PRIESTMEAD PRIMARY SCHOOL
Moving Onwards and Upwards Together

Priestmead Primary School



Early Years Action Plan 2023-2024



Leader	
Context	Since the introduction of the revised EYFS Statutory Framework in 2021 we have been developing and refining our curriculum so that it is well sequenced, progressive and supports the knowledge and skills children require to aid their future learning. The outdoor learning environment was developed in 2020 and since then there has been a focus on enhancing the continuous provision available in the outdoor space. Over the past two years approximately 70% of children achieved GLD however typically boys and those with SEND achieve less well than their peers. Last year there was a focus on supporting the teaching of synthetic phonics through the RWI scheme. Promoting reading for pleasure with children and their families would now support the wider development of reading.
Subject long-term plan (2-3 year timescale):	• To raise the attainment of boys and children with SEND. • To support children's attainment in Communication & Language
Subject priorities (1 year timescale):	• To support children's oracy through explicitly teaching vocabulary, supporting language development through high quality interactions and delivering targeted intervention. • To promote reading for pleasure amongst children and their families to support oracy and the wider development of reading. • To continue to improve children's writing skills through the development of fine motor skills, letter formation and composition of language.

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INTENT



School Values: Early Phase: Empathetic, Courageous, Responsible **Middle Phase:** Wisdom, Integrity, Responsibility **Later Phase:** Pluralistic, Ambitious, Responsibility

British Values: Democracy, Rule of Law, Individual Liberty, Mutual Respect, Tolerance of those of different Faiths and Beliefs.

Attitudes:
Collaborator: Take Turns, Lister, Share, Empathise and Support.
Sorcerer: Explore, Question, Use Imagination, Make Links, Use Prior Knowledge.
Reflector: Decide, Remember, Plan, Edit, Reason.
Trier the Flyer: Focus, Keep Trying, Improve, Bounce Back



IMPLEMENTATION

Approaches to learning:
✓Highest learning expectations ✓Consistent approach to teaching (Direct Instruction) ✓Inclusion for all
✓Enrichment activities that build cultural capital ✓Promote a love for learning ✓Home Learning Opportunities
✓Clear progression and assessment strategies ✓Reading for Pleasure ✓CPD

School Awards:
Silver Rights Respecting Schools Award
Science Mark
Travel Award

P.E. and Sports: We offer a variety of sports, swimming and activities to encourage our children to live a healthy, active lifestyle.

Additional Resource Provision: Rainbow Resource (ASD provision)

Subject Coverage:
Early Years Framework
English: Reading, Writing, Phonics, Grammar, Punctuation and Spelling. **SMSC:** RE, PSHCE, MFL, Rights Respecting Schools
Maths: Number, Geometry, Measurement, Statistics.
Foundation Subjects: Science, History, Geography, Design and Technology, Art and Design, Computing, Music
Phase Curriculum **Forest School** **Health and Play**

Provision to meet the needs of all children: ASD, Attachment Disorder, Social Communication, SPLD, MLD, ADHD, SEMH, Dyspraxia.

Enrichment Opportunities:
Enrichment Events: Thought-through systematic experiences which we expect every child from Early Years to the end of Y6 to benefit from.
Pupil Celebrations: Pegasus Points, Weekly Achievement Assemblies. **Clubs and Activities:** Variety of school enrichment clubs offered before/ after school.

IMPACT

Standards: Children make expected or greater than expected progress with their targets, which are set according to their baselines on entry.
Well-being: Children enjoy learning and coming to school. Mental health and well-being is supported enabling confident, successful learners and active community members.
Personal Development and Safeguarding: Children demonstrate our vision, values and learning powers throughout school life. Behaviour and Safeguarding is excellent.
Monitoring: Data, RAG rating ASP, SMSC Events, Self-Evaluation, Discussions, Surveys, Lesson Observations/ Learning Walks/ Work Scrutiny

Early Years Subject Action Plan 2023-2024

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Statement of Intent for Early Years

In the Early Years Foundation stage our aim is to foster a love of learning that children will carry with them throughout their primary school years and beyond. We want our children to be happy and confident so that they can develop within the seven areas of learning as well as the Characteristics of Effective Learning. In nursery, there is a focus on the prime areas so that children can become secure within these in order to support the skills and knowledge in the specific areas. We have chosen topic themes that cover a broad range of learning opportunities and key texts have been chosen that link to these themes. There is slight overlap in some of the topics across the EYFS as the majority of children who join Reception at Priestmead have not attended our nursery.

We aim to provide children with the necessary skills to become confident communicators; to negotiate with their peers, listen well and talk to adults about their interests and learning and also when they need to ask for help. We recognise parents as being a child's first educator. We endeavour to work in partnership with parents in order to best support children in their learning.



