



Ashleigh Primary and Nursery School EYFS/KS1 Action Plan 2020-2021

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Priority 1		To raise standards for EYFS pupils following lockdown. To accelerate progress for all groups of children to ensure they are brought back up to the expected standard following lockdown.					
Rationale		<ul style="list-style-type: none"> - Due to Covid-19, school was closed for a significant period of time and Baseline assessments in September 2020 indicate a huge drop in the percentage of children working at expected standard in Nursery and Reception. - Communication, Language and Literacy skills are well below average with only 50% working at the expected level on entry to Reception. 					
Success Criteria		Percentage of children working at expected level by the end of Reception will be in line, or above, National data.					
Intended Outcomes		Actions	Who	Resource/Time	Timescale	Monitoring	Evaluation
1.1	EYFS children make expected or accelerated progress in all areas of learning across the Foundation Stage.	<ul style="list-style-type: none"> - Through careful observation and baselining, establish the need of the current Year N and Year R bubbles. - Curriculum Review Twilight to ensure appropriate coverage - Timetable in 'recovery' in Autumn 1 with a focus on establishing more time for PSED/CL opportunities e.g. Forest School, extended PATHS sessions - Analyse baselines and subsequent data with a focus on identifying how to accelerate progress. A new approach to assessment will become embedded this year. - Children identified for specific intervention to start November 2020 - Continuation from 2019 (Covid safe) Games Library – a range of PSED, CL, Literacy and Maths games will be collated and made available for PP children to access and borrow to use at home. - Specific PP children to be targeted to be part of the Nurture Group provision, based on Boxall data. Children not identified for Nurture who are PP will be identified on Intervention mapping/grids from Spring 1 for specific intervention. Autumn term these children receive Quality First teaching and 1-1 time with TA/CT during enhancement time to support learning behaviours. 	JM and the EYFS team	Classroom time	Throughout 2020-2021	Pupil progress meetings identify target children. Baseline data complete and subsequent termly outcomes analysis. Termly pupil progress meetings to discuss progress so far.	

1.2	Children needing intervention make accelerated progress	<ul style="list-style-type: none"> - Early Talk Boost and Nursery nurture group to be established to support children who need additional 'recovery' support - Intervention TA to work with Reception children who have been identified as needing additional support – Talk boost, Nurture, Communication group, EAL support. - Specific interventions highlighted on termly intervention grids and tracked by JM to ensure coverage. 	JM/EYFS team	Classroom time	Termly	Pupil progress meetings identify specific groups.. Data analysis shows impact of intervention ongoing. Spring – cohort reports complete. Intervention grid monitoring.	
1.3	Targeted approaches and interventions to accelerate progress, particularly in CL/PSED	<ul style="list-style-type: none"> – Nuffield Early Language Intervention approach to be used from January 2021 – Establish the baseline for communication and language for all children. – Identify children who require specific intervention and deliver or ensure this is delivered appropriately e.g. talk boost, language development group, Nuffield Early Intervention – Complete Talk Boost training and deliver or ensure intervention takes place to deliver this to identified children – Research, establish and deliver to others, Oracy approaches which create a language rich environment with daily vocabulary and topic-focussed vocabulary opportunities e.g. Chatta – Prioritise Oracy development at a classroom level through the research, delivery and implementation of strategies involving approaches such as communication friendly spaces, loose parts play and deconstructed role play. – Research and implement strategies to support language development at home, providing opportunities for parents to understand the importance of speech, language and communication development through parent workshops. – Assess children termly against Communication and Language development matters statements/Early Learning Goals, and use this data to identify focus children for further intervention. Ensure this intervention takes place and is evaluated at set intervals e.g. half termly, to access for impact. 	JM/EYFS team	Classroom time	Termly	Pupil progress meetings identify specific groups.. Data analysis shows impact of intervention ongoing. Spring – cohort reports complete. Intervention grid monitoring.	

Priority 2		To successfully implement the new EYFS Curriculum in September 2021					
Rationale		<p>The Department for Education is to change the Early Years Foundation Stage (EYFS) in 2021. The government says the changes will improve outcomes for all children, but particularly the language and literacy outcomes for disadvantaged children.</p> <p>In light of this, we as an EYFS need to be prepared and plan appropriately for these changes to our provision and curriculum.</p>					
Success Criteria		The implementation of the new Curriculum will be successful, staff will be confident in the delivery of this and children will achieve high outcomes. (Measured at the end of Academic Year 2021-2022)					
Intended Outcomes		Actions	Who	Resource/Time	Timescale	Monitoring	Evaluation
2.1	EYFS children make expected or accelerated progress in all areas of learning across the Foundation Stage.	<ul style="list-style-type: none"> - Attend training to enhance own knowledge and understanding of the new reforms - Deliver training to all EYFS staff to ensure they have a sound understanding of the new reforms - Attend training to enhance own skills to deliver an effective EYFS curriculum and approach in response to the new reforms - Deliver training to all staff to develop their skills to deliver an effective EYFS curriculum and approach in response to the new reforms - Implement changes to current curriculum documents and planning; in house planning, school website - Develop understanding of how the new reforms impact on formative and summative assessment procedures and implement these changes to our current systems e.g. Tapestry, Pupil Asset - Evaluate the implementation and impact of the changes through ongoing learning walks, lesson observations, data analysis, Tapestry monitoring 	JM and the EYFS team	Classroom time	Throughout 2020-2021	Training evidence and minutes Staff meeting outcomes Website updates Learning Walks Lesson observations Tapestry monitoring	

