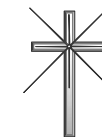




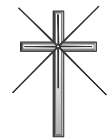
**Thorner's Church of England VA Primary School**  
**Action Plan: Early Years**  
**2023-24**



<b>Action Plan</b>	<b>Lead Person</b>	<b>Time Scale</b>	<b>Details of Action</b>	<b>Resources</b>	<b>Cost</b>	<b>Monitoring</b>	<b>Success Criteria</b>
<p><b>To continue to work alongside pre-school leader improving and enhancing the high quality of a shared learning environment and Cornerstones Curriculum</b></p> <p><b>SDP Priority 2 &amp; 3</b></p>	KS	ongoing	To provide an environment which is challenging, stimulating and creative both inside the classroom and outside	<p>Quality resources, planning and monitoring</p> <p>Pallets/ up-cycled materials</p>	£300 - TSA	Detailed termly planning and weekly planning alongside pre school leader feedback from children classroom observations and progress tracking	Children making sustained progress through Foundation Stage. Tracking demonstrate progress above and in line with national expectations
<p><b>To integrate aspects of Forest School into EYFS</b></p> <p><b>SDP Priority 2</b></p>	KS	ongoing	To make full use of our own outdoor Discovery area and incorporate Forest School activities into their learning	Discovery area, camera, suitable outdoor clothing, Forest School resources	£400 – TSA	Assessment of children's response to outdoor learning, observations	Children demonstrating a better understanding of the outdoor environment enhancing their learning
<p><b>To encourage children and parents to be fully involved in children's learning</b></p> <p><b>SDP Priority 2 &amp; 3</b></p>	KS	ongoing	Use of Tapestry and Now/Next Boards photos, observations, comments from home and all adults who come into contact with children on a daily basis, meetings with parents	<p>Now/Next Boards, observation sheets, camera i-pad</p> <p>Characteristic of effective learning wall.</p>	Tapestry	Feedback from parents, observations, tracking to show progress within the profile	Parents and children contributing to Learning Journey and Profile



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<b>To ensure accuracy of assessments and to ensure assessments are informing planning</b>	KS	ongoing	Moderation with other schools in the collaboration, attend Early Years Trialling and Network meetings, interventions in place to support individual children	Assessment documents and Profile		Analyse and compare data, appropriate interventions in place with focussed planning for individual children	Children moving on in their learning - achieving next steps
<b>To Baseline all Reception children upon entry to establish a starting point to measure progress</b>	KS	Autumn 2023	Gather evidence from pre-school records, parents and make observations of the children	Pupil Tracker, Assessment documents and Profile		Recognise the starting point for measuring progress through YR and into KS1 and plan accordingly	Children progressing in their learning and achieving next steps
<b>To continue to improve the quality of writing, in particular boys To continue to promote correct spelling of basic sight vocabulary and high frequency words</b>	KS	ongoing	Provide stimulating and interesting opportunities to encourage creative writing  Use of spelling games and class activities.	Variety of writing materials, i.e. chalk, paint, crayons, coloured paper. Clipboards. Imaginative role play. ICT Board games, word banks, high frequency word cards and pictures.		Camera, observations, tracking, progress through Learning Journeys. Children's written work	Children becoming writers and achieving next steps. Children becoming confident spellers and achieving next steps.