



Dean Field Community Primary School

Early Years Foundation Stage School Improvement Plan 2020-2021

Priority 1: Quality of Education

WHAT SUCCESS WILL LOOK LIKE:

Dean Field EYFS has an exciting and engaging creative curriculum that meets the needs of all its pupils

The curriculum is broad and balanced and has been enriched with a wide range of enrichment activities to promote 'Understanding of the World' and 'Expressive Arts and Design'.

Learning opportunities and the environment will have a great focus on mental and emotional wellbeing due to the previous disturbance of COVID-19.

To continue to ensure purposeful and accurate assessments are made across EYFS.

End of year attainment to remain at least in line or above National for EYFSP.

Objectives (Intent)	Actions and Personnel (Implementation)	Resources	Milestone 1 December 2020	Milestone 2 April 2021	Milestone 3 July 2021	Monitoring and Evaluation (Impact)
<p>Review teaching of Topics across EYFS to meet the needs of all its pupils and coincide with the new EYFS framework.</p> <p>Topics to capture the interests and engagement of key groups. (In particular boys whose attainment is lower than girls across the GLD areas).</p>	<p>Long term plan to show coverage across the year.</p> <p>Medium term (topic) planning and half-termly Gap Strength Analysis in place for each half term for Nursery and Reception</p> <p>Clear texts to support topic of study, with emphasis on developing pupil's vocabulary.</p> <p>Sharing and development of topic ideas and mapping for progression with Beech Hill school EYFS.</p> <p>Planning to reflect the interest of boys in the Nursery and Reception cohort.</p>	<p>Meeting time for HF and KF to review topics and key texts</p> <p>Ensure key texts have been ordered for each topic as appropriate. (Including repeated text library).</p>	<p>Long term plan completed</p> <p>Sharing of planning overviews with BH EYFS.</p> <p>Topic planning and GSA for Autumn Term reviewed, Spring set up.</p> <p>Spring Term discover resources ordered including key texts and topic boxes</p>	<p>Topic planning and GSA updated and amended accordingly to attainment priorities</p> <p>Summer Term discover resources ordered including key texts and topic boxes</p>	<p>Long and topic term planning and GSA reviewed at end of year and adapted according to cohort needs.</p> <p>Autumn Term discover resources ordered including key texts and topic boxes</p>	<p>Pupils engaged with curriculum topics (termly data outcomes and end of year data outcomes).</p> <p>High levels of engagement and interest from pupils (learning walks, lesson observations).</p>

<p>Review children's individual development with a great focus on emotional and mental wellbeing due to COVID-19.</p> <p>Gap Strength Analysis to identify what gaps children may have due to lost time in previous year group.</p>						
<p>To maintain the achievement of pupils across EYFS to be in line/above with National for EYFSP.</p> <p>To ensure pupil's make good to accelerated progress across the 'Good Level of Development' Areas of Learning:</p> <p>To ensure all pupils make at least expected progress from their starting points in EYFS.</p> <p>To closely monitor the attainment and progress of Pupil</p>	<p>Collect and analysis termly data across Nursery and Reception on Target Tracker.</p> <p>Closely monitor key attainment groups: Core groups Boys attainment Pupil premium SEND</p> <p>Support from Donna Pendergast (Early Year's Improvement Officer)</p> <p>Yearly overview implemented with monthly breakdown of assessments and monitoring arrangements across Nursery and Reception.</p> <p>Continued use of assessment wallets in order to inform summative judgements. Class teachers to complete termly 'Gap Strength Analysis' on their</p>	<p>Yearly subscription to Target Tracker to record observational assessments</p> <p>Assessment wallets for all Nursery and Reception pupils Prep – July 2021 .</p> <p>Staff meeting time for HF to input data onto Target Tracker for Nursery cohort.</p>	<p>Nursery cohort groups set up on Target Tracker to track different intakes with a focus on the rising three's.</p> <p>Target Tracker updated and GSA completed. Review core children, boys, Pupil premium, SEND closely.</p> <p>Staff confident at using assessment wallets to completed formative assessments to secure teacher assessment judgements.</p> <p>Progress data for</p>	<p>Target Tracker updated and GSA completed. Review core children, boys, Pupil premium, SEND closely.</p> <p>Progress data for Spring term shared with teachers so planning and provision can be adapted accordingly.</p> <p>Classroom environments and provision changed to reflect assessments of pupils. Next Steps board</p>	<p>Target Tracker updated and GSA completed. Review core children, boys, Pupil premium, SEND closely.</p> <p>End of year data submitted to LA.</p> <p>Analysis of pupils' attainment being in line with national.</p> <p>Progress of all pupils including those that are disadvantaged (Pupil Premium children) being accelerated in PSED, CL, PD, L and M.</p>	<p>(Refer to assessment schedule for further details)</p> <p>Termly Pupil progress meetings Data collection – KF/FP Informal team meetings to review planning and provision – HF/KF</p> <p>End of Nursery outcomes EYFSP outcomes in line with National.</p>

