



### RFS EYFS Action Plan 2021-2022

<b>AIDP Priority</b>	<p><b>EYFS</b></p> <ul style="list-style-type: none"> <li>➤ To ensure all teaching &amp; learning including outcomes and environment meet agreed school expectations</li> <li>➤ To establish a model of CPD and self-development to fully embed the challenge curriculum.</li> <li>➤ To improve attainment in Maths and Literacy, and Personal, Social and Emotional Development to ensure GLD is in line with National or above 75%</li> <li>➤ To track gaps in ELG strands to ensure overall a good level of development is reached across cohort.</li> </ul>
<b>Focus</b>	<b>Objective</b>
<b>Achievement</b>	<p>1.1 Identify areas which require development through school monitoring system.</p> <p>1.2 To increase the % of children achieving ELG 2 in Writing (from 50% to 77%) to increase school average).</p> <p>1.3 To maintain the % of children achieving ELG 2 in Numbers and Numerical Patterns (of 77%).</p> <p>1.4 To close the gap between boys and girls specific areas (literacy and maths).</p> <p>1.5 To refine and improve intervention teaching to ensure a greater number of children achieve a good level of development across the whole curriculum.</p>
<b>T&amp;L Expectations</b>	<p>2.1 To establish high expectations for teaching and learning through creation of RFS EYFS Policy.</p> <p>2.2 To consult and implement consistent standards with all EYFS staff.</p> <p>2.3 To monitor and identify areas of development.</p>
<b>Professional Development</b>	<p>2.1 To continue to develop personal knowledge of the new EYFS curriculum and implement changes accordingly.</p> <p>2.2 To maintain weekly phase meetings to include all staff of EYFS to talk through developments, data, next steps and any CPD needed.</p>
<b>Curriculum</b>	<p>3.1 Identify current gaps for children through the baseline assessment.</p> <p>3.2 To continue monitoring cycle to evaluate outcomes to ensure teaching is addressing key areas and evidence progress from initial starting points.</p> <p>3.3 Provide professional development &amp; Coaching to improve teaching to ensure high quality achievement.</p> <p>3.4 Use assessment data to find the gaps for each class and ensure that teaching is addressing these gaps through moderation.</p> <p>3.5 Ensure that all areas of provision are high quality and that children are accessing them.</p> <p>3.6 Constantly review and develop learning spaces to ensure they meet the needs of all children especially the most vulnerable.</p> <p>3.7 Review changes in EYFS curriculum and adapt provision where required.</p>
<b>Phonics</b>	<p>4.1 Nursery to continue to begin phonics earlier within the year starting with Phase 1 building in Phase 2 by Autumn 2.</p> <p>4.2 Reception to learn 3 sounds per week, then a recap week to happen every 3 weeks.</p> <p>4.3 Nursery to use the phonics tracker from Easter then Summer ready for Reception. Reception to assess using the phonics tracker during Autumn 1 then half termly.</p> <p>4.4 Reception to use the phonics tracker at the beginning of Autumn 1 as a baseline.</p>



<p><b>Parent engagement</b></p>	<p>5.1 Tapestry workshops to be arranged for Reception and Nursery to engage parents in how learning observations are made and what they can do at home.            5.2 Stay and read sessions to be introduced across Reception and Nursery.            5.3 Phonics meetings to be arranged for Reception and Nursery to engage parents in how phonics is taught and what they can do at home.            5.4 Maths meetings to be arranged for Reception and Nursery to engage parents in how phonics is taught and what they can do at home.            5.5 Wow events to take place every half term for Reception and Nursery.            5.6 Story café dates to be agreed (starting Spring term) and a letter sent to parents.</p>
<p><b>Outdoor area</b></p>	<p>6.1 To complete a full risk assessment of the outside area to ensure that it is safe for the children to use.            6.2 To plan for the area to make sure the environment is meaningful and purposeful and links with learning that is taking place within the classroom.            6.3 To visit other settings of provision to share good practice.            6.4 To continue to redevelop the outside area to make it inclusive for all children.            6.5 To budget for additional resources for the redevelopment of the outdoor area.</p>
<p><b>Monitoring and Assessment</b></p>	<p>7.1 Establish a cycle of moderation between the EYFS team and cluster schools half termly and before data drops. Examples of work to be added to the moderation folder.            7.2 To use Tapestry for Child led observations and books to record adult led. These to be monitored in half termly moderation phase meetings. Nursery to continue using Tapestry only.            7.3 To continue to use preform for EYFS monitoring and use every half term.</p>
<p><b>Health and Safety</b></p>	<p>8.1 Complete a Health &amp; Safety Audit of the EYFS area inside and outside to ensure it is accessible and safe to all children.            8.2 To implement any outcomes identified from the Health &amp; Safety Audit of the EYFS area.</p>
<p><b>Transition</b></p>	<p>9.1 To ensure transition from Nursery to Reception is timetabled for the summer term and arrangements discussed as a team.            9.2 To ensure transition from Reception to Year 1 is discussed with new teachers (assessments to be sent up to new class teachers).</p>



