



<p><b><u>School Development Plan Priority</u></b></p> <p>2.9 B Effective actions of leaders are taken to secure and sustain improvements to teaching, learning and assessment - <b>EYFS EEF</b></p> <p><b>Improve attainment for most able writers – see action plan</b></p> <p><b>To improve progress across EYFS</b></p>	<p><b><u>Focus of Visit</u></b></p> <p>Meeting the needs of a cohort with higher than average attainment baseline</p> <p>Writing – it was low last year and is one of the lowest points on entry this year.</p>
<p><b><u>Visit time, date and Governor name:</u></b></p> <p>Sue Robinson 25<sup>th</sup> March</p>	<p><b><u>Staff name:</u></b></p> <p>Keiran Davies</p>
<p><b><u>Previous visit action points</u></b></p> <p>Action point from previous visit report – Milestones could be reviewed on next visit, but spring 2018 end date was given therefore may be best left perhaps for future discussion if appropriate.</p> <p>From this visit :</p> <ul style="list-style-type: none"> <li>• Multicultural links – I think as a new governor this is a question that I should ask in general terms not just Early Years. How would other teachers answer the same question?</li> <li>• Summer term evaluation of Early Years Action Plan states:- “Following recent training strengths and gaps analysis is in place to organize the classroom environment for next year” Linked to first two questions *I think I should follow this up in September.</li> </ul> <p>Look at County spreadsheet for end of year analysis when available.</p>	<p><b><u>Planned questions to raise/ areas to focus on:</u></b></p> <p>NB Action Point from Previous visit is now outdated and should not be carried forward to next meeting</p> <ul style="list-style-type: none"> <li>• Multicultural issues discussed, as this links with SMSC Governor visit from January. SR has followed up link with a school in London with a more diverse intake. Currently waiting for answer.</li> <li>• Had found a link to “Digital Pen Pals” on “That Nursery Life” website. Could link writing and multicultural? Keiran to look at this and see if it might be viable.</li> <li>• Classroom environment will now reflect Keiran’s own personality. Difficult to follow up on second point due to maternity leave.</li> </ul>
<p><b><u>Observations and Discussions</u></b></p> <p><b>The following points were discussed</b></p> <ul style="list-style-type: none"> <li>• Difficulty to judge last year’s EYFS writing data to this current EYFS cohort.</li> <li>• Talk for writing – how this improves dialogue, reading and ultimately writing.</li> <li>• Examples of children’s work – how we have increased MH, EA and IR ability in writing with focus on sentence structure and good punctuation. More able pupils showed good development - examples of work were seen and discussed</li> <li>• Examples of children’s work – what we have put in place to help those struggling; HH, JB, JT and MP.</li> <li>• How we have included high frequency words in the class to increase writing attainment – see writing action plan.</li> <li>• Discuss how the writing data was decreased due to one child with poor motor skills, who has consequently left the school in December. This one child moving on has improved data (in current cohort of 15 one pupil</li> </ul>	