**Green Lane School EYFS Action Plan 2018-2019**

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| **Objective** | **How** | **Time span** | **Led by** | **Monitored by** | **Success criteria** | **Impact** |
| 1. Review our EYFS policy and ensure it is clear in its guidance for staff to deliver Good to Outstanding provision focussing on outstanding outdoor provision | Audit current policy and review and rewrite it where appropriate. | By November 2018 | CSk | PK | New EYFS policy to be reviewed and edited in discussion with J .N. and then if approved made available to all staff. | Staff to have clear guidelines on teaching and learning within EYFS lessons, including the planning and monitoring of outdoor learning. |
| 2a. Review the curriculum for Early Years / Foundation Stage to include those with significant learning delay. | Evaluate current SOW/long, medium and short term planning. Make sure that opportunities for playing and exploring, active learning and creating and thinking critically to include opportunities for pupils with significant learning delay. | Ongoing | CSkWith FG JN | PK JM | Medium term plans developed as and when needed to include opportunities to succeed for those pupils with significant learning delay. Planning for continuous development to be available for all staff working in EYFS to view.  | All staff in EYFS to know the aims and goals of sessions and sequences of lessons.Curriculum at foundation stage entirely appropriate for pupils who make good to outstanding progress.  |
| 2b. To ensure that outdoor learning is well resourced and that resources are appropriate and meet the needs of the pupils. | Audit current outdoor learning resources in Class 1 and 3N. Make a plan to resource the new topics including the outdoor learning provision. Needs of pupils to be identified by discussion with Nursery, Parents/Carers and resources bought to ensure they have access to an outstanding provision. | By November 2018 | CSKJN | PK JM | New resources are bought and used appropriately.Lessons in EYFS are observed and pupils of all levels are observed engaging in learning outside of the classroom.  | Lessons are well resourced with appropriate outdoor equipment to ensure that all pupils make appropriate progress. |

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| 3. Ensure our moderating and levelling processes in EYFS are robust and accurate for all pupils including those with ASD. | JN and CSK to meet regularly in curriculum meeting time with examples of pupils work and learning Journals and complete some internal moderation.CSK to attend external moderation meetings with colleagues from EYFS SEN provisions in Warrington. | Half termly | CSk | JM | Termly internal moderating and levelling meetings being held.Half termly external moderation meetings to be attended. | Staff judgements are even more secure and greater consistency over moderations. Recording of pupils’ levels in each learning area will therefore be more secure and accountable. |
| 4. To develop forest school provision for the pupils working in the early years. | AR to be trained as a forest school support, AR to work with CSK in developing a forest school curriculum suitable for the pupils in the EYFS. | By March 2019 | CSK/ AR | LL / TK | Forest schools curriculum for EYFS to be written, Sessions to be planned, taught and evaluated. | Pupils in the EYFS to have access to a broader learning environment, EYFS curriculum to be enriched by extended learning outside of the classroom. |
| 5. To investigate the possibility of our EYFS provision being used as a model of good practice. | Based on interest from other EYFS providers, formulate a simple training/information programme that can be used by others as a guide to special needs in EYFS. | By Dec 2018 | CSk/JN | JM | Training/ information package written, with a simple guide to what we do, how and why we do it, and the results we have seen. Then be ready to offer this out to people who want to come and see our provision. | Staff in EYFS will be clear on what we do and why. This will hopefully formalise the many visits we already have and make sure that they are as useful for those visiting as possible. |

Work still to be undertaken.

Work that is ongoing

Work that has been completed.