Quality of Education			
Key Priority 1: **To support children's oracy through explicitly teaching vocabulary, supporting language development through high quality interactions and delivering targeted intervention.**		UNCRC Article: **Article 28 I have the right to an education** Article 28 of the UNCRC says that all children and young people have the right to education no matter who they are.	
Objective *Break down the priority into smaller targets*	*Actions* *How? What will happen to achieve the outcome?* *Include the steps you will take in order to achieve the target*	*Who/when?* *Resources Costs Budget Code*	*Success Criteria and Evaluation What will we see when we have achieved the outcome?*
To continue to embed the use of Wellcomm to support the targeted intervention and development of children's language skills.	• To identify and screen children who may require support through Wellcomm • AG to train CTs and TAs in carrying out the screening by October half term. • AG to train Nursery staff in carrying out the screening after October half term. • To share children's Next Steps via Tapestry and in team meetings so that all staff are aware of children's gaps or general trends.	October half term (Reception) and November (Nursery). Reception intervention groups to start after half term. Nursery Jan 2024.	Intervention groups up and running and happening consistently. Parents aware of any additional support children are receiving and kept updated via Tapestry. Children making good progress as identified through rescreening.
To ensure children's language is supported through high-quality interactions.	• Continue to encourage the SHREC approach to support high quality interactions. • To support staff CPD through the introduction of staff observing each other in their practice. • To support new staff in interacting with children in play activities. • AG to conduct regular learning walks to monitor interactions between staff and children.	Half termly learning walks. Monitoring planning	Staff are able to support and develop children's language skills through interactions in play activities. Children are using new words in their conversations with others.
To continue to teach children key vocabulary explicitly, through word	• Staff to identify key vocabulary when planning and create visuals to support the introduction of new words.	Medium and short term planning	Key vocabulary is evident on display in each classroom.

cards and visuals such as Communicate in Print.	• Staff to encourage children to use the key vocabulary in provision through planning opportunities for children to use new words e.g. linking provision activities indoor and out to what has been taught. • Opportunities provided to pre-teach vocabulary to children with SEND and those with EAL to close the vocabulary gap.		Visuals are used to support children with routines and instructions as part of QFT.
Key Priority 2: **To promote reading for pleasure amongst children and their families to support oracy and the wider development of reading.**		UNCRC Article: **Article 28 I have the right to an education** Article 28 of the UNCRC says that all children and young people have the right to education no matter who they are	
Objective *Break down the priority into smaller targets*	*Actions* *How? What will happen to achieve the outcome?* *Include the steps you will take in order to achieve the target*	*Who/when?* *Resources Costs Budget Code*	*Success Criteria and Evaluation What will we see when we have achieved the outcome?*
To support children to develop a love of reading in the early years.	• Develop book corners to ensure children have the opportunity to browse the best books and revisit those that have been read in class. Discuss this with team. • Ensure children can browse books in other areas of provision and not only in book corners e.g. cook book in home corner, dictionary in phonics area. • Organise a bedtime reading event for Reception in Aut 2/spring 1 • Allowing children the opportunity to vote for books that are read to them. • Weekly library slots for Reception	Purchase extra copies of key texts that children can access. AG to monitor how children are using book corners and accessing books	Children have a love of reading and the opportunity to access high quality texts in the provision.
Promote the importance of reading for pleasure with parents.	• Reading workshop for early years • Invite parents to come in and see how teachers read and share books with children. • Establish links with Kenton library and encourage children to visit and become members. Share library events for home learning tasks on Tapestry.	Curriculum workshop Invite parents in to see books being read autumn 2	Parents understand the importance of reading for pleasure alongside the teaching of synthetic phonics

	• Invite parents in for regular reading events – sharing books with children from 2:50-3:05 each week?		
Key Priority 3: **To continue to improve children's writing skills through the development of fine motor skills, letter formation and composition of language.**		UNCRC Article: Article 6-**I should be supported to live and grow** Article 6 of the UNCRC recognises that all children and young people have the right to survive and the right to develop.	
Objective *Break down the priority into smaller targets* *Make these SMART (specific, measurable, achievable, relevant, time-bound)*	*Actions* *How? What will happen to achieve the outcome?* *Include the steps you will take in order to achieve the target*	*Who/when?* *Resources Costs Budget Code CFR*	*Success Criteria and Evaluation What will we see when we have achieved the outcome?*
To support children to develop their fine motor skills through effective provision and targeted intervention.	• Fine motor skills group • Ensure that teachers are providing opportunities for children to acquire and develop fine motor skills in CIL. • Dough disco in nursery • Regular use of new climbing area	Start fine motor skills group Aut 2 AG to monitor impact of intervention group through before and after assessments	Children have the opportunities to practise and refine their fine motor skills and their writing is improved as a result
To ensure that parents know the importance of developing fine motor skills and how to support their development.	• Establish fine motor skill boxes that can be sent home for identified children. • Physical development workshop for parents (or as part of curriculum workshop) • Sharing fine/gross motor skills tasks for home learning via Tapestry	AG and JB as part of ECT Inquiry (boxes) Curriculum workshop Aut 2 Weekly home learning memos	Parents understand the importance of fine motor skills and the links to writing and support these skills at home.
To ensure there are opportunities for writing in the provision, that	• Each class to have a writing area that is enhanced regularly. • AG to attend Drawing Club training and look into The Message Centre	AG to carry out learning walls to monitor how children are accessing writing opportunities	Children are motivated to write in provision and have the opportunities to develop writing skills in meaningful

motivate and encourage children to write.	• Staff to ensure children are motivated to write e.g. by offering incentives – if you write a label for your model you can save it for tomorrow.		and developmentally appropriate tasks.