<b>1. Teaching &amp; Learning Expectations</b>				
<b>Objective</b>	<b>Actions/ (Complete) (On-going) (Pending)</b>	<b>Timescale/ Monitoring &amp; Evaluation</b>	<b>Responsibility</b>	<b>Resources</b>
<b>1.1</b> Identify areas which require development through school monitoring system.	To continue to use monitoring timetable which includes: lesson observations, book/ outcome monitoring, Learning walks, data scrutiny/ including key groups	Half Termly	HT/SLT	Yearly time table
	Identify areas of performance which require development through feedback system.	Half termly data summary Half Termly monitoring meeting.	HT/SLT	Diary dates
	<b>Impact</b>			
<b>1.2</b> To increase the % of children achieving ELG 2 in Writing (from 50% to 77% to increase school average).	To identify those children through assessment. Teachers to then plan accordingly through interventions and child led planning to engage and motivate. -Children to also be identified at pupil progress meetings.	Weekly	CT SLT/CT	General classroom resources and teaching tools i.e. assessment grids. Tapestry
	Fine motor interventions to take place weekly.	Weekly	CT LSA's	Fine motor resources – beads, threading, cutting etc
	Extra interventions for phonics (1:1 tutoring), writing and reading with identified groups.	Weekly	CT LSA's	Classroom resources such as phonics card, phoneme frames etc.
	To support teachers by using responsive planning then meeting together to share good practice and ideas.	Quick 5 minute planning sessions at the end of each day to discuss good practice and share ideas.	CT	Planning.



			Planning to be brought to half termly EYFS meetings to ensure coverage of the curriculum.		
<b>Impact</b>					
1.3 To maintain the % of children achieving ELG 2 in Numbers and Shape, space and measure (of 77%).	To identify those children through assessment that need extra number intervention or number sessions.	Weekly	CT	Assessment grids. Assessment grids. Books. Tapestry. Number resources. Shape, space and measure resources.	
	To moderate Numerical Patterns by looking at Tapestry observations. To also look at the exemplification material to ensure we are in line with county and national judgements.	Weekly Half termly trust moderations.	CT		
	Extra number interventions to be in place where possible by using individual gaps to inform planning.	Weekly	CT		
	Continuous provision to be enhanced daily to ensure rapid progress.	Daily	CT		
1.4 Close the gap between boys and girls specific areas (literacy and maths).	Ensure high quality provision is in place for boys in particular, with interventions to be planned to address individual needs. Areas within the classroom to be less 'gendered' to encourage all to engage with the activities provided.	Daily End of Autumn 1	CT/TA	Curriculum resources dependent on needs.	
	<b>Impact</b>				
1.5 Refine and improve intervention teaching to ensure a greater number of children achieve a good level of development across the whole curriculum.	Establish a timetable for intervention groups using the gap analyse to inform groupings and planning.	Weekly	CT	Timetable	
	Ensure interventions are based around the prime areas as well as the specific areas.	Weekly	CT	List of identified children	
	Group children across cohort who are at a similar level of development.	Weekly	CT	Group list of identified children	
	<b>Impact</b>				
<b>Milestone 1</b> Systems for/ monitoring outcomes and	<b>Milestone 2</b> 60% of children will be age related in Reading,	<b>Milestone 3</b>	<b>Milestone 4</b>	<b>Milestone 5</b> Professional development actions	<b>Milestone 6</b> 77 % of all children (Excluding SEN) are