<p>Premium children to ensure they achieve line in with non-Pupil Premium. To reduce the attainment gap between boys and girls. Narrowing the difference between the gender groups</p>	<p>class to ensure they provide an environment based on assessment.</p>		<p>Autumn term shared with teachers so planning and provision can be adapted accordingly.</p> <p>Classroom environments and provision changed to reflect assessments of pupils.</p> <p>Next Steps board updated to reflect findings of the GSA so gaps can be plugged.</p>	<p>updated to reflect findings of the GSA so gaps can be plugged.</p>		
<p>To prioritise the development of Communication and Language.</p>	<p>Topic, Vocabulary wall and repeated text library set up for the year. Introduced/refreshed to staff and parents.</p> <p>Early identification of Speech and Language needs;</p> <ul style="list-style-type: none"> - WellComm Speech and Language assessment to be used as a diagnosis tool at baseline for Pre-Nursery and Nursery pupils. - Wellcomm Speech and Language assessment to be used as a diagnosis and monitoring tool to track progress of pupils across Communication and Language in Reception. <p>Early intervention for those with speech, language and communication needs;</p> <ul style="list-style-type: none"> - EYFS WellComm data to be used to identify target groups/ key pupils for 	<p>E Kenny to be trained in conducting WellComm assessments.</p> <p>H Fitzpatrick to lead TalkBoost across EYFS, monitoring this as part of her project.</p> <p>WellComm Speech and Language assessment pack.</p> <p>Wellcomm Big Book of Ideas.</p> <p>Subscription to WellComm report Wizard.</p> <p>Edukey provision maps.</p> <p>Key texts.</p> <p>TalkBoost package and training purchased.</p>	<p>Autumn intake Wellcomm assessment complete</p> <p>Pupils identified as having a significant language delay be placed on the SEND register and appropriate referrals made. IEP targets put in place.</p> <p>Pupils with a mild to moderate delay identified and appropriate interventions are in place.</p> <p>Topic review complete by EYFS lead. New topics outlined for commencing terms. Key texts ordered.</p>	<p>Spring intake Wellcomm assessment complete</p> <p>Pupils identified as having a significant language delay be placed on the SEND register and appropriate referrals made. IEP targets put in place.</p> <p>Pupils with a mild to moderate delay identified and appropriate interventions are in place.</p> <p>Reception Wellcomm assessments complete and progress data</p>	<p>Summer intake Wellcomm assessment complete</p> <p>Pupils identified as having a significant language delay be placed on the SEND register and appropriate referrals made. IEP targets put in place.</p> <p>Pupils with a mild to moderate delay identified and appropriate interventions are in place.</p> <p>Reception Wellcomm assessments complete and progress data analysed</p> <p>Third group of</p>	<p>% of progress in C&L is rapid, evident from TT data.</p> <p>Higher % making GLD due to achieving at least Expected in C&L.</p> <p>Children with PP and SEND make at/above progress in C&L.</p> <p>Majority of children are able to access more learning on entry to Y1 due to secure C&L skills.</p> <p>Review TalkBoost – roll it out into Y1 – train Alyson F.</p>

