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| **Key Priorities** | **Actions** |
| To prioritise children’s well-being and PSED on entry to Reception | * Phone calls, information packs and photo booklets send to all parents of new starters to share information and provide time to answer any questions and help to reduce parent/child anxiety about starting school * Stay and Play sessions the first week (5 at a time) to support child’s transition into school * Long observations containing well-being and involvement scores * Story focus on books that talk about and explore feelings and emotions as a starting point for discussions * Spending time in areas supporting children to understand rules/boundaries * Encouraging children to be independent with self-help skills * Social and emotional circles to learn each other’s names, promote turn taking and listening to others, time dedicated to talking about and exploring emotions * Encouraging children to be a 'helpful friend' to others who need it * Be a good role model to demonstrate how to help or speak to other * Photos in the classroom of the children/families 'This is Me' and 'Who we are' displays to make children notice that they have a place in their classrooms * Settling in time before all assessments take place – to ensure a true baseline assessment is made. * 'Hall of Fame' used in each class at Windmill as a tool of positive reinforcement and to celebrate and display achievements throughout the day and then sent home and shared with parents each half term. |
| To strengthen parent partnerships in response to restrictions to Covid-19 | * Email communication with parents through the summer to communicate entry procedures, link to videos, and information about Stay and Play sessions * Phone calls to parents in the first three weeks to discuss how their child has settled and answer any questions. * Weekly bedtime story with activity ideas for parents to use at home * Half termly newsletters with ideas of activities to do at home to support their learning in school * Continue with Phonics and Maths parents information sessions over Tapestry with video examples of activities to support learning * Half termly 50 Things to Do Before You’re 5 app challenge * Focus child information gathering done over Tapestry, followed up with a phone call to encourage parents to play an active role in their child’s learning journey. * Weekly phonics and maths planning uploaded onto Tapestry for children who are absent. * 10 day activity plan uploaded onto Tapestry providing parents with activities to support their child’s development if having to self-isolate. |
| To increase the percentage of children achieving ELG in N and SSM strands | * Federation EYFS Maths lead to work with staff to support the development of Mastery approach through staff training, gap tasks and monitoring of practice and provision * Continue with the whole class teaching approach, to build on all children's understanding and coverage. * Use of mathematics stories and use of objects for children to create their own stories * Use of daily routines to support and embed mathematical vocabulary and concepts, self-registration, snack time, tidy up time, washing hands * Room audits to ensure progression in provision and age and stage appropriate mathematical vocabulary used * Resources to support weight and measure to be available inside and outside to maximise on opportunities to develop SSM skills linked to individual interests * ECER’s audit tool used to evaluate practice and provision and identify areas for further development * Peer observations to focus on high quality N and SSM interactions as a follow up to the training focusing on correct use of language and terminology * Vocabulary and key questioning clearly displayed in areas of provision to support correct use and extension of language and high quality interactions * Increased evidence in rooms of adults scribing for children to demonstrate their understanding and use of maths in CI activities |
| To increase the percentage of children achieving in Writing | * Introduction of the new wood work area to focus on fine motor control and development to support with writing * Continue to embed the story scribing approach * Weekly story focus using the same book, extended through Talk for Writing actions and story maps * Following children's interests and making writing opportunities exciting and relevant. * Use of provocations to invite children in to write and a wide variety of writing/mark making tools available for children to access and explore. * Opportunities for children to mark make both inside and outside on small and large scale * Mark making/ squiggle while you wiggle/ Message centre - signs and symbols |
| To narrow the gender gap between boys and girls attainment | * Significant investment of the development of the outdoor areas, space and resources. Areas planned with a particular focus on engaging boys in areas where there are the largest gaps in attainment – reviewed at each data capture * Setting up and introduction of the new wood work area to support and develop skills in all areas of learning * Tinkering tables in both classrooms to support with fine motor skills * Large scale construction and den building in the outside area * Developing a deep understanding of children’s interests and using these to develop project work |