**Salway Ash CE VA Primary School**

**School Development Plan 2017-2018**

***EYFS***

**Subject Development Issue: To Raise Standards of Teaching and Learning in the EYFS class.**

Success criteria:

* Create a progress tracker for teacher to track progress and make sure children are on target to make GLD/ expected end of year target.
* Develop Parental engagement in school/ learning
* Pre-school links to be encouraged
* To close the vulnerable children gap (Home Learning)
* To develop teacher/TA communication
* To enhance TA confidence/ knowledge of EYFS teaching/Assessing

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Actions | Key  Personnel | Monitoring | Ofsted Requirement Link | Resources | Outcomes | | |
| Autumn  2017 | Spring  2018 | Summer  2018 |
| HC to create a progress tracker to be updated every half term, to ensure children are making at least expected progress towards their end of year prediction in Reading, Writing, Number and Shape, Space and Measure. | HC and LC | Grid to be made after baseline is complete and to be used during termly Pupil progress checks. | Monitoring ensures that individual children or groups of children who have identified needs are targeted and appropriate interventions are secured so that children receive the support they need, including through effective partnerships with external agencies and other providers.  Practitioners make regular and precise assessments of children’s learning that they use effectively to plan suitably challenging activities. They observe carefully, question skilfully and listen perceptively to children during activities in order to re-shape activities and give children explanations that improve their learning. | Excel Spread sheet  Baseline assessment | Tracker to be completed.  Baseline completed and entered on grid  End of year predictions put onto grid.  First terms progress entered onto grid. | Grid to be completed and used in pupil progress checks. | Grid to be completed and used in pupil progress checks. |
| To encourage parents to be involved in children’s lives at school. Parents to be invited into school on a regular basis and learning to be shared with them. Including next steps. To ensure the school is sending regular letters, emails and texts to update parents on any school information they need to be aware of. Pre-schools to be contacted over their uses of parent engagement and to encourage more parental engagement when appropriate to make sure parents are ready for the commitment needed when their child is at school. | HC, VJ, HA | Next steps board to be created and put up for parents to involve themselves with their child’s school education.  Parents to be invited into school on a regular basis to share work and look through their books. Parents to be using Tapestry on a regular basis to see what their child is doing in school. | Adults effectively engage parents, including those who may be more reluctant to contribute, in their children’s learning. Parents are kept well informed about their children’s progress. Parents are encouraged to support and share information about their children’s learning and development at home. | Next steps board  Tapestry | Parent set up onto Tapestry – making sure both parents to be on Tapestry if applicable.  Parents invited to attend class assembly  Parents invited to parents evening  Parents invited to Nativity play  Parents invited into school for a ‘open afternoon to look at their work’ | Parents invited to attend class assembly  Parents invited to parents evening  Parents invited into school for a ‘open afternoon to look at their work’  Contact pre-schools to discuss parental involvement. | Parents invited into school for a ‘open afternoon to look at their work’  Contact pre-schools to discuss parental involvement. |
| Children identified for a ‘vulnerable group’. This group are those whose parents are difficult to engage with school and home learning. Children’s parents from this identified group to be helped to see how valuable their input is for their child’s learning and how they could be part of this journey. Parents within this group to be given home learning activities and challenges, including any resources needed and help and advice on how to use them.  Parents to be asked their preferred method of contact in order to increase likelihood of regular and effective contact. | HC  Parents | HC to speak to parents about what they can do at home. Encourage parents to use tapestry to show they are working at home.  It is possible they are not sure how to use it and then HC can work with parents to help. | Highly successful strategies engage parents, including those from different groups, in their children’s learning, both in the setting and at home. | Tapestry  Home learning ideas and resources sent home | Talk to parents about home learning and activities.  Home learning activities sent home.  Parents to use tapestry | Use parents evening as an update to encourage/praise parents about home learning.  Home learning activities sent home.  Parents to use tapestry | Home learning activities sent home.  Parents to use tapestry |
| HC to encourage more communication between TA’s. Monday AM to be used as a planning meeting to discuss the weeks planning and any resources that need to be completed with VJ.  Wednesday AM to be used as a planning meeting to discuss the weeks planning and any resources that need to be completed with HA. Planning to be discussed and weekly expectations to be drawn out. | HC  VJ  HA | Meetings to be completed weekly.  Performance management with LC to discuss how planning meetings are going. | The quality of teaching, learning and assessment is at least good.  Leaders and managers are ambitious and communicate high expectations to all. Self-evaluation is accurate and includes the views of parents, staff and children. Actions taken by leaders to improve the quality of provision, as required by the Early Years Foundation Stage, are carefully planned, concerted and effective. | Planning | To start planning meetings | To continue planning meetings  Discussions in performance management | To continue planning meetings  Discussions in performance management |
| To encourage TA confidence and knowledge of EYFS curriculum and ways of effective teaching. | HC  VJ  HA | TA to be sent on appropriate training courses and TA exchanges to see new ways of delivering EYFS curriculum. | An effective and well-established programme of professional development helps practitioners to improve their knowledge, understanding and practice. Through effective systems for supervision and performance management, practitioners are monitored regularly and under-performance is tackled swiftly. As a result, teaching is consistently strong or improving steadily. | LA courses  Collaboration exchanges | To look for appropriate training for TA  TA to attend any appropriate training. | To look for appropriate training for TA  TA to go on an exchange with a EYFS TA in another collaboration school.  TA to attend any appropriate training. | To look for appropriate training for TA  TA to go on an exchange with a EYFS TA in another collaboration school.  TA to attend any appropriate training. |