

School Development Plan 2015-2016 - POST OFSTED ACTION PLAN: THE QUALITY OF TEACHING, LEARNING AND ASSESSMENT

EYFS ACTION PLAN 2015-16

Objective	Success Criteria Target	Details of Action EYFS	Time Scales/ Staff/ Milestones	Budgets/Resources	Evaluation and Review
<p>To ensure that there are sufficient opportunities for pupils to apply taught skills in English to extended pieces of written work.</p>	<p>Children will use continuous and enhanced provision opportunities as well as guided writing sessions to further develop their understanding of and use their taught English skills in the extended study of their topic themes and to develop their own lines of enquiry when accessing role-play, creative, maths activities - enhancements with access to mark-making tools and knowledgeable adults.</p> <p>All children to have Adult focus books and Learning journals with observations reflecting child's individual mark-making/writing journey.</p> <p>Provide a rich variety of writing tools and surfaces to mark-make on, both indoors and out to inspire individual projects.</p>	<p>Long term plan developed with key topics and focus texts for <i>Talk for Writing</i> with detailed planning to support C&L skills (speaking and listening) as well as Big Writing and story mapping techniques to support drafting in guided writing.</p> <p>FS Team - Weekly planning meetings to plan for enhanced provision activities. In particular access to mark-making and fine motor intervention/as well as targeted support in continuous provision areas - Mark-Making/Creative and 'Busy Fingers' station/and development of a Literacy Station with a primary focus on development of Phonics Phase 2 onwards.</p> <p>Nursery - Observation focus 'An activity planned especially for me...' with Mark-making focus and to show journey of development. These Observations will be broadly categorised into C&L, L and PD Aspects and developmental bands. These Observations will help to inform and develop children's individual mark-making and writing journeys and will be displayed in nursery to make learning and next steps visible to staff and stimulate professional discussions between staff.</p> <p>Reception - Extended writing tasks for individuals and in guided writing groups – during later spring and summer terms to include extended study of topic themes as well as early work on punctuation and grammar and developing stamina in writing as well as independence skills when using tools to assist e.g. talking postcards, letter mats, Magic 5 strategies etc.</p> <p>Engaging reluctant mark-makers and developing the interests of boys - including role-play and outdoor play opportunities - provide continued access to mark-making tools, resources etc. in transient carriers ('Writing Kits') and development of a Creative Hut/Station outdoors.</p> <p>Individual 'Big Writing' books provided for all children and accessible in Creative/Mark-making area for individual and guided activities.</p>	<p><i>FS Team training opportunities with all staff to develop confidence in planning and supporting child's next steps for writing.</i></p> <p>Observations undertaken by all staff Monitor and evaluate SM and TS.</p> <p>Termly book scrutiny of learning journals and adult focus books for Writing. Monitor SLT.</p> <p>Termly moderation opportunities between the nursery and reception staff.</p>	<p>Planning time</p> <p>Mark-making and writing targets accessible and visible</p> <p>Parents informed of child's individual targets with relation to mark-making/writing. Parent Workshop – Communication and Language, Literacy and Reading (throughout the year)</p> <p>New resources for Creative Station and trolleys as well as Mark-making tool-kits related to topics/areas of interests e.g. garage role-play (to enhance bike-play), Superheroes (to enhance imaginative games)</p>	<p><i>Have the new procedures/approaches become embedded?</i></p> <p><i>How confident do staff feel in monitoring and planning for individual's next steps for learning and finding opportunities to be able to extend individual children's mark-making and writing opportunities in CP activities including developing individual children's lines of enquiry?</i></p>

