



HMFA Early Years Strategic Plan

2016 to 2019



Kings Capse Primary Academy Short Term Development Plan 2016 – 2017

'Children see the magic everywhere'

Our Vision

- For our children to be eager and able to learn.
- For our children to be strong, competent and independent.
- For our children to be physically and emotionally healthy.
- For our children to be respectful of difference.

Our Values

- To value childhood and what our children are capable of.
- To listen to our children.
- To make sure our children have fun.
- To involve parents and families.
- To strive for excellence in everything that we do.
- To be a professional and caring workforce.
- To respect everybody.

In a period of rapid growth and development we have set ourselves bold but achievable goals.....

What?	How?	When?	Who?	Comments
<p>To develop an assessment format that records Baseline and tracks progress and attainment.</p> <p>Completed summer 2016</p>	<p>Select a Baseline and attend training in July.</p> <p>Hold training for staff.</p> <p>Develop a format for collecting evidence for Baseline.</p> <p>Attend data analysis meeting with Early Excellence in November.</p> <p>Compare Baseline with O Track.</p> <p>Attend Assessment and tracking training with Early Excellence in March.</p> <p>Meeting with staff.</p>	<p>To be completed by the end of Summer 2016.</p> <p>New assessment format to be in place by September 2016 in line with Government proposals.</p>	<p>CB</p> <p>HMFA EY staff.</p> <p>Headteachers.</p> <p>HC</p>	<p>Baseline is not statutory for September 2016.</p> <p>Possibility of using Baseline in Early Excellence Tracking.</p> <p>Twilight meeting at LSA with EEXT 3.5.16</p> <p>Negotiating with Early Excellence for smaller schools. 7.5.16 Set up initially with EExAt awaiting it to be 'made live' 12.9.16 EExAT reviewed federation remaining with Otrack to ensure successful tracking of data from baseline to end of year profile.</p>
<p>To introduce an on-line Learning Journey that facilitates and promotes a strong parent partnership.</p> <p>Completed summer 2016</p>	<p>Selection of on line LJ after trialling in Summer Term.</p> <p>Attend training with Tapestry.</p> <p>Introduce Tapestry with training to staff.</p> <p>Arrange meeting to inform parents.</p> <p>Arrange for parental agreement.</p> <p>Set up class LJ with details.</p> <p>Investigate assessment and data facility and possible links with Early Excellence.</p> <p>Monitor parent partnership.</p>	<p>To be in use for staff by Autumn half term 2015.</p> <p>To be in use for parents after Autumn half term 2015.</p> <p>Evaluate success in Summer Term 2016.</p>	<p>CB</p> <p>HMFA EY Staff</p> <p>Headteachers</p> <p>HC</p>	<p>Very successful and a good link with parents.</p> <p>May use on line LJ in EEXT which also evidences parental comments. 7.5.16 Parents reminded to access LJ and encouraged to add comments.</p> <p>Online LJ to be used continuing with Tapestry after review of EExAT</p> <p>Tapestry set up for new academic year 2016/17</p>
<p>To improve the development of writing.</p> <p>Ongoing in September 2016</p>	<p>Assess needs of children and stages of development.</p> <p>Use aspects of initiatives from Shonette Bason and Alistair</p>	<p>Assess in September 2015.</p> <p>Training with Debbie Hepplewhite in September 2015.</p>	<p>CB</p> <p>All HMFA EY staff</p> <p>Headteachers</p> <p>HC</p>	<p>Writing moderation through Activate.</p> <p>Collect Reception books in</p>

