

## EYFS SDP Governor meeting 13.6.18

### Priority Developments

1. Further enhance the progress made by all groups of children and the proportion of children assessed as exceeding the early learning goals.
2. Develop highly stimulating indoor and outdoor learning environments.
3. Further engage parents and carers in children's learning in school and at home.
4. Confidently evaluate the setting as outstanding by, July 2018, with sufficient evidence to articulate and justify the judgement.

### Priority 1

- Continuously updating and improving both the indoor and outdoor learning areas, **therefore ensuring resources allow for quality learning opportunities.**
- Using the observation cycle to identify next steps for individual children.
- Plan and resource activities/opportunities to allow children to develop their skills.
- Using 'In the moment planning' to support this. **Identifying the teachable moment and acting on it.**
- OFSTED teaching description – this is used to highlight the teaching that is happening, **staff aware of this to support their awareness of teaching moments.**
- Using Tapestry to also identify next steps – **the programme identifies next steps but parental input has supported our identification of next steps.**
- Using ODST documentation to support ideas on how to challenge more able children thus **activities are planned to ensure challenge both for WC, groups and individual children.**

### Priority 2

- Learning Environment plan is in place – a simple plan of actions to be achieved through the year. **Impact – some changes applied and use of resources supporting childrens next steps.**
- Discussions with F2 staff as a PFSU unit as to how we could improve the outside area – this is a work in progress. Many small jobs that we can do on a budget to create learning areas and make use of resources we have.
- Using 'ITMP' **has helped to identify children's interests and next steps to allow staff to plan teachable moments. Has also ensured that we allow children more varied resources available all of the time.**
- Forest School sessions – this has developed childrens skills in a variety of areas. **Impact of these sessions – PSED skills have been encouraged and supported, wider application of COEL.**
- Visits to other settings allowed insight to how both indoor and outdoor areas can be utilised in various ways. **Impact = discussions with EYFS/PFSU team to enable change in the environment.**
- OFSTED course highlighted the importance of observing and thinking about the impact of any changes, thus **we are constantly reviewing resources and practise.**

### Priority 3

- Sequence of parent information meetings for EYFS parents were held discussing Phonics programme, Reading, Ten Town and Tapestry. **Parents aware of child's learning and ways to support.**
- Improved communication via displayed plans and newsletters to inform parents on how they can support their children at home – **weekly newsletters emailed out and displayed on our notice board. They inform parents of learning for the week and encourage them to upload evidence of children's learning at home onto Tapestry.**

- All parents were invited to a meeting to discuss use of Tapestry and how they can engage with the Tapestry system at home. Any parents who were unsure of how to use the program we have supported as and when needed.
- Parents who have not engaged with the programme, we have approached and encouraged to use the program. **This has been successful.**
- ITMP and Focus Children – Parents informed of their child being FC and are encouraged to record anything that is happening in the child’s life etc. and have the opportunity to record any questions or concerns they may have. TS meets with parents of Focus children the week after to discuss what has been observed and taught and the child’s next steps. **Impact = Parents are more aware of their child’s learning and development, part of their learning journey.**

#### **Priority 4**

- Updating and maintaining the EYFS section of the full SEF and SEF summary documents every term TS appraisal target
- Areas identified for development have been updated on the EYFS journey to outstanding plan. **This is reviewed termly and shared with EYFS team.**
- Routines have been established for all EYFS staff to gather evidence relating to the features of an outstanding setting. **Ongoing evidence gathering.**
- OFSTED Inspection training – TS attended and has a **wider knowledge of what OFSTED is looking for and what to talk about.**

#### **Future next steps for EYFS**

- Ensure ITMP is continued in Autumn Term.
- Research and plan for both gross and motor skills development activities before encouraging all children to write.
- Supporting children with language development, storytelling and creating skills and developing this into their writing – Helicopter Stories.
- Outdoor learning environment – further develop and ensure that the resources etc. are reviewed, working closely with PFSU.
- To provide opportunities for children to review their own profiles, providing pupil voice evidence.
  - To provide challenging opportunities for children to achieve ‘exceeding’ in ICT

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