

Core Priority EYFS Framework



Overall Strategic Aim: Ensure staff have a secure understanding of the stages of development, the theory that underpins this and how this is interpreted in the new EYFS Framework.

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Rationale and Evidence:

- Statutory Baseline Assessment is being introduced from September 2021
- The new EYFS Framework is to be implemented from September 2021 and all staff will need training and further professional development
- Maths Mastery approach to be a key focus of the new EYFS Framework
- Curriculum needs to be adapted to reflect the statutory changes

Strategic Aim	Key Tasks Autumn	Impact so far?	Key Tasks Spring	Impact so far?	Key Tasks Summer	Overall Desired Impact
To ensure all staff in the EYFS have a secure knowledge of child development and apply this to ensure gaps are closed and the majority of children achieve GLD	<ul style="list-style-type: none"> • KP/KW to lead C&L PDM for EYFS • Compass EYFS team to deliver child development training half termly. • KP/KW to deliver PDM 1 per half term focussing on uncovered aspects of child development – including COEL 		<ul style="list-style-type: none"> • Compass EYFS team to deliver child development training half termly. • KP/KW to deliver PDM 1 per half term focussing on uncovered aspects of child development – including COEL 		<ul style="list-style-type: none"> • Compass EYFS team to deliver child development training half termly. • KP/KW to deliver PDM 1 per half term focussing on uncovered aspects of child development – including COEL 	<p>-80% of children will make GLD</p> <p>-75% of children will hit their checkpoint in Nursery</p> <p>-All members of staff are confident in subject knowledge of child development and know how to move children on.</p>
All staff to have a secure knowledge of the changes to the Early Learning Goals and the materials available to	<ul style="list-style-type: none"> • All EYFS staff to receive a copy of the new framework • MB to carry out Rekenrek -Mastering number programme training and build it into maths planning across EYFS. 		<ul style="list-style-type: none"> • Maths team to carry out observations focused on implementation of Mastering Number and use of Rekenrek and identify and further training needs. 			<p>All staff will show improved confidence in the new early goals and materials through a survey.</p> <p>Observed sessions and monitoring of planning will show staff's developing knowledge and understanding.</p>

support the achievement of key milestones						<p>All EYFS staff will take part in progress meetings and be able to discuss small steps of progress made.</p> <p>New vocabulary will be used and heard when the staff are talking about the children.</p>
To embed formative assessment strategies to build up a qualitative profile of each child's progress and attainment.	<ul style="list-style-type: none"> • Reception teachers to administer DFE baselines by week 4. • School Baseline to be completed • KP to provide new baseline structure • Training for all staff focusing on the new way of using Tapestry for assessment purposes. 					<p>All EYFS staff will be familiar with the assessment area on Tapestry and be able to use it effectively.</p> <p>Assessment will be robust and provide an accurate picture of progress and attainment.</p>
To adjust and refocus the curriculum so it reflects the changes from the new framework and meets the needs of the cohort in September.	<ul style="list-style-type: none"> • Use Development Matters / Birth to 5 documents to make necessary adjustments to the current curriculum. • KP/KW to create a 'top-level' curriculum plan. • KP/KW to create a progression of skills document. • Meet regularly with Nursery and Reception teams to discuss where the gaps are in children's learning. 				<ul style="list-style-type: none"> • KP/KW to review and evaluate the curriculum and plan for September 2022. 	<p>There will be an updated curriculum which will be ambitious, reflect changes to the Framework and support our children to reach their goals.</p> <p>The new framework will support practitioners to think about pedagogical aims when planning and when looking at progression.</p> <p>Planning through the year will show children's progression of skills.</p>