	<p>Bryce-Clegg, Dough Disco, Squiggle, Fine Motor activities and Talk for Writing</p> <p>Set up mark making equipment in all areas.</p> <p>Develop starting points from children's own interests.</p> <p>Adhere to structured phonics programme after delivery of training in September 2015 from Debbie Hepplewhite.</p> <p>Training for staff in Talk for Writing.</p> <p>Structured timetable to implement all initiatives.</p> <p>Moderation of writing in March 2016 as part of Activate group.</p>	<p>Training with Shonette in October 2015.</p> <p>Talk for Writing training in June 2015.</p> <p>All initiatives in place by end of Autumn term 2015.</p> <p>Review success in Summer Term 2016.</p> <p>Ongoing continual assessment of progress against national standards.</p> <p>Analyse data of EYFSP in Summer 2016.</p>		<p>May 2016</p> <p>Book Scrutiny and moderation across federation and within LA</p>
<p>To develop active learning in Literacy and Mathematics</p> <p>Ongoing in September 2016</p>	<p>Incorporate multisensory activities into daily planning.</p> <p>Inform and provide training for all staff involved.</p> <p>Set up link with website to promote activities with parents.</p>	<p>Training and resources in place by Autumn half term 2015.</p> <p>A range of activities based on Dialogic maths teaching/Tara Maths and Talk for Writing - in use by end of Autumn Term 2015.</p>	<p>CB</p> <p>All EY staff</p> <p>HC</p>	<p>Talk for writing embedded into Literacy programme and children actively engaged in story maps and storytelling through actions. Dialogic maths teaching and Tara activities as well as basic skills. RAP to be used to identify and target groups identified within baseline assessment for support/intervention groups. 21. 10.2016</p>
<p>To develop the outdoor learning environment.</p> <p>Ongoing in September 2016</p>	<p>Draw up plan for outside and resources needed.</p> <p>Plan for open ended resources that challenge and extend the learning.</p> <p>Contact companies for wood, tyres, building materials.</p>	<p>Draw up plan in Spring term 2016.</p> <p>Approach companies for free resources.</p> <p>Request funding in Summer term 2016 for Autumn Term 2016.</p>	<p>CB</p> <p>All HMFA EY Staff</p> <p>Headteachers</p> <p>HC</p>	<p>Meeting to plan outdoor space 9.5.16</p> <p>Outdoor provision assessed and resources being developed to enhance provision. 7.9. 16</p>

	Consider resources for all weathers.			across the federation.
To develop an environment that promotes inclusion. September 2016	Plan for EAL support for children with no or little English. TA support within group work. Consider use of interpreter if needed. Information to be sent out in all languages if required or discuss any difficulties with individual parents. Visual material in classroom. Consider resources.	Review provision September 2016.	CB HC ST	Phonics programme used rigorously has had positive impact on EAL in reception Class since intake. 16.10.16
To continue staff professional development through Activate and through links with the Local Authority. Ongoing in September 2016	Use assessment to plan training needs. Monitor Paediatric First Aid and book courses. Book training with Shonette for physical development and C/L. Book training with Alistair for outdoor provision and mark making. Audit for staff to plan training needs.	Ongoing September 2016	CB HC	List of staff training requirements compiled.
To develop skills based learning for continuous provision Ongoing in September 2016	Attend training with Alistair Bryce Clegg Staff to read Continuous Provision by Alistair Bryce Clegg Reception staff to compile booklet of skills levelling in each area of provision. Complete a Gap/Strength analysis graph. Cascade to all EY staff	To start in summer 2016. Ongoing throughout the year.	All Reception staff	Skills booklet produced for all EY staff across the Federation. Gap/Strength analysis to be produced at the end of the Baseline.
To raise the achievement, attainment and wellbeing of	Identify groups during baseline. Collect information from	September 2016 when Baseline is completed.	All Reception staff CB to check groups and data	

<p>disadvantaged /vulnerable children within the Early Years.</p>	<p>nurseries and home visits. Send out EYPP sheets to parents to help in identifying children. Speech and Language assessments by Matilda Attwood. Talk Boost assessments. Enter groups on tracking systems so that progress can be measured. Write policy stating aims. Interventions and support put in place ~ Talk Boost, Speech and Language, EAL TA support, Motor skills, Family support worker, small group support including 1:1 reading to children and direct vocabulary work linked to role play. Monitor wellbeing by completing Leuven scales on Tapestry.</p>	<p>Groups to be in place by half term. Regular assessments to track progress.</p>	<p>Professionals involved if required within federation ~ Matilda Attwood, Isobel Sokol, Cheryl Ryder</p>	
<p>To raise the achievement of more able children within the Early Years.</p>	<p>Identify during Baseline. Collect information from nurseries and home visits. Enter groups on tracking systems so that progress can be measured. Use skills levelled provision grids to extend the learning of identified children. Use challenge activities to extend learning. Make strong home links for extension activities.</p>	<p>September 2016 when Baseline is completed. Groups to be in place by half term. Regular assessments to track progress.</p>	<p>All Reception staff CB to check groups and data</p>	