

**EYFS Action Plan 2015-16 Data from RAISE**

Objective	Success Criteria/Outcome measures & Target date	Actions EYFS	Time scales/staff/mile stones	Budget/ Resources	Monitoring Evaluation/Review
<p>Reading <b>To ensure good teaching of phonics with clear progression.</b></p>	<p>Increased percentage of pupils reach age related expectations or exceed by Summer 2015</p>	<p>Clear differentiated planning between phases and aspects and groupings across Nursery and Reception in Phonics. Continuous provision activities support the learning of activities which has the same phonic focus to taught activities e.g. development of 'Literacy Area' and opportunities to enhance existing CP areas. Writing gives the pupils opportunities to apply phonic skills appropriate to child's knowledge with adults knowledgeable of children's level of ability and their next steps (visible assessment Objective-led -planning strategy in Nursery). Help pupils better develop their basic skills - print carries meaning - Increase the amount of environmental print signage and writing that is around the inside and outside of the classrooms, enabling children to 'write' some of the signage/ownership. Appropriate intervention support to challenge of Phase 3/4 for more able children during later Spring and summer terms (Reception). Phonetic words focus - GR and individual reading books schemes. Strategies used from KS1 in GR activities when appropriate to individual/group. Half termly review of children's progress and alignment across all aspects of literacy using Phonics Tracker - use information about pupils' progress to plan tasks so that they more closely meet the needs of all groups.</p>	<p>Class teachers and team planning opportunities to identify Literacy enhancements to environment (indoors and outdoors) and print enhancements to CP.</p> <p>Intervention challenge at Phase 3/4 - Spring 2 term/Summer terms - identified individuals for group. Led by TS.</p> <p>Phonics Tracker - used by both Nursery and Reception.</p>	<p>Letters and sounds progression - planning documents. Jolly phonics resources. Enhancements to CP - various resources utilised creatively to engage children and linked to interests/topics/abilities.</p>	<p>Formative assessment - observations of individual children SLT monitor lessons, planning and assessments to increase the rigour of monitoring of teaching in EYFS Lesson observations Data monitoring Writing books Evidence collected of children's independent application of phonic skills in their independent reading and writing activities.</p> <p>Children using literacy resources appropriately and it forwards their learning.</p>

Objective	Success Criteria/Outcome measures & Target date	Actions EYFS	Time scales/staff/mile stones	Budget/Resources	Monitoring Evaluation/Review
Physical Dev - Moving & Handling Gross motor Fine motor/letter formation) Literacy - Writing <b>Through stimulating and purposeful teaching and provision, the percentage of children achieving expected or above in writing is equal to the percentage in reading.</b>	<p>Through stimulating and purposeful teaching and provision for PD the percentage of pupils achieving expected or above in writing is increased and majority of pupils will be able to use a pencil and hold it effectively to form recognisable letters most of which are correctly formed.</p> <p>A vibrant, organised and purposeful EYFS environment indoors and outdoors which enhances mark-making opportunities to support learning, progress and attainment</p>	<p>Developmental Movement Play - Gross motor skill development opportunities - planned activities with access to the Hall - primarily a focus with Nursery however children with identified needs regarding gross motor skills also involved.</p> <p>Handwriting support with continued use of Ruth Miskin letter formation using visual strategy and handwriting rhymes/patter modelling correct starting points and formation. Lots of Continuous Provision opportunities for enhancing mark-making experiences including different tools/surfaces to mark-make on etc. Dough Gym/Dough Disco opportunities on a regular basis including intervention group to support skills in manual dexterity and manipulation.</p> <p>'Busy Fingers' Activities and targeted groups/individuals to complete specific tasks on a weekly basis.</p> <p>Nursery to commence Write Dance activities (adapted planning from existing program); large groups motor activities with specific focus on handwriting patterns; weekly focus in hall with activities initially planned on a fortnightly cycle of planning.</p>	<p>SM - supported by D. Thompson (only AM nursery currently)</p> <p>R. Miskin - all staff confident in use of letter formation rhymes and handwriting program.</p> <p>Visible assessments and planning for next steps - accessible to all staff and staff knowledge and awareness of how to support development of mark-making and writing skill development in children's independent play activities.</p> <p>Write Dance Program to commence in Spring term - large group activity - weekly/fortnightly focus.</p>	<p>Hall access for PM nursery - required for a sustained period of time and support of DT or Gymnastics coach?</p> <p>Various resources required to support enhancement of activities - added for interest and linked to topic/themes etc.</p> <p>Staff training opportunities - whole team EYFS - Writing/Fine motor/Letter formation etc. using strategies</p>	<p>Observations show children highly involved in their learning</p> <p>Children using the environment appropriately and it forwards their learning.</p>