	<p>intervention.</p> <ul style="list-style-type: none"> - Pupils identified as having a significant language delay to be placed on the SEND register and appropriate referrals to be made and IEP targets to be put in place. - Pupils identified as having a mild to moderate delay to be supported through interventions. - Use of a group intervention scheme - TalkBoost. - To continue/restart the Hanen LLLI Project (communication and language support) in Nursery (TBC due to COVID-19). 		<p>First group of Speech intervention completed.</p> <p>Next intervention group identified.</p>	<p>analysed</p> <p>Second group of Speech intervention completed.</p> <p>Next intervention group identified.</p>	<p>Speech intervention completed.</p> <p>Next intervention group identified.</p>	
<p>To raise the number of pupils achieving 'Exceeding' judgement in reading and writing</p>	<p>Identify key children on baseline who could achieve Exceeding and provide challenge and extension for these pupils.</p> <p>(Target children entering Nursery at age related expectations in reading, writing and maths).</p>	<p>Termly GSA data analysis.</p> <p>Evidence in writing books and observations on Target Tracker/RWI feedback.</p>	<p>Review children on track to get Exceeding – ensure appropriate interventions and provision is in place</p>	>>	>>	<p>Exceeding data for reading and writing to be in line with National.</p>
<p>EYFS: To effectively record pupils' progress and attainment using a range of methods.</p>	<p>Clear tools used to accurately assess pupils' attainment against The Early Years Outcomes.</p> <ul style="list-style-type: none"> - Target Tracker <p>To use writing journeys to effectively record and monitor progress in Writing.</p>	<p>Ensure record keeping is up to date</p> <p>Time to reinforce assessment expectations in team meetings in Autumn Term.</p>	<p>Nursery staff taking ownership of contributing to their assessments of their key worker children.</p> <p>Staff effectively contributing to pupil learning journeys</p>	<p>Rapid progress evident from Typicality and data analysis</p> <p>Evidence shared with trust school BH and externally for moderation</p>	<p>Accurate Summative assessments made from evidence. Assessments shared with Year 1 team in preparation for submission of data and transition to Year 1. Likewise Nursery</p>	<p>Termly typicality week – KF/FP</p> <p>Informal weekly checks on Target Tracker – KF</p> <p>Book securities – FP/KF</p>

	Key Workers in Nursery actively contributing to termly assessments of pupils on Target Tracker – FR/MR		All staff contributing to writing journey's Progress across term evident from Typicality	purposes.	moving to Reception.	Moderation of observations as part of staff meetings, discussions across year group teams.
To identify pupils' in EYFS with developmental concerns early and interventions put in place to support good progress. To track SEN pupils' attainment using the small steps 'Derbyshire Tracking' system. (Simplified tracking system linked to 'Early Years Outcomes' that can be shared or carried out with parents) and Edukey.	To baseline and track pupils with significant SEN needs on the tracker to provide small steps for attainment and continue to make termly assessments on pupil progress to support target setting. To share the Derbyshire Tracking steps/next steps with parents in review meetings. Enable teachers and support staff to track progress within the age bands and set suitable SMART targets for pupils on the SEND register. Tracker to be shared with external professionals who use it in the local authority – (SALT, EYST, Health visitors). Edukey used and updated each half-term.	SEND review time (planned staff meeting time termly).	New admissions to Nursery and Reception baselines completed. Pupils working well below age related expectations flagged up and referred to external agencies as appropriate. DT assessments completed and shared with parents to aid target setting. Edukey updated.	Targets and progress reviewed termly in line with cohort assessments.	Targets and progress reviewed termly in line with cohort assessments	Termly assessments to be inputted by class teachers. Derbyshire Trackers/Edukey to be monitored as part of SEND file scrutiny – SB Monitoring of progress towards individual targets by external professionals.

