p>To support parents/carers to understand the new Early Learning Goals and ensure that they know how to support their child effectively.</p> <p>To make links with local nursery settings in a bid to increase our 2022 EYFS intake at Rudham.</p>	<p>Teachers to make parents aware of the new reforms to the EYFS framework at parent consultations and give parents the updated EGL's and talk about expectations for the end of the school year.</p> <p>Teachers to invite parents into school to take part in workshops such as Story and Maths Cafés and Phonics lessons.</p> <p>Teachers keep parents up to date with their child's progress and learning through parent consultations and reports (that are in link with the new frameworks assessment).</p> <p>VL to get in contact with local nurseries and child care settings to make create links with them. As part of this VL will create posters about EYFS at Rudham which will be displayed at nurseries and provide information for prospective parents and their children. VL will also offer to lead Story time sessions at nurseries to introduce herself to prospective parents and children.</p> <p>VL will create an updated video for the school website inviting parents to book in for school tours.</p>	<p>Parents will know what the expectations are for their child at the end of their reception year in line with the new EYFS Framework.</p> <p>Parents will be involved with what their child is learning through attending events such as Story/ Maths Cafés and Phonics lessons.</p> <p>Parents will know how their child is progressing through parent consultation conversations and through their child's reports which will be in line with the new EYSF Framework.</p> <p>We will see an increased intake for reception in 2022 at Rudham.</p> <p>We will have created positive links with local nurseries.</p>
Outcomes / Review (to be completed at the end of the year)		

