

# Phase Action Plan 2023/2024

## AREA OF FOCUS: EYFS

### September 2023

<b>Team members:</b> <b>Kim Goodwin (Lead &amp; teacher), Vicky Twyford (NN), Janet Chantler (TA).</b>							<b>Lead person accountable for the plan:</b> <b>Kim Goodwin</b>	
Key Objectives:	Success Criteria:	Actions:	Who:	Resources:	Monitoring	When?	Evaluation	Progress towards the targets / next steps
To maintain the 'good' judgement from last Ofsted report.	Positive feedback of the EY provision in the next Ofsted report.	To follow identified actions in the current year's Action Plan.	KG, VT, JC.	Appropriate training courses provided by the LA, weekly team meetings between staff to discuss progress.	Headteacher, Governors.	Ongoing, Action Plan to be in place by end of September 2023.		
To use Summer 2023 exit data to highlight key areas for development; GLD % (see below for breakdown).	All non-SEND children to reach ARE.	Systematic daily teaching of RWInc lessons, and Maths, and regular sessions in all other areas including Learning Challenge sessions following the children's own lines of enquiry. All adult-led sessions will be supported by well-planned, challenging, continuous provision.	KG.	Cover for KG.	Headteacher, Governors.	October 2023.		
To implement the NFER Baseline assessment alongside other on entry assessments, such as, WellComm, to create an accurate starting	An accurate picture of starting points created.	NFER Baseline resources.  Systematic recording of children using Dojo app.  Teacher led assessments.	i) KG to finalise Baseline using observations from all staff members (via Dojo and verbally) and input	Baseline assessment.	Headteacher, Governors.	By end of September 2023.		

point for each child.			from parents.					
To continue to raise attainment in Reading.	All children make good progress in Reading from their starting point in September 2023.	<p>(Rec): Ensure high quality daily phonics lessons are taught through the RWInc scheme supplemented by daily 1:1 catch ups where necessary.</p> <p>(Nurs): Phonological Awareness activities daily with children progressing to RWInc proper in the summer term 2024.</p> <p>(Rec): WellComm assessments September 2023 to identify pupils needing support and appropriate speaking and listening activities as a follow up.</p> <p>Daily VIPERS activities for the Reception children from September 2023.</p> <p>Use of TalesToolkit when appropriate (focus on vocabulary and language use initially).</p> <p>(All) Provision of a print rich environment where books have a high profile.</p>	KG, VT and JC (and NT when KG PPA).	RWInc resources and Development days. Phonological Awareness activity resources.	Headteacher. Deputy Head. Literacy Lead.	Ongoing. VIPERS weekly. WellComm intervention commencing October 2023.		
To continue to raise attainment in Writing.	All children make good progress in Writing from their starting point in September 2023.	<p>(Rec): RWInc daily.</p> <p>RWInc daily catch up sessions with children identified as needing this.</p> <p>New vocabulary will be introduced on a weekly and daily basis (as identified from observations and assessments of the children).</p>	KG, VT and JC (and NT when KG PPA). Support of parents via homework.	Well stocked mark-making/ continuous provision resources for the classroom.	Headteacher. Deputy Head. Literacy Lead.	Ongoing from September 2023.		

		<p>Adult modelling and support in continuous provision</p> <p>Daily dough disco to promote muscle development.</p> <p>Use of TalesToolkit when appropriate (focus on vocabulary and language use initially).</p> <p>All) Mark-making opportunities available in high quality continuous provision.</p>						
To maintain attainment in Mathematics.	All non-SEND children to reach ARE in Mathematics.	Daily Maths Mastery sessions following Maths Mastery planning. NCETM maths interventions.	KG, VT and JC.	Daily use of Maths Mastery resources.	Headteacher. Deputy Head. Governors.	Ongoing from September 2023.		
To track progress of children over time to show progress.	A class tracker produced for first Pupil Progress meeting and updated termly thereafter.	EYFS staff to use individual tracker and Dojo recording system to measure progress and plan interventions as needed. Each child will be tracked to produce a clear picture of individual progress showing strengths and areas to be developed.	KG, VT and JC.	Tracker sheet. I-pads for each staff member to record observations.	Headteacher. Deputy Head. Governors.	Tracker in place for first pupil progress meeting.		
To track progress of groups of children, including boys, girls, Pupil Premium, SEND, EAL, LAC, summer birthdays.	A class tracker produced for first Pupil Progress meeting highlighting vulnerable groups and updated termly thereafter.	KG to analyse pupil progress data and identify children for interventions and targeted support during free play. Progress to be monitored.	KG, VT and JC.	Management Time for KG.	Headteacher. Deputy Head. Governors.			
To continue to ensure engagement of parents/carers in their children's learning.	All parents using and contributing to Class Dojo as a communication system.	<ul style="list-style-type: none"> <li>i) Half-termly curriculum letter.</li> <li>ii) Regular Stay &amp; Learn events.</li> <li>iii) Regular communication with parents through dojos.</li> <li>iv) Regular newsletters.</li> </ul>	KG.	Team planning time.	SLT.			

To continue to develop the outdoor provision in line with good practice to facilitate teaching and learning in the EYFS.	Children are motivated and engaged in their play so learning and progress are maximised.	Areas of learning reflecting all areas of the EYFS curriculum and containing high quality, easily accessible and large scale resources are constant and defined.	KG, VT and JC.	Team meetings. Planning times. Fund raising.	Headteacher. Governors.	Priorities: A print rich environment. Access to writing in all areas. Audit of existing resources and replacements and/or enhancements purchased. Water area then needs to be a focus.		
To promote Ladybridge Early Years via the school website.	The school website reflects and promotes the good practice of Ladybridge Early Years.	Develop the Early Years website to include pictures and videos alongside promotional commentary.	KG	KG Leadership time.	Headteacher. Governors.	By the end of the summer term 2024.		
To continue to develop our inclusive practice in Ladybridge Early Years.	Children with a variety of needs included in all aspects of teaching and learning in the Early Years.	All sessions differentiated/adapted as appropriate. Inclusion of all children in adult-led activities. Training when identified as being appropriate/necessary.	KG, VT and JC.	Resources/adaptations as identified on an individual basis.	Headteacher. Governors.	Ongoing.		