

Christ Church Action Plan for Early Year

Spring 2017

Overall Aims:	
Vision	<p>To create a stimulating environment which will ensure children will make a good level of development</p> <p>To ensure children below typical on baseline leave Reception with a good level of development and close the gap for those who are well below</p> <p>To ensure all staff in the department have continued training specific to the Early Years to further their knowledge and understanding</p>
Typical	<ul style="list-style-type: none"> • Moving and Handling – ensuring the opportunity to development fine motor skills is built in to each area in the classroom. • Phonics – Children to be making good progress, retaining sounds and applying them to writing • Reading & Writing – link phonics to writing, addition of a guided read and write session • Maths - Making sure the department provides the children with the opportunity to explore and apply maths skills independently and recognising maths in the real world • Listening & attention – Continue to develop through structured learning

What do we want to achieve? Objectives	What are we going to do? Strategies	Who will be involved and what staff development implications are there	How will we know if we have achieved our objective?	What are the financial implications and how is it to be funded	Spring Review	Review Date
To ensure all children make good individual levels of progress	Create a stimulating and enriched environment Provide good learning	Phase 1 staff HC, JL and TA's (LJ, JS, KJ, AK)	Through observations, assessments and through developing children's characteristics of learning.	Cost of resources for stimulating environment.	This has been achieved this half term, however it is an ongoing action	Spring 2

	<p>'hooks' to encourage motivation</p> <p>Personalised planning – looking at their interests</p> <p>All staff made aware of individual needs through debriefing, observations, phase meetings and EYFS specific training sessions</p>				for the year.	
To assess and identify areas to develop within the Early Learning Goals	<p>Focused assessments</p> <p>Weekly phase meetings</p> <p>Weekly observations</p> <p>Chns work</p> <p>Focused sessions</p> <p>All staff are involved in data and progress of chn</p>	<p>Head Teacher, Phase leader, Assessment Co-ordinator and Class teacher</p> <p>H.C, J.L, S.S & D.D</p>	<p>Early interventions put in place for those needing additional support</p> <p>If a common trend within a particular area of learning is flagging up, staff will be aware and make it essential to become the area of development.</p>	None.	<p>This half term it has shown phonics and reading have been identified as an area to develop. We have addressed this by creating smaller groups and inviting parents in to watch their children in their phonics session. Parents have been given updated assessment results of their children's progress in phonics and been shown how to support their children at home.</p>	Spring 2
To ensure the 52% below or well below typical make the	<p>Focused & non focused sessions</p> <p>Smaller groups to help</p>	<p>Phase 1 staff</p> <p>HC, JL and TA's (LJ, JS, KJ, AK)</p>	<p>Phonics scores have improved</p> <p>Gap narrowed</p>	<p>Cost of resources for stimulating environment, and</p>	<p>The gap of the 52% of children below typical is closing.</p>	Spring 2

<p>expected progress needed to leave with a good level of development</p> <p>To close the gap of 3 children from well below typical</p>	<p>those who need to focus</p> <p>Closely monitor assessments, planning & observations to inform next steps</p> <p>Review phonics twice daily</p> <p>Stimulating environment/resources / and planning to promote good learning opportunities.</p> <p>Encourage life experiences e.g. cooking, through role play areas – small world set ups, reading stories</p> <p>Flower groups – cooking, busy bodies, forest schools, tune in to talk</p> <p>Half termly parent workshops</p>		<p>Children closing the gaps to achieving age appropriate development in both prime and specific areas - through use of ongoing assessments/observations/half termly assessments</p> <p>Children will begin developing strong characteristics of learning – assessed through ongoing daily observations and termly assessments.</p>	<p>weekly cooking ingredients.</p>	<p>The children have been highlighted and all staff in phase 1 are aware of the high expectations and support needed to ensure they are on track to make the GLD by the end of the year.</p> <p>For the 3 children who baselined well below typical on entry, a pre-teach session has been designed to ensure these children are given the extra support and confidence to succeed in literacy and maths. Daniel who baselined below is now making above expected progress. Alisha is still a massive focus.</p>	
<p>To develop fine motor skills</p>	<p>Plan fun activities to engage children in fine motor skill development.</p> <p>Picking up coins using</p>	<p>Phase 1 staff HC, JL and TA's (LJ, JS, KJ, AK, LW)</p>	<p>Children will enjoy participating in planned activities.</p> <p>Children will make good progress in fine motor</p>	<p>None.</p>	<p>This is an ongoing action however we have noticed significant improvement in fine motor skills from the</p>	<p>Spring 2</p>