WHAT WILL SUCCESS LOOK LIKE:

Children fully aware of how to improve their behaviour.

Children enjoy earning rewards for their positive behaviours.

Objectives (Intent)	Actions and Personnel (Implementation)	Resources	Milestone 1 December 2020	Milestone 2 April 2021	Milestone 3 July 2021	Monitoring and Evaluation (Impact)
<p>To ensure children have the understanding of the behaviour expectations and they are recognised and celebrated.</p>	<p>To explicitly teach children positive 'learning behaviours' Making links to the Characteristics of Effective Learning'.</p> <p>Through end of day PSED sessions and Jigsaw sessions ensure children are aware of what the expected behaviours are in order to move to bronze, silver, gold and superstar.</p> <p>Nursery and Reception to have consistency in weekly behaviour treat/rewards. Continue with end of term rewards in line with rest of school.</p> <p>Gold book used to promote positive behaviour linked to Characteristics of Effective Learning.</p> <p>Individual stars rewards for positive learning behaviours as well as positive behaviour.</p>	<p>Cost for stickers and in class rewards</p>	<p>Consistent use of behaviour system in Nursery and Reception including in class rewards.</p> <p>Planned weekly Jigsaw/PSED sessions to promote awareness of positive behaviours.</p>	<p>Consistent use of behaviour system in Nursery and Reception including in class rewards.</p> <p>Continue with weekly Jigsaw/PSED sessions to promote awareness of positive behaviours.</p>	<p>Consistent use of behaviour system in Nursery and Reception including in class rewards.</p> <p>Continue with weekly Jigsaw/PSED sessions to promote awareness of positive behaviours.</p>	<p>Improved number of children on green and above across each term.</p> <p>Parents and children clear on behaviours their children need to display to move up the tracker. (via feedback and conversations)</p> <p>Children are aware of key Characteristics of Effective learners and this is evidenced in their play (via observations on Tapestry).</p>
<p>To improve attendance figures for Nursery and Reception pupils.</p>	<p>LS – weekly checks of attendance data.</p> <p>LS – aware of key children to monitor and contact if they are absent.</p> <p>Persistence absentees to receive warning letters as stipulated in attendance policy (Focus on Nursery pupils in receipt of Early Years Funded places).</p>	<p>LS – monitoring on daily and weekly basis.</p> <p>LS – time to meet with parents of children with poor attendance to suggest means of moving forward.</p>	<p>Daily attendance charts in each class so children are involved in recording process and developing awareness</p> <p>Teaching staff aware of poor attenders and initial conversations with parents have taken place.</p>	<p>Continued monitoring and reporting</p>	<p>Continued monitoring and reporting.</p>	<p>Children aware of importance to attend school.</p> <p>Poor absence for key pupils tackled by Pastoral Lead promptly.</p> <p>Improved attendance figures across N and R.</p>

Nursery and Reception children to continue to receive certificates and rewards in line with rest of school.

PRIORITY 3: Personal Development

WHAT WILL SUCCESS LOOK LIKE

Improved cultural learning opportunities across EYFS.

At least one trip out and a cultural capital experience in school per half-term.

Improvement in attainment across Understanding of the World strand 'People and Communities'.

