

**Subject/Area: Foundation Stage**

**Key Personnel:- Miss S Brown & Mrs R Nutbrown**

**Quality of teaching and learning; outcomes for children**

Activities and improvements during the year 2018/2019	<ul style="list-style-type: none"><li>• Ofsted (October 2018) rated the EYFS provision as 'good'.</li><li>• Story sacks for each class to take home for a week have been set up to promote a love of reading.</li><li>• Online class log-ins set up to share e-books at home.</li><li>• Route to Resilience launched to parents through Foundation Stage Sport's Day.</li><li>• Games morning's organised with parents and grandparents.</li><li>• Further activities developed for emergent readers including 'words first' and 'talk boxes'.</li><li>• Transition Activities organised - FS pupils attended some of the Phase 1 assemblies in addition to the whole school assembly. We adapted the timetable in the 2nd half of the Summer Term to teach lessons in a similar format to Year 1. Year 1 and FS pupils worked collaboratively for Golden Time sessions weekly. School Governor who supports Year 1 pupils to read has delivered some story sessions with FS pupils. Children encouraged to choose their own reading books in the 2<sup>nd</sup> half of the summer term to familiarise themselves with Year 1 routines.</li></ul>
Overall evaluation of impact on subject	<ul style="list-style-type: none"><li>• Very positive feedback from the Ofsted inspectors in regards to provision for EYFS pupils.</li><li>• Excellent written feedback from parents for the story sacks. This has increased engagement with reading at home.</li><li>• An increase in involvement from parents and grandparents with supporting learning of the EYFS Curriculum.</li><li>• Transition activities ensured that Year 1 colleagues are more familiar with the pupil's attainment and progress. FS pupils feel more secure with the transition to Year 1 and are more familiar with their new setting.</li></ul>

**Judgement:**

Outstanding	Good	Requires Improvement
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### On the basis of this information, what are your key priorities for development? (up to 3)

1. To further develop the link with our main feeder pre-school, supporting development of the EYFS Curriculum and the transition process.
2. To further develop the outdoor area to enhance learning of pupils and awareness of 'Route to Resilience'.
3. To further develop writing skills for FS pupils.

### Improvement plan for the year

What do we want to improve? (area for development)	How will we go about it?	When will it happen and be completed?	What will <b>success</b> look like/ anticipated <b>impact</b> ?	Cost (if applicable)	Who will monitor its impact and to whom will this be reported to?	SLT Business Plan reference
1. To further develop the link with our main feeder pre-school (Glen Hills Pre-School), supporting development of the EYFS Curriculum and the transition process.	<p>Share good practise by delivering lessons to the pre-school pupils. (FS Leader &amp; FS Shadow Leader)</p> <p>Pre-school staff to observe lessons taught by Glen Hills Staff.</p> <p>Supporting pre-school staff with planning and resources to enhance learning.</p> <p>Loaning of some equipment – e.g. Numicon</p> <p>Pre-school pupils visiting for year group assembly rehearsals, Christmas Shows and additional organised days.</p>	Ongoing throughout the year.	<p>More pre-school pupils being secure within the phase 1 and 2 phonics prior to starting Glen Hills.</p> <p>More pre-school pupils being confident with recognising numbers through manipulation of Numicon.</p>	<p>Box of Numicon - £35</p> <p>Photocopying / laminating of resources £20</p>	Monitored by FS Leader & FS Shadow Leader, reported to SMT.	2b 2c 3b 3d

<p>2. To further develop the outdoor area to enhance learning and awareness of 'Route to Resilience'.</p>	<p><i>Organise 'Play Leaders' from KS2 to support learning and development of 'Route to Resilience' in the outdoor area during lunch time play.</i></p>	<p>Ongoing throughout the year.</p> <p>Play Leaders – Autumn and Spring Term. Summer Term – independent play.</p>	<p><i>Enhanced PSED skills for independently play.</i></p> <p><i>All 7 areas of the EYFS Curriculum accessible for outdoor independent learning.</i></p>	<p>£800</p>	<p>Monitored by FS Leader &amp; FS Shadow Leader, reported to SMT.</p>	<p>2b 2c 3b 4c 5b</p>
<p>3. To further develop writing skills for FS pupils.</p>	<p><i>Autumn Term – Focus on gross motor skills for handwriting. Use 'Squiggle Whilst You Wiggle', 'Dough Disco', 'Big Moves' and 'Penpals'. Autumn Term – Send home 'wordless stories' to aid talk for imagination.</i></p> <p><i>Spring Term – Focus on Fine Motor Skills and 'Talk for Writing'.</i></p> <p><i>Summer Term – Focus on 'Talk for Writing' and extended pieces of independent writing.</i></p> <p><i>Additional phonics support groups put into place daily.</i></p>	<p>Ongoing throughout the year.</p>	<p><i>An increase in pupils achieving expected and exceeding ELG for writing.</i></p> <p><i>Pupils feeling more confident to use their own ideas for writing.</i></p> <p><i>More pupils working securely in Phase 3 and above for phonics.</i></p>	<p><i>Picture books without words. Collins Big Cat Phonics Lilac Set £70. Oxford Reading Tree wordless stories- £100</i></p> <p><i>Playdoh pots for each child in school and to take home. (Dough Disco) £80</i></p>	<p>Monitored by FS Leader &amp; FS Shadow Leader, reported to SMT and Literacy Leader.</p>	<p>2b 2c 3b 4c 5b</p>

				<p>Music – Purchase new CD's. £50.</p> <p>Story book CD's. £50.</p> <p>Additional writing resources. £300</p>		
<b>Subject specific tasks for the year</b>	<ul style="list-style-type: none"> <li>• Monitor the impact of 'Football and Fitness' coaching with the FS Pupils.</li> <li>• Assign subject areas for completing EARWIG records.</li> </ul>					