tweezers and sorting them in to hoops, using chopsticks to pick up pasta, using sand, paint, flour, water and paint brushes, chalk etc to engage children in emergent writing

Ensure a wide variety of writing equipment is available both indoors and outdoors (flets, pencils, crayons, paints, chalk etc)

Playing games like snap, using scissors both indoors and outdoors (den building – cutting string, making a house for a dinosaur – tipi style with sticks and string)

Identifying children with poor fine motor skills and engaging them through their interests to want to mark make

Lego therapy intervention for those identifies (LW)

development and this will support them through writing.

Identified children will show willingness to participate and show perseverance.

children who was causing concern: Lukah, Sean, Dyaln A, Owe, Layla-Mae, Daluchi, Hayden, and Jenson.

We do have lots of left handed children this year about 20% some of which are not the ones who have poor pencil control.

Left handed (Lilly, Ella, Alisha, Owen, Logan, Sean, Hayden, Daniel, Harvey)

	Cooking, busy bodies, ipads					
To apply phonics to reading & writing	<p>Phonics sessions segment & blend</p> <p>Focused sessions – use ‘Fred fingers’ to hold and write a sentence</p> <p>Speed read & speed write so that children can apply what they have learnt</p> <p>Continuous provision provides opportunity to learn sounds, read & write</p> <p>Phonics/books/writing equipment embedded in marking making areas, reading areas, home corner, construction area, science area, maths area, water area, sand area, outdoor learning, busy bodies, phonic songs on the whiteboard, planned area activities (e.g. shaving foam, sound hunts, fishing for sounds, writing sounds with chalk, shaving</p>	Phase 1 staff HC, JL and TA’s (LJ, JS, KJ, AK, LW)	Improved Reading & writing assessments children confident through observations in areas applying their phonics, reading & writing knowledge	Phonics resources. Printing costs (sound mats for all Reception children)	<p>New early reading scheme needs purchasing. We have a shortage of books for our early readers in Reception. The oxford reading tree does not fit with the phonics scheme. We only have a few songbird phonics books.</p> <p>Phonics workshops have been delivered to the 3 lower groups. Parents have been shown how to support their children at home and have been given resources to support this as well as up to date phonics assessment of their child’s reading ability.</p> <p>The other half of the children will have their parents in next half term.</p>	Spring 2

	<p>foam, flour, sand, finger paints)</p> <p>Phonics session held for all parents at the beginning of the year and again in Summer.</p> <p>1: 1 phonic sessions Parent meetings of children below typical to keep informed of child's progress</p>					
<p>To focus on 'number' as an area to develop based on baseline assessments & observations</p> <p>To focus on shape, space & measure for those below typical at baseline</p>	<p>Adult led sessions always a number starter (counting, recognising numbers, ordering numbers) even when Main part of the session may be based on a shape, space and measure objective.</p> <p>Plan maths activities in areas (busy fingers, transient area, construction area, outdoor learning, water and sand area)</p> <p>The use of numicon throughout areas (water area, sand area, large foam</p>	<p>Phase 1 staff HC, JL and TA's (LJ, JS, KJ, AK, LW)</p>	<p>Number assessment shows improved result Observations show children are confident using and applying their knowledge children have a wider vocabulary Children apply their maths skills to the real world (counting out enough plates for their friends in the mud kitchen, recognising the bars on the physical area are cylinder shaped etc)</p>	<p>None.</p>	<p>This action has been addressed however it is an ongoing action.</p>	<p>Spring 2</p>

numiocn outdoors,
malleable area,
creative area,
numeracy area etc)