interventions fully established with all roles aware of the process.	Writing, Numbers and SSM. (Autumn 2)	The gap to be less than 15% between boys and girls in the R and W. For N and SSM needs to be less than 20% which is in accordance to national average.	70% of children will be age related in R, W, N and SSM. (Spring 2)	and EYFS meetings will have a direct impact on teaching seen through observations, data and learning walks.	within ARE by end of year. 15% reaching ELG3.
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<b>2. Professional Development</b>				
<b>Objective</b>	<b>Actions/ (Complete) (On-going) (Pending)</b>	<b>Timescale/ Monitoring &amp; Evaluation</b>	<b>Responsibility</b>	<b>Resources</b>
2.1 To use Tapestry for all stakeholders	Investigate training for our SEN children.	Ongoing	SLT	
	Create timetable of parent engagement events to ensure access and involvement for parents.	Summer	Infant Phase Leader	Timetable
	<b>Impact</b>			
2.2 To maintain weekly phase meeting to include all staff of EYFS to talk through developments, data, next steps and any CPD needed.	Continue to hold weekly meetings and share with all staff.	Half termly	Phase Leader	Timetable
	Ensure all can attend weekly meeting those who are absent to catch up with Infant Phase Leader.	Half termly	Phase Leader	
	<b>Impact</b>			
<b>Milestone 1</b>	<b>Milestone 2</b> Areas of priority that have been shared with	<b>Milestone 3</b> 85 % of Teaching & Learning is meeting	<b>Milestone 4</b> Professional development actions	<b>Milestone 5</b> 77 % of all children (Excluding SEN) are within ARE by end of year.



Monitoring system is fully established with all roles completing tasks.	all EYFS staff have begun to improve shown through data.	school expectations or above.	have resulted in impact through evidence collected in outcomes and school monitoring.	15% reaching ELG3.
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### 3. Curriculum

Objective	Actions/ (Complete) (On-going) (Pending)	Timescale/ Monitoring & Evaluation	Responsibility	Resources
3. Identify current gaps for children through the baseline	Complete baseline	October half term	EYFS Lead	Baseline
	Analyse government trial baseline data to identify gaps.	November	EYFS Lead	
	Analyse data to establish gaps within each class.	November	EYFS Lead	
	Nursery to complete their own baseline. Nursery to use baseline for data analysis.	October half term.	EYFS Lead	Nursery baseline
	<b>Impact</b>			
3.2 Establish monitoring cycle to evaluate outcomes to ensure teaching is addressing key areas and evidence progress from initial starting points.	Children identified to be targeted by interventions half termly. Targets for progress/ attainment agreed.	Half Termly - Ongoing	EYFS Lead & HT	Targets & children lists
	<b>Impact</b>			
3.3 Provide professional development & Coaching to improve teaching to ensure high quality achievement.	Share half termly cycle of monitoring identifying roles and responsibilities.	September 2019	EYFS Lead	Monitoring timetable
	Use School expectations to evaluate outcomes.	Half Termly Ongoing	EYFS Lead & HT	Policy
	Monitor feedback and ensure consistency of high quality teaching across EYFS.	Half Termly Ongoing	HT & SLT	Monitoring proforma
	Monitoring, Pupil progress meetings identify areas of development and good practice.	As Required	HT	Monitoring Folder
	Create support plans tailored to specific need of area of development using school resources to achieve improvement in identified area.	As Required	HT	Support plan



	<b>Impact</b>			
3.4 Use assessment data to find the gaps for Nursery and Reception classes and ensure that teaching is addressing these gaps through moderation.	Half termly pupil progress meetings.	Half term	SLT	Pupil progress meeting timetable
	Data to be analysed per class – share with CT gaps.	Half termly	SLT	
	<b>Impact</b>			
3.5 Ensure that all areas of provision are high quality and that children are accessing them.	Use gaps to inform provision planning.	Daily	EYFS Lead	Provision mapping preform
	Introduce a skills session that will then be put in to the environment - begin to think of low, middle and higher level skills using AFL	Weekly	EYFS Lead	
	Visual prompts and questioning to be visible for adults to use. Symbols also to be used for SEN children.	Weekly	EYFS Lead	SEN visual supports
	<b>Impact</b>			
3.6 Constantly review and develop learning spaces to ensure they meet the needs of all children especially the most vulnerable.	Sensory area to be built in to the classroom.	Half term	EYFS Lead	Sensory reources
	Adults to be trained in stepping back from the classroom to evaluate the learning taking place in the environment and to therefore adapt room/planning to reflect this.	Weekly	EYFS Lead	CDP
	Ensure Health and safety audits are up to date.	Half termly.	EYFS Lead	EYFS Health & Safety audit
3.7 Review changes in EYFS curriculum and adapt provision where required.	Adapt provision where required with the changes in EYFS curriculum .	Half termly	EYFS Lead	
	<b>Impact</b>			