Objectives (Intent)	Actions and Personnel (Implementation)	Resources	Milestone 1 December 2020	Milestone 2 April 2021	Milestone 3 July 2021	Monitoring and Evaluation (Impact)
<p>Cultural Capital focus:</p> <p>Raise standards in Understanding of the World so that attainment of the ELG is in line with National.</p> <p>(People and Communities)</p>	<p>Teach RE curriculum.</p> <p>To hold termly joint events linking to a variety of cultural festivals and celebrations. E.g. Eid party.</p> <p>Pastor Doug (Parent Governor) – visits 1 per half term.</p> <p>To plan in Godly Play opportunities once per half term allowing for reflection time when children access the story and resources in provision.</p> <p>To work alongside BH to ensure all children are exposed or visit a place of worship across the year.</p> <p>(Target group – to visit Mosque with teacher and feedback).</p>	<p>Purchasing of small world/provision resources need to set up Godly Play opportunities.</p> <p>Budgeting for places of worship trips.</p>	<p>Nursery and Reception having weekly RE sessions.</p> <p>Trip/visit overview planned with BH school.</p> <p>Winter performance shared (target groups)</p>	<p>Class performance shared – 1 BH class invited to watch.</p>	<p>Joint Eid party with BH EYFS.</p>	<p>Children's attainment in 'People and Communities' to be in line with National (currently stands at 59%)</p> <p>Children and parents to develop their cultural awareness via attending events.</p> <p>Children able to retell familiar stories linked to RE curriculum.</p> <p>Evidence of coverage through class floor books</p>

Priority 4: Leadership and Management

WHAT WILL SUCCESS LOOK LIKE:

Improved staff professional development in relation to Communicated and Language
 Clear CPD for all EYFS staff that reflect EYFS and whole school improvements
 Continue to build upon successes in relation to parental engagement

Objectives (Intent)	Actions and Personnel (Implementation)	Resources	Milestone 1 December 2020	Milestone 2 April 2021	Milestone 3 July 2021	Monitoring and Evaluation (Impact)
<p>Implement the Reception Pilot to contribute to the nationwide evaluation of the possible baseline.</p> <p>(UPDATE – now not completing this as it is no longer statutory and it is asking for it to be implementing after Autumn 1 – we feel time will be better spent teaching. We will continue with our original baseline)</p>	<p>To take part in the National Reception Baseline Pilot.</p> <p>To complete the pilot in line with usual EYFS baseline against 'Early Years Outcomes'.</p>	<p>To plan in assessment sessions for children (20 minutes per child) across the first 3 weeks in September.</p>	<p>Results at deadline requested by DfE in Autumn Term.</p>	<p>/</p>	<p>/</p>	<p>Contribute to the National evaluation of the baseline with class teacher views.</p> <p>Share feedback on the Pilot with SLT team.</p> <p>Forward planning if the Statutory baseline is agreed by DfE.</p>
<p>To voluntarily participate as an early adopter of this revised EYFS framework.</p> <p>(UPDATE – now not completing this as it is no longer statutory we want to focus our staff's attention and children focus on any lost learning due to COVID-19 – we feel time will be better spent teaching a familiar curriculum alongside to supporting children and staff post-lockdown. We will continue with current research and reading and training to best prepare for the changes in September 2021.</p>	<p>To embed new EYFS learning and development requirements</p> <ul style="list-style-type: none"> - Review and update topics covered throughout EYFS, ensuring that each subject has a clear intent and that each year group is covering a range of skills across each area of learning, in line with the revised EYFS curriculum guidance. - EYFS year group leaders to map out skills across the yearly curriculum overview and create a progression of skills document for each area of learning in line with the revised EYFS curriculum guidance - Pre-Nursery, Nursery 	<p>Allocated staff meeting time to discuss changes to EYFS Framework and Curriculum.</p> <p>Revised EYFS framework (available spring 2020)</p> <p>Revised EYFS curriculum (available Summer 2020)</p> <p>Allocated staff meeting time for moderation of revised curriculum</p>	<p>Staff meeting time to discuss changes to EYFS Framework and Curriculum.</p> <p>Staff meeting to unpick Revised ELG/ development matters statements and define what they mean and how we expect pupils to demonstrate understanding and mastery</p> <p>Moderation between EYFS staff</p> <p>Progression of skills documents to begin to be created with BH EYFS staff</p>	<p>Staff meeting to unpick Revised ELG/ development matters statements and define what they mean and how we expect pupils to demonstrate understanding and mastery</p> <p>Moderation between EYFS staff</p> <p>Progression of skills documents to be revised</p>	<p>Staff meeting to unpick Revised ELG/ development matters statements and define what they mean and how we expect pupils to demonstrate understanding and mastery</p> <p>Moderation between EYFS staff</p> <p>Progression of skills documents to be revised</p> <p>Reception to complete EYFSP in line with new ELG's</p> <p>Reception staff to go through EYFSP moderation process</p>	<p>Staff have a clearer understanding of the new EYFS framework and expectations.</p> <p>All staff within school understand the starting point for their subject roles.</p>

