

Phase Action Plan 2022/2023

AREA OF FOCUS: EYFS

September 2022

| Team members: Kim Goodwin (Lead & teacher), Vicky Twyford (NN), Janet Chantler (TA). | | | | | | | Lead person accountable for the plan: Kim Goodwin | |
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| 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 2022. | | |
| To use Summer 2022 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 2022. | | |
| To implement the NFER Baseline assessment alongside other on entry assessments, such as, WellComm, to create an accurate starting point for each child. | 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 from parents. | New Baseline assessment. | Headteacher, Governors. | By end of September 2022. | | |

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| <p>To continue to raise attainment in Reading.</p> | <p>All children make good progress in Reading from their starting point in September 2022.</p> | <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 2023.</p> <p>(Rec): WellComm assessments October 2022 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 2022 and for Nursery children when this becomes appropriate.</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> | <p>KG, VT and JC (and LM when KG PPA).</p> | <p>RWInc resources and Development days. Phonological Awareness activity resources.</p> | <p>Headteacher. Assistant Head. Literacy Lead.</p> | <p>Ongoing.</p> <p>VIPERS commence October 2022.</p> <p>WellComm intervention commencing October 2022.</p> | | |
| <p>To continue to raise attainment in Writing.</p> | <p>All children make good progress in Writing from their starting point in September 2022.</p> | <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> <p>Introduction to 'The Write Stuff,' in line with the rest of the school with a focus on</p> | <p>KG, VT and JC (and LM when KG PPA).</p> <p>Support of parents via homework.</p> | <p>The Write Stuff resources and general mark-making resources for the classroom.</p> <p>Training time for The Write Stuff.</p> | <p>Headteacher. Assistant Head. Literacy Lead.</p> | <p>Ongoing from September 2022.</p> <p>Implementation of The Write Stuff in January 2023 with an introduction to relevant symbols in the previous half-term (Autumn 2 2022).</p> | | |

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| | | <p>talk for writing initially.</p> <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> | | | | | | |
| | All non-SEND children to reach ARE in Maths. | Daily Maths Mastery sessions following Maths Mastery planning. NCETM maths interventions. | KG, VT and JC. | KG attending further Maths Mastery courses as applicable. Use of Maths Mastery resources. | Headteacher. Deputy Head & Assistant Head. Governors. | Ongoing from September 2022. | | |
| 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. Assistant 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. Assistant Head. Governors. | | | |
| To continue to ensure engagement of parents/carers in their children's | All parents using and contributing to Class Dojo as a communication | <ul style="list-style-type: none"> i) Half-termly curriculum letter. ii) Regular Stay & Learn events. iii) Regular communication | KG. | Team planning time. | SLT. | | | |

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| learning. | system. | with parents through dojos. iv) Regular newsletters. | | | | | | |
| 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 2023. | | |
| To introduce oral health awareness into the daily routine. | Children being able to talk about the importance of looking after their teeth and cleaning their teeth at home on a daily basis. | Training video. Input from dental health service (Anne Jepson). Liaison with and information provided for parents. | KG, VT and JC. Parents. | Toothbrush and toothpaste per child. Information leaflets for parents. | Headteacher. Governors. | Visit from Anne Jepson 5.10.22. | | |
| 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. | | |

| National 2018 % | | School 2018 % | School 2019 % | School 2020 % | School 2021 % | New Framework Sep. 2021 | School 2022 % |
|-----------------|-------------------------------------|---------------|---------------|---------------|---------------|--|---------------|
| 72% | GLD | 56% | 61% | 50% | 47% | | 60% |
| 86 | Listening & Attention | 64 | 61 | 60 | 73 | Listening, Attention & Understanding | 67% |
| 86 | Understanding | 68 | 67 | 55 | 80 | Speaking | 67% |
| 86 | Speaking | 64 | 72 | 55 | 80 | Self-Regulation | 80% |
| 89 | Moving & Handling | 80 | 78 | 80 | 87 | Managing Self | 87% |
| 91 | Health & Self-Care | 76 | 89 | 80 | 80 | Building Relationships | 80% |
| 89 | Self Confidence & Self Awareness | 72 | 72 | 60 | 80 | Gross Motor Skills | 80% |
| 88 | Managing Feelings & Behaviour | 72 | 78 | 50 | 73 | Fine Motor Skills | 67% |
| 90 | Making Relationships | 72 | 78 | 50 | 73 | Comprehension | 73% |
| 77 | Reading | 64 | 61 | 50 | 53 | Word Reading | 67% |
| 74 | Writing | 64 | 61 | 50 | 53 | Writing | 60% |
| 80 | Number | 64 | 61 | 55 | 47 | Number | 67% |
| 82 | Shape & Space | 64 | 67 | 55 | 47 | Numerical Patterns | 67% |