<b>Milestone 1</b> Baseline will give a true reflection of where the children are. This will inform gaps and future planning.	<b>Milestone 2</b> Sensory area will be accessible and used by SEN children.	<b>Milestone 3</b> Development areas have shown improvement in revisited observations/ monitoring.	<b>Milestone 4</b> 85 % of Teaching & Learning is meeting school expectations or above.	<b>Milestone 5</b> Professional development actions have resulted in impact through evidence collected in outcomes and school monitoring.	<b>Milestone 6</b> 77% of all children (Excluding SEN) are within ARE by end of year. 15% reaching ELG3.
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<b>4. Phonics</b>				
<b>Objective</b>	<b>Actions/ (Complete) (On-going) (Pending)</b>	<b>Timescale/ Monitoring &amp; Evaluation</b>	<b>Responsibility</b>	<b>Resources</b>
<b>4.1</b> Nursery children who are ready to begin phonics earlier within the year starting with Phase 1 building in Phase 2 by end of Autumn 2.	Plan to adapt the provision to ensure children can access the sound taught that week.	Weekly	Class Teachers	
	Phase 2 sounds to be taught 1-2 sounds per week but using AFL to ensure it is appropriate due to termly intakes.	Weekly	Class Teachers	Phase 2 Sound resources
	AFL to be used in groupings of phonics and phases.	Weekly	Class Teachers	
	Reading books to be given as and when the individual is ready.	Ongoing	Class Teachers	Suitable reading books
	<b>Impact</b>			





to succeed.”

4.2 Reception to learn 3 sounds per week, then a recap week to happen every 3 weeks.	Reception to have 3 sounds taught weekly with 1 day as a recap. Then every 3 weeks to have a full recap week to consolidate.	Weekly	Class Teachers	RW&Inc resources
	Plan to adapt the provision to the sounds taught that week.	Weekly	Class Teachers	Planning
	Ensure that AFL is used daily to inform groups.	Weekly	Class Teachers	
	Reading books to be given in the 2 <sup>nd</sup> /3 <sup>rd</sup> week of Autumn 1 term based on AFL.	Autumn 1	Class Teachers	Reading books
4.3 Nursery to use the phonics tracker from Easter then Summer ready for Reception. Reception to assess using the phonics tracker during Autumn 2 then half termly.	Phonics tracker used in Nursery from Easter then Summer ready for Reception.	Spring 1	Nursey class Teachers	RWI tracker
	Phonics tracker used in Reception class during Autumn 2 then half termly.	Autumn 2	Class Teachers	RWI tracker
4.4 Reception to use the phonics tracker at the beginning of Autumn 1 as a baseline.	Phonics tracker at the beginning of Reception Autumn 1 used as a baseline.	Autumn 1	Class Teacher	RWI tracker
<b>Impact</b>				
<b>Milestone 1</b> Baseline will provide a starting point to where each child is at with their phonics.	<b>Milestone 2</b> Reception to have a secure knowledge of PH2.  Nursery will be ready for PH2.	<b>Milestone 3</b> Nursery to be confident with first few PH2 sets.  Reception to be midway through PH3.	<b>Milestone 4</b> Nursery to have used phonics tracker.  40% of children to be secure up to E on the phonics tracker.	<b>Milestone 5</b> 65 % of all children are to be secure up to E on the phonics tracker.  Nursery ready for PH2/3 as soon as they enter Reception.

<b>5. Parent engagement</b>				
<b>Objective</b>	<b>Actions/ (Complete) (On-going) (Pending)</b>	<b>Timescale/ Monitoring &amp; Evaluation</b>	<b>Responsibility</b>	<b>Resources</b>