Objective	Success Criteria/Outcome measures & Target date	Actions EYFS	Time scales/staff/mile stones	Budget/ Resources	Monitoring Evaluation/Review
<p>PSED focus - Dispositions and attitudes to learning (CoEL), Managing feelings and behaviour. <b>Provide pupils with more accurate feedback which enables them to know precisely what they need to do to reach the next level of their learning.</b></p>	<p>Children understand and own their target/s. Verbal targets given to the children and then moving towards written targets in the Summer term with children who are able to access these.</p>	<p>Characteristics of Effective Learning - Highlighted on all observation proformas and shared with parents through reports as well as Learning Journey Profiles - raised awareness of importance of fostering positive attitudes towards learning, skills in resilience and perseverance etc. Assessment for learning strategies used - age/ability appropriate. Verbal feedback and 'marking' including Teacher and self-assessment strategies e.g. collecting evidence of learning and progress. Annotated pieces of work (particularly a focus in Reception) 'VF' ('verbal feedback' given) noted on work with self-assessment opportunities used. It would also suggest here that targets are displayed in the environment and assist in self evaluation This is likely to be linked with practical skills and IIP targets initially. Reward strategies - use of stickers 'Ask me why I am feeling proud of achievement...' etc.</p> <p>SEAL themes followed as part of class circle time and PSED input and Baby SEAL intervention delivered to individuals and groups targeted.</p> <p>Children's work to be celebrated and displayed with child's voice more evident in display e.g. try 'Scrapbook' approach to display and demonstrate learning processes.</p>	<p>Class teachers</p> <p>Oral feedback and role of adult - scaffold talk/shared sustained thinking...extending their thinking and learning. Linked to Bloom's Taxonomy. Training opportunities for whole team.</p>	<p>Existing SEAL resources utilised and adapted for planning.</p> <p>Team meetings.</p>	<p>Feedback and 'Marking' to be monitored - a focus of peer observation? Lesson observation: formal and learning walks, peer Targets monitored and new ones set once achieved. Observations Talk to the children about what they are learning. More children demonstrating skills demonstrated in Characteristics of Effective Learning - Creating and Thinking critically.</p>
<p><b>Allow more able pupils greater chances to work on their own and check their own progress.</b></p>	<p>Improved attainment and progress is clear and in line with expectations.</p> <p>Evidence that children are being challenged</p>	<p>Planning gives clear opportunities to stretch the more able.</p> <p>Intervention support for Literacy – Phonics and Writing – extension.</p> <p>Encouraging independence in GR tasks including independent follow-up activities (strategies from KS1 utilised with groups as appropriate to ability).</p>	<p>Class teachers</p>	<p>Furniture purchased for quiet group area outside FS/Nursery classroom to enable group</p>	<p>Observations - children applying taught skills across curriculum experiences and children demonstrate skills in resilience to enable tasks to be completed independently. Writing books - access their</p>

Objective	Success Criteria/Outcome measures & Target date	Actions EYFS	Time scales/staff/mile stones	Budget/Resources	Monitoring Evaluation/Review
	and increased percentage of pupils achieving exceeding descriptors across seven areas of learning/13 strands.	Challenge folders for individuals - Maths and Literacy challenge Mark-making books (Nursery) - allowing individuals to access their 'books' when required as well as focussed/guided tasks. Continue to share best practice across the classes and from KS1		working	books independently Maths outcomes/challenges
<p>Mathematics <b>Through engaging and motivating teaching opportunities the percentage of children achieving expected or above in 'Numbers' strand of Mathematics to increase (Linked to mathematical recording)</b></p>	<p>Increase the rate of progress for pupils in Mathematics - particularly in the strand Numbers and for increase percentage of more-able pupils achieving exceeding descriptors at end of EYFS in SSM (July 2015 outcomes).</p> <p>The organisation of mathematical curriculum and learning becomes more holistic and in depth in each of the CP areas indoors and outdoors.</p>	<p>Creating evidence e.g. exemplification materials with a specific focus on Maths - Numbers, and SSM.</p> <p>High quality experiences of mathematics offered with a problem-solving focus - introduce regular tasks extending children's mathematical learning and application of skills.</p> <p>(Nursery) Learning stories to reflect mathematical interests and thinking as well as tracking /monitoring repeatable patterns of behaviour or learning. How children use their schemas to play whilst making sense of the resources they use and the wider world around them. Planning next steps appropriate to children's interest levels and mathematical skills.</p> <p>Developing skills in recording - particularly of children's own mathematical graphics and children attaching mathematical meaning to their play.</p>	<p>Class teachers responsible in planning and support with Maths provision where possible.</p> <p>Staff confidence in extending skills in child-initiated play opportunities, understanding of schemas and behaviours as well as building on experiences and opportunities to promote mathematical learning.</p>	<p>Team meetings, collaborative planning between Nurs and Rec - particularly for Maths challenge and problem-solving tasks.</p>	<p>Resources in Maths area and resources in CP activities enable children to work independently and collaboratively and reinforce their mathematical learning.</p> <p>The offer to work towards more demanding learning objectives come from detailed knowledge of the children and the adults' judgement about the next learning steps needed for classes, individuals and groups</p>