<p>To ensure that good spelling, neat handwriting and good presentation and layout are used consistently and in every piece of work and presentation is seen as a vital component to be proud of.</p>	<p>Children have improved muscle control and fine motor skill manipulation to ensure a correct and comfortable pencil grip/control. Letters will be formed correctly with evidence of correct starting points, and showing good control over size and orientation when writing. Neat handwriting and good presentation and layout will be consistent - with foundations for good handwriting skills set and children are encouraged to hold pencils and small tools efficiently and independently.</p> <p>Good spelling habits - phonic strategies taught and applied.</p>	<p>Phonics - split ability groupings in Nursery and Reception linked to Phased phonics 1-4. Environmental print considered e.g. sound buttons, speech sounds etc.</p> <p>Adult in targeted mark-making intervention areas e.g. Busy Fingers station/activity with focus children regularly/daily practise. Varied activities linked with topic to promote skill in fine motor control and coordination. Skill differentiation tracked accordingly e.g. objective-led planning formats and visible assessment of children's pencil grip/control with breakdown of physical skills in objectives.</p> <p>Delivery of <i>Write Dance</i> program/units commencing in Spring Term - with a focus on using large shoulder movements and developing confidence in hand-writing patterns. Activities related to Developmental Movement Play for gross motor skill development and for children to explore shapes and directions using their whole bodies continue to be planned to provide appropriate differentiation and support.</p> <p>Daily opportunities for large group gross motor activity e.g. 'Squiggle Whilst You Wiggle' (Nursery) and 'Wake Up/Shake Up' as well as 'Magic Pencil' sessions (Reception) using IWB with multi-sensory approaches to practising letter formation/handwriting working on a large scale to finer, more manipulative skill work appropriate to individual and small group.</p> <p>Dough Disco - Malleable play activities. Daily 10 minute intervention at Malleable area - small group support 1:4 adult/pupil ratio (Nursery/Reception) Whole class activities linked to Dough Disco in Reception.</p> <p>Writer/Mark-Maker of the week - awarded to children/parents informed and children begin to demonstrate a sense of pride in their work.</p>	<p>All adults aware of children's individual targets related to Literacy and Physical Development.</p> <p>Staff training for Intervention programs 'Dough Disco' and 'Squiggle whilst you wiggle' as well as confidence in using strategies to embed in daily practice</p>	<p>Additional resources linked to topic/creative use of resources – CP activities e.g. Busy Fingers activities.</p> <p>Additional sessions required in Hall for Write Dance focus.</p> <p>Purchase of 'Squiggle Whilst you Wiggle' program. Cost approximately £36.</p>	<p><i>Completion of C&L and Mark-making audit tool as KS team - all staff involved. Discuss as a team and plan when and how to implement them – look for the impact that has on our children.</i></p> <p><i>Discuss how we might share information with parents/carers and make learning opportunities accessible at home e.g. Key skills for Learning (Literacy and Mathematics Targets) to be sent home after discussion at Parent consultation or Workshop events.</i></p>
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<p>To ensure that the most able pupils are challenged in all lessons and that all groups including the most able are monitored constantly to evaluate the impact of actions.</p>	<p>The % of pupils achieving greater than expected, progress is increased, pupils classed as 'more able' are exceeding their targets</p>	<p>"Time To Talk" – Talk Station/Area alongside children's individual Learning Journey Profiles. Focus on questioning and children challenging themselves and learning more about <i>how</i> they learn.</p> <p>Literacy Area/Station developed with a phonics focus including 'Phoneme/letter sound/word of the week' to be introduced in focussed phonics activities in the Unit - and taught to pupils as appropriate to need/ability and recapping Phase 1 in Nursery throughout the year to plug identified gaps. Working Wall evidencing children's individual achievements.</p> <p>Individual 'Big Writing' books introduced in Nursery - chn to have access to their own books for independent and guided activities as well as individual targets/learning outcomes detailed in front of books. Opportunities to record knowledge/ learning in their own way.</p> <p>Reception - Individual challenge folders – (English and Maths) differentiated by outcome with access to supporting materials e.g. letter/key word mats, tasks linked to topic work etc. to develop transfer of English skills into other curriculum areas. Access to folders to take home and at school.</p> <p>Consider Phonics intervention for extension and challenge at Phase 4 with individuals and small groups when appropriate.</p>	<p>CP access to Talk Station and Literacy Area – available to all pupils for self-service as well as focussed activities.</p> <p>Formative assessment for Phonics and Writing – ensure that groups including the most able are monitored constantly to evaluate the impact of actions</p>	<p>Purchase Mark-Making Scrapbooks/Writing Books appropriate for Nursery-aged children considering motor skill development and size of paper etc. and Challenge Folders for Reception children.</p>	