5.1 Story café dates to be agreed (starting Spring term) and a letter sent to parents.	Plan with school diary and friends suitable dates for a half termly story café.	3 weeks in to the first half term.	EYFS Lead	Diary dates School website
	Ensure café dates fit with Nursery.	3 weeks in to half term	EYFS Lead	
	Café dates to be displayed on classroom door/windows. Parent information board – every class to have one.	Half termly	EYFS Lead	Parent Info Board Posters
	<b>Impact</b>			
5.2 Stay and read sessions to be introduced across Reception and Nursery.	Arrange dates with school calendar and make sure times don't clash for Nursery/Reception.	Autumn 1	EYFS Lead	Diary dates School website
	Sign up sheet for parents to come in to ensure quality time – Reception.	Autumn 1	EYFS Lead	Registration sheet
	Ensure quality books are available for the parents to share with their children.	Autumn 2	EYFS Lead	
5.3 Phonics meetings to be arranged for Reception to engage parents in how phonics is taught and what they can do at home. Nursery to include this in their story café.	Organise dates with school calendar.		EYFS Lead	Diary dates School website
	Power point to be created Reception to ensure consistency. Nursery to set up phonics story café.	End of Autumn 1 beginning Autumn 2	EYFS Lead	Powerpoint presentation
	Have regular drop in sessions for parents to attend if they so wish to ask questions/advice.	Twice half termly	EYFS Lead	
5.4 Maths meetings to be arranged for Reception and Nursery to engage parents in how phonics is taught and what they can do at home.	Have regular drop in sessions for parents to attend if they so wish to ask questions/advice.	Spring 1	Class teacher	
	Organise dates with school calendar.	Spring 1	Class teacher	Diary dates School website
	Power point to be created Reception to ensure consistency.	Spring 1	Class teacher	Powerpoint presentation
5.5 Wow events to take place every half term for Reception and Nursey.	Organise dates with school calendar.	Every Half term	Class Teachers	
	Plan a Wow event for learning that has taken place in the half term.	Every Half term	Class Teachers	
<b>Impact</b>				



<b>Milestone 1</b> Parent/Carer engagement through communication will increase	<b>Milestone 2</b> A steady increase of parents will stay for drop in sessions, reading sessions and cafes.	<b>Milestone 3</b> Parents will add their own Tapestry's.	<b>Milestone 4</b> Parents will be more active around the school i.e Christmas fairs or sibling cafes.	<b>Milestone 5</b> Children to access their own learning journals within Tapestry and be able to talk about it.  Parents to be secure in their own knowledge of their child's development.
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<b>6. Outdoor Area</b>				
<b>Objective</b>	<b>Actions/ (Complete) (On-going) (Pending)</b>	<b>Timescale/ Monitoring &amp; Evaluation</b>	<b>Responsibility</b>	<b>Resources</b>
<b>6.1</b> To complete a full risk assessment of the outside area to ensure that it is safe for the children to use.	Walk round with HT and Health and Safety officer.	Autumn 1	HT	H&S Meeting
	Compile list of items that are unsafe/broken and what needs to be done.	Autumn 1	HT & EYFS Lead	Skip
	<b>Impact</b>			
<b>6.2</b> To plan for the area to make sure the environment is meaningful and purposeful and links with learning that is taking place within the classroom.	Planning sessions to include Nursery to ensure the resources/activities are accessible to all.	Weekly	EYFS Lead	Planning meetings timetable
	Ensure there are number, shape, and writing resources in all areas of the outside to promote discrete learning.	Weekly	EYFS Lead	Identified resources
	Ensure Language rich environments which are built into every area of curriculum and outdoor learning.	Weekly	EYFS Lead	
	<b>Impact</b>			
<b>6.3</b> To visit other settings of provision to share good practice	Identify settings which can generate new ideas for learning at RFS	Autumn 1	EYFS Lead	Visits arranged



	Apply good practice to school setting.	Autumn 2	EYFS Lead		
	<b>Impact</b>				
6.4 To continue to redevelop the outside area to make it inclusive for all children.	Discussions with SLT about what is needed in the outside area and how it could be made safe for all children.	Autumn 2	EYFS Lead	Identified resources purchased	
	Research in to outstanding EYFS provisions within the county to gain ideas.	Spring 1	EYFS Lead		
6.5 To budget for additional resources for the redevelopment of the outdoor area.	Research into costings for additional resources for the redevelopment of the outdoor area.	Spring 1	EYFS lead	Identify resources	
	<b>Impact</b>				
<b>Milestone 1</b> Outside area safe from resources/equipment that could be dangerous.	<b>Milestone 2</b> Outside areas will be resourced and planned for accordingly.	<b>Milestone 3</b> Purchase new storage for the outside area.	<b>Milestone 4</b> All areas of learning are accessible for all learners.	<b>Milestone 5</b> Judgements of the EYFS outdoor environment to be good or better.	<b>Milestone 6</b> HSO aware of health and safety issues within the area and contacting relevant companies to redevelop.