	<p>and Reception to follow the revised EYFS framework from September 2020.</p> <p>EYFS staff to assesses pupils in line with the revised EYFS framework;</p> <p>- At the end of the reception year teachers to complete the revised EYFS Profile against the new ELGs for the reception cohort, including a process of moderation</p>					
<p>To continue to use Supervision to effectively improve staff CPD alongside personal targets set on Standards Tracker.</p>	<p>All staff to contribute to monitoring their performance on Standards Tracker.</p> <p>All staff to take ownership of their CPD needs via termly meetings.</p> <p>All staff to evidence impact of CPD on their performance in the classroom.</p>	<p>KF – Management time to complete termly supervision and performance management reviews across the year.</p>	<p>Autumn 1 term – Performance management targets set on standards tracker</p> <p>Autumn 2 – Supervision 1 completed.</p>	<p>Spring 1 term – Performance management targets set on standards tracker reviewed.</p> <p>Spring 2 – Supervision 2 completed.</p>	<p>Summer 1 – supervision 3 completed.</p> <p>Summer 2 term – Performance management targets set on standards tracker reviewed.</p>	<p>Staff performance closely reviewed in line with job related standards</p> <p>Staff ownership on their own personal CPD in relation to standards and performance management targets.</p> <p>Quality of staff praised during SEO inspections, learning walks, EYFS scrutines.</p> <p>Staff successfully meeting performance management targets.</p>
<p>To increase staff's understanding, knowledge and skills in our phonics scheme Read, Write, Inc.</p>	<p>Conduct RWI training – video/zoom sessions and a face-to-face development day with a RWI trainer.</p>	<p>RWI resources – provided by the English Hub/RWI.</p> <p>Iris logins.</p>	<p>Leadership Implementation Day to be completed.</p> <p>Twilight sessions of</p>	<p>Twilight sessions of online modules to have started.</p> <p>Feedback to RWI</p>	<p>Twilight sessions of online modules to have been completed.</p>	<p>Phonics results to have maintained in line with national data or above.</p>

	<p>Take part in RWI observations.</p> <p>Provide training materials to each staff member.</p>		<p>online modules to have started.</p> <p>RWI to have been set up and running.</p> <p>RWI learning walk/observations to have started.</p>	<p>trainer to organise and implement the face-to-face training session.</p> <p>All RWI staff to have had a RWI lesson observation completed.</p>	<p>Any new staff for September 2021 to have had training.</p> <p>Refresher courses to be planned.</p>	<p>Progress in reading (TT) to have increased across Reception and Y1.</p>
<p>To continue to encourage parents to be more involved in their child's education.</p>	<p>Regular workshops for parents to increase curriculum knowledge. (see overview in milestones).</p> <p>FS/Whole school parental involvement action plan KF</p> <p>Continue termly 'Story Café's to promote parental awareness of reading.</p>	<p>Rewards/Events budget - £1000</p>	<p>Action plan shared with EYFS and wider team.</p> <p>Reading workshop completed.</p>	<p>Termly review of action plan</p> <p>Writing workshop completed</p>	<p>Termly review of action plan</p> <p>Maths workshop completed</p>	<p>Parents survey</p> <p>Programme of events</p> <p>Evaluation of Foundation Stage parental involvement</p> <p>Questionnaires given to gather feedback from parents after events/meetings/workshops - KF</p> <p>KF to monitor this and engagement of hard to reach parents.</p>