Use mathematical
language where ever
possible, counting the
children is as the go in
to the dinner hall,
counting marbles as
they receive rewards,
when lining up on the
playground whose line
is longer and shorter,
linking to the real
world – measuring
animals and comparing
them to others)

Repetition of learning
Using the correct
vocabulary and
exposing children to
correct terminology

Maths relates songs
played in the
background throughout
the day, and access to
maths on education
city on iPads and smart
board.

<p>To continue to focus on listening & attention</p>	<p>Develop through small group adult led activities, increase time slowly throughout the year. Story sessions.(ELKLAN). Tune in to Talk programme. Drama & Music Sessions. Supporting children during continuous provision to listen to each other and respond appropriately (observe & monitor). BLAST intervention.</p>	<p>Phase 1 staff HC, JL and TA's (LJ, JS, KJ, AK, LW)</p>	<p>Children will sit, and maintain focus and concentration for expected length of time.</p> <p>The time children can participate in adult led activities will be able to slowly increase over time.</p> <p>Children will listen appropriately and respond appropriately to each other.</p> <p>Children's two-channelled attention will develop.</p> <p>Through observation and assessment children will make good progress through interventions put in place.</p>	<p>None.</p>	<p>Action addressed and ongoing. LA is improving however is still a weaker area of this cohort.</p>	<p>Spring 2</p>
<p>To provide opportunity for HC and JL to deliver EYFS specific training sessions regularly to the staff in the department</p>	<p>Set dates in the calendar each with a different focus of training. Standardise/moderation of observations Questioning to deepen a child's knowledge and understanding. Continue to develop understanding of the Development matters document used for assessment.</p>	<p>Phase 1 staff HC, JL and TA's (LJ, JS, KJ, AK, LW)</p>	<p>TA's will feel confident in supporting children with their learning effectively, and assessing their learning accurately.</p> <p>Evidence of children's learning through observations and assessments will be accurate and inform next steps.</p>	<p>None.</p>	<p>Action addressed Training is going to be delivered once every half term for EYFS staff by HC. First training session takes place on 07.02.17</p>	<p>Spring 2</p>

	Train up staff on the new EEXBA assessment tracker.					
To narrow the gap between the attainment areas in the Foundation Stage Profile to ensure all areas are more in line with one another on attainment.	<p>Ensure maths/reading and writing is being embedded in to adult guided and opportunities for it in child initiated activates.</p> <p>In the role of the learning mentor is to enhance these areas when talking and supporting children through continuous provision.</p> <p>Smaller phonics sessions and ongoing assessment in reading, writing and maths.</p>	Phase 1 staff (HC, JL and DD)	<p>Children will show good progress at the end of each half term in reading, writing and maths.</p> <p>It will be evident in the environment that reading, writing and maths are enhanced in all areas.</p>	None	<p>This action is being addressed but is ongoing.</p> <p>Staff have been trained to ensure they are modelling mathematical language, making links in all areas and ensuring that reading and writing are also being embedded in to all areas activities.</p>	Spring 2
To continue to focus on transition for new Reception parents with the aim of improving on entry baseline scores particularly in phonics.	To invite younger siblings to busy bodies sessions.	Phase 1 staff (HC, JL and DD)	<p>Start to build relationships with families.</p> <p>To find out the needs of the children starting for the following September.</p> <p>Provide workshops for parents of new intake (phonics, emergent writing, everyday real life early maths skills,</p>	None	Not yet been addressed. To be addressed in Spring 2.	Summer

			developing independence etc)			
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