Priority 3		To continue to develop our Maths No Problem EYFS approach. Continued from 2019-2020 due to Lockdown.					
Rationale		<ul style="list-style-type: none"> - We created our own Maths No Problem approach to be in line with the school's new approach to teaching Mathematics. This has had a positive impact on transition into Year 1 and the children having sound knowledge of methods and strategies being used within Maths No Problem. <p>However,</p> <ul style="list-style-type: none"> - Due to Covid-19, school was closed for a significant period of time and Baseline assessments in September 2020 indicate we need to ensure our focus remains on ensuring Maths skills are taught which are transferrable to KS1 to allow our children to continue to be successful learners. - Maths outcomes for 2018-2019 were below National, with 78% of EYFS pupils achieving expected in N compared with National 80%, and 78% achieving expected in SSM compared with 82% National. With this in mind, it is important we review our Maths approach and ensure we provide the best possible curriculum for our EYFS pupils to achieve expected in this area of learning. Baseline data for 2020 suggests 50% of children in Reception are working at the expected level in Maths. 					
Success Criteria		Target: Attainment in Maths is in line or above National, and Key Data shows an upward trend for the end of EYFS 2019-2020.					
Intended Outcomes		Actions	Who/How	Resource/Time	Timescale	Monitoring	Evaluation
3.1	Maths No Problem EYFS approach allows for full coverage of the EYFS curriculum, as well as ensuring a smooth transition to MNP in Year 1.	- Source MNP EYFS training/research journals	JW/JM	Training costs are possible depending on the source. No cost for team meetings/curriculum reviews.	Across 2020-2021	Data analysis Planning scrutiny Tapestry reports	
		- Analyse the impact of MNP EYFS on the Year 1 approach by looking at data from the first MNP assessment Autumn Term Year 1. Discuss outcomes with staff to establish curriculum development areas.	JM/Team meetings				
		- Continue to embed/amend the MNP EYFS approach, with a particular focus on methods and resources.	EYFS team meetings				
		- Ensure Maths planning in EYFS continues to be progressive across the week, using the Concrete, Pictorial, Abstract method.	JM/LE				
		- To continue to embed resources and exploratory Maths resources throughout free flow, with a particular focus on the outdoor learning space	EYFS team meetings				
- Family Learning events focus on how parents can support Maths learning at home. Parents evenings provide Maths next steps. Tapestry ensures Maths learning has specific focus for embedding learning at home.							
3.2	Data shows children are on track to make expected or accelerated progress using the MNP EYFS approach	- Termly data input	JM/LE	No additional costs	Termly	Data analysis Pupil Progress meetings Tapestry reports and summative coverage	
		- Termly data analysis and identification of children requiring additional intervention	JM/LE				
		- Tapestry tracking shows evidence of MNP progression and embedding of key skills	JM				
		- Pupil progress meetings focus on progress in Maths, and used to identify next steps for specific pupils	JM				

Priority 4		Ongoing from 2019-2020: To continue to embed the high standards of our Nurture Provision.					
Rationale		<ul style="list-style-type: none"> - At Ashleigh, we provide Nurture to our Reception children, identified through a Boxall Profile and discussion with the class teachers. The Nurture Room is situated within the Reception unit and is led by an experienced member of the Reception team. - At Ashleigh, we believe in early intervention and the intention is that focus skills relating to Boxall outcomes are taught and then generalised in the main class room environment. - The Orchard (our Nurture provision) is led and monitored by our Assistant Head (Inclusion) and our Assistant Head (EYFS). - The quality of provision within The Orchard is good. <p>To improve further</p> <ul style="list-style-type: none"> - Our aim is for The Orchard to be an outstanding provision for our vulnerable children. 					
Success Criteria		<ul style="list-style-type: none"> - For teaching to be at least consistently good in The Orchard. - For children attending Orchard to make good progress against their Boxall targets and to make expected or above expected progress in the Prime Areas of the EYFS Curriculum. - For children in The Orchard to generalise skills learnt within The Orchard and use them in the broader context of the class environment. - To reintegrate children into the classroom environment within 1 to 2 terms dependent on need (maximum 3 terms). 					
Intended Outcomes		Actions	Who	Resource/Time	Timescale	Monitoring	Evaluation
4.1	The Orchard provision is consistent with the wider EYFS at Ashleigh. The teaching is at least good.	- Learning Walks to establish focus development areas for that term	JM/DL		Half termly		
		- Coaching Meetings to monitor provision and assessment	DL		Every fortnight		
		- Drop Ins to maintain regular links between The Orchard and EYFS in a supportive capacity to develop language of learning, challenge cards and maintain enhanced environment	JM		Weekly		
		- Tapestry Reviews to ensure they are consistently updated and the quality of assessments made are linked to Nurture Targets and reflect children's learning	JM/DL		Half termly		
4.2	Children make at least expected progress against Boxall targets between start and end points.	- Online Boxall Reviews	DL		Termly		
		- Planning scrutiny to ensure learning objectives and success criteria are differentiated and offer suitable challenge.	DL/JM		At coaching meetings		
		- Termly monitoring of progress against targets, linked to EYFS Curriculum and Boxall targets	DL/JM		Termly		