

ACTION & IMPACT REPORT 2018/19



AREA OF LEARNING: EYFS

PRIORITIES

4.1 To ensure that all groups of children make consistently high progress in relation to their starting points

SUCCESS CRITERIA

- Pupils are interested and engaged in the curriculum.
- Plan more opportunities for Child initiated activities.
- Activities are differentiated to ensure all children's needs are met.
- Ongoing assessments are carried out and end of term assessments made so gaps can be identified early and addressed.
- To assess and plan for target children to participate in interventions.

4.3 To further improve the quality of teaching and learning provision in all the outside areas

- The outside areas promote further learning and help to raise achievement
- All indoor and outdoor activities are seen as valuable learning opportunities by all staff.
- Development of a range of opportunities for learning including physical devt and sporting excellence in the learning environment

4.5 To develop more opportunities to develop communication skills

- To continue using Early Talk activities to promote C&L (book training for new staff and invite other schools from the academy).
- To use talk for writing style strategies and Helicopter stories.
- To liaise with the school SALT therapist and SALT program carried out for the SEND children.
- Implement a visual strategy for speech e.g. PECS, Makaton dependent on the children needs.
- Speaking and listening has improved from starting points.
- Interventions are working successfully to develop speaking and listening skills further.
- Understanding of key vocabulary.

ACTIONS

4.1
-Diagnostic evaluation of foundation stage data analysis to identify vulnerable learners and progress profiles and provide intervention to respond to underachievement.
-Effective target setting process in place to increase challenge and set high expectations.
-Stimulating environment in FS will be developed further and provide opportunities for consolidating learning and independent use in all areas

4.3
-Continuous development of outside areas to ensure continuous provision in all areas.
-Further development of provision for KS1 and FS1 to aid transition)
-Development of the woodland setting to create an outdoor classroom e.g. bug hotel.

4.5
-Improve the literate environment using visuals and key words both indoor and outdoor to support and engage learning.
-Plan for regular opportunities to model and encourage speaking and listening activities to increase vocabulary and understanding and improve speech and language.
-All pupils to be screened by SALT to ensure the right support is identified for key vulnerable children.
-SALT to provide additional support to identified pupils to progress learning.
-New support staff to receive early talk training to ensure further and additional intervention can take place for key children effectively.
-Talk for writing to be implemented to encourage and promote speaking and listening and lead this into writing.

IMPACT