## 7. Monitoring and Assessment

Objective	Actions/ (Complete) (On-going) (Pending)	Timescale/ Monitoring & Evaluation	Responsibility	Resources
7.1 Establish a cycle of moderation between the phase and cluster half termly and before data	Organise dates and circulate to EYFS staff across the Cluster.	Autumn 2	EYFS Lead	Timetabled dates
	Build moderation folder of examples of work for specific age bands.	Ongoing	EYFS Lead	Moderation folder



<p>Examples of work to be added to the moderation folder.</p>		Share moderation minutes with SLT	Ongoing	EYFS Lead	
		Talk to HT about any rising concerns.	Ongoing	EYFS Lead	
<p>7.2 Use Tapestry for Child led observations and books to record adult led. These to be monitored in half termly moderation EYFS meetings. Nursery to continue using Tapestry only.</p>	To ensure all EYFS staff understand the structure of recording children’s learning.		Autumn 1	EYFS Lead	
	Identify plan for recording adult led work.		Autumn 1	EYFS Lead	Planning
	New staff to use of Tapestry		Autumn 1	EYFS Lead	Tapestry
	EYFS half termly moderation meetings to moderate both child led and adult led.		Ongoing	EYFS Lead	Timetabled dates
<p>7.4 To continue to use a preform for EYFS monitoring and use every half term.</p>	EYFS observations to take place half termly.		Ongoing	EYFS Lead	Timetabled dates
	Record outcomes on EYFS monitoring sheet.		Ongoing	EYFS Lead	Monitoring sheet
<b>IMPACT</b>					
<p><b>Milestone 1</b> Moderation system fully established.</p>	<p><b>Milestone 2</b> Areas for development highlighted by moderation to be addressed.</p>	<p><b>Milestone 3</b> 60% of children to be ARE.</p>	<p><b>Milestone 4</b> Areas for development highlighted through monitoring to be addressed to maintain Ofsted judgement or even better.</p>	<p><b>Milestone 5</b> 70% of children to be ARE.</p>	<p><b>Milestone 6</b> All teachers will be making consistent and correct judgements. 80% of children to be ARE.  15% to be ELG3</p>

<b>8. Health and Safety</b>				
<b>Objective</b>	<b>Actions/ (Complete) (On-going) (Pending)</b>	<b>Timescale/ Monitoring &amp; Evaluation</b>	<b>Responsibility</b>	<b>Resources</b>
8.1 Conduct a walk round of the EYFS area inside and outside to	Arrange a suitable time with HSO/HT to assess the EYFS area.	Autumn 2	Site Manager & HT	H&S meeting



ensure it is accessible and safe to all children.				
8.2 Implement any outcomes identified from the Health & Safety Audit of the EYFS area.	Implement outcomes from the Health & Safety Audit of the EYFS area.	Spring 1	HT & Phase lead	TBA
	<b>Impact</b>			

<b>9. Transition</b>				
<b>Objective</b>	<b>Actions/ (Complete) (On-going) (Pending)</b>	<b>Timescale/ Monitoring &amp; Evaluation</b>	<b>Responsibility</b>	<b>Resources</b>
9.1 To ensure transition from Nursery to Reception is timetabled and discussed as a team for the Summer term.	Assessment passed on from Nursery to Reception teachers.	As soon as possible in EYFS meetings.	Nursery Lead	Assessments
	Nursery children to visit in groups classrooms to explore a new environment.	To be discussed with Nursery teacher (2 to 3 times a week) Meeting already organised to discuss timetabling transition.	EYFS Lead	Timetabled Diary
	SEN children to visit new class with 1 member of staff to enable a smoother transition.	Summer 1/2	EYFS Lead	Timetabled Diary
	New children from other settings invited to a stay and play sessions to meet the staff and start seeing their new environment.	Summer 1/2	EYFS Lead	Timetabled Diary Invites
	New parent meetings to be organised.	Summer 2	EYFS Lead	Timetabled Diary
	<b>Impact</b>			



to succeed.”

9.2 To ensure plan for transition from Reception to Year 1 is agreed with new teachers (assessments to be sent up to new class teachers).	Assessment passed on from Reception to Year 1 teachers.	Summer term	Reception class teacher	Assessments
	To timetable times in which Year 1 teachers can come and spend time with their new class for example, reading stories at the end of the day.	Summer term	EYFS Lead & CT	Timetable
	Ensure a meeting will take place between teachers to share class information and data.	Summer term	EYFS Lead & CT	Timetable meetings
	Impact			

<b>Milestone 1</b> Reception will be able to join whole school assemblies and understand the expectations.	<b>Milestone 2</b> Children will start building relationships with other adults.	<b>Milestone 3</b> Children to feel confident, safe and happy with their new teachers/LSA.  Teachers to have all assessment information.  Safe, happy, learning.
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(Staff Member) Signed:

Date:

(SLT) Signed:

Date: