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| **Phase 3 2019-2020 Action Plan- EYFS and Year 1 (Carried out Feb 2019)** |

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| **School:** | | **Veryan C of E Primary School** | | | **Focus:** | | | **EYFS and Year 1** |
| **MAT Priorities:** | | | | | | | | |
| **School Priorities: EYFS and Year 1**   * **Increase overall GLD in line with national averages** * **Prepare children in year 1 for phonics screening in order to achieve 80% pass rate** * **Develop a curriculum that can be delivered online for children learning at home in response to the covid 19 pandemic** * **Decide on avenues and formats for the delivery of the online curriculum** * **Deliver hard copies of learning packs to children and families who struggle to access the online content** * **Weekly well-being calls to families during the period of home-learning**   **Green – New targets and actions**  **Red- Targets and actions rolled over from the last action plan**  **Black- ongoing** | | | | | | | | |
| Objectives | Aims | | Actions | Monitoring | | Resources/Timescale | Evaluation / Impact | |
| 1. **Increase overall GLD in line with national averages by July 2020** 2. **Decide on what will be provided to children during home learning** 3. **Maintain high levels of safegaurding and well being for our most vulnerable children and families** | 1. Aim to achieve 77% reaching “at least expected” levels in reading in July 2019. 2. Aim to achieve 74% reaching “at least expected” levels in writing by July 2019 3. Aim to achieve 80% reaching “at least expected” in maths in July 2019   To keep children engaged in learning and maintain a connection with school life and their teachers.  Ensure children and families are able to contact teachers and school staff and ensure regular communication is maintained throughout the lockdown. | | Allocate reading books  Provide support to parents in teaching early reading with their child  Emphasis on re reading and learning stories by heart communicated to parents.  Carry out baseline assessment by Oct 19  Daily teaching of maths using White Rose scheme.(number blocks)  Encourage mark making and writing for a purpose through continuous provision.  Daily phonics, maths and story videos will be uploaded to a you tube channel –the link will be posted on the school social media page for children and families to access.  Daily and weekly videos posted  Wellbeing calls and delivery of hard copies of learning materials to those who have trouble accessing the online content  It is recognized that Facebook is a well used and established method of connecting in the community so the Eyfs teacher has a teacher social media page that parents can connect with | Reading records checked weekly to monitor reading at home and reading books changes regularly in line with the child’s phonic development.    Monitor children’s engagement in mark making activities and make sure these are modelled by staff . Change invitations to play regularly and in response to children’s interests  Through well being calls and via communication on the teachers social media page  Engagement with page posts and the messaging system | | RWI Assessments were complete for the class by 10.1.19  Year 1 phonics screening pack.    **Teachers social media page is up and running by the second week of lockdown** | All children have been engaging in daily phonics sessions and all are able to read words containing set one sounds using Fred Talk. Some are achieving higher than expected.  Mark making has increased as a chosen activity through the use of the interactive whiteboard and whiteboards and pens. Children are making signs for the classroom and seek out opportunities to use their developing writing skills.  Children love Number Blocks and engagement is high.    Children and families are engaging well with the content and messaging capability through Facebook and a YouTube channel set up for the purpose of uploading learning videos | |