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| **Staff Role** | **Before Re-Opening** | **First Week** | **First Month** | **First Term** | **End of First Year** |
| **Headteacher** | Overview and review of EYFS leadership and staffing structures/actuals**Support children, staff and families with bereavement, access support and resources relating to EYFS****Consider what, if any actions are needed to re-open onsite EY and Childcare provision****Meet EYFS leader regularly****Consideration and planning for a phased return where needed for staff and or pupils/in Year R groups****Plan CPD programme** **Plan LA support**Useful links:<https://www.cambslearntogether.co.uk/home-learning/early-years><https://foundationyears.org.uk/><https://earlyexcellence.com/get-equipped/our-free-audits-and-guides/><https://clpe.org.uk/corebooks/foundation> | **Presence In EYFS on learning walks and at arrival and departure****Operational Plan and Work Plan in place which includes EYFS priorities** | **1:1s with all EYFS staff and leader****Re introduce/Revision of EYFS Policy** **EYFS Staffing levels: consideration of around school and playtimes: modelling of pro social behaviours****Consider assessment of EYFS starting points**  | **Performance Management for EYFS leader and staff consideration to midyear/update meetings, additional objectives** | **Leaders and governors report a return to an effective school community**SEF updated for EYFSEYFS Plan / SDP driving school improvement |
| **Governors** | **Re-establish contact and check in with EYFS lead****Consider what, if any actions are needed to re-open onsite EY and Childcare provision** | **Re-establish contact and check in with EYFS lead and staff, plan a drop in to setting** | Visit EYFS settingGather pupil voiceComplete a visit noteEngage with EYFS LA support through offer | Reporting to Governors through committees and GBContinue to visit and report on EYFS | Contribute to the review of EYFS Policy, SEF and Improvement plan monitoring |
| **EYFS Leader** | **Ensure environment is set up effectively to welcome children back****Review and update risk assessments and safeguarding procedures****Ensure long term planning overview for the remainder of the academic year/new academic year is in place****Identify core books that are relevant to the circumstances** **Weekly planning for first and second week completed - phased return to timetable****Phone call/send postcard/video message to families to welcome them back** | **Establish communication opportunities with families – newsletters, face to face meetings****Opportunity to share and value home learning experiences with peers and adults in school** **Re-establish class routines and expectations for behaviour – phased approach****Ensure children have the opportunity to talk about their experiences** | **Teacher assessment of return to school baseline completed by staff and analysed****Identifying next steps for each child and planning accordingly****Parent meetings/ consultations for all children****Transition meetings with staff from feeder settings. Ensure transition timetable in place for next cohort of children with particular attention to any children with SEND****Supervision for all Early Years staff to include performance management, CPD and well-being****Phased return to timetable complete****Consider and plan for end of year reporting arrangements in place (no EYFSP)****Consider and plan for Transition arrangements for children starting Rec in Sept 2020****Consider and plan for transition arrangements for children moving into Y1 Sept 2020 – continuation of EYFS curriculum and pedagogy**[**https://www.foundationyears.org.uk/files/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf**](https://www.foundationyears.org.uk/files/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf)[**https://www.foundationyears.org.uk/files/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf**](https://www.foundationyears.org.uk/files/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf) | PM of EYFS staff**Continue opportunities and systems for home learning where effective**Updating EYFS SEF (Quality Framework)Parent event e.g. reading caféInternal moderation of assessment Analyse progress and plan intervention work including PP monitoring and impactLesson observations / learning walk / scrutiny of assessment evidenceEY governor visit**Review EY section on school website**<https://www.gov.uk/government/publications/improving-the-home-learning-environment><https://www.ncb.org.uk/resources-publications/home-matters-making-most-home-learning-environment> | Review long term planning ahead of the new academic year (including visits / visitors)EYFS SEF (Quality Framework) established and informing action plan/SDPTransition meetings with staff from feeder settings. Ensure transition timetable in place for next cohort of children with particular attention to any children with SENDTransition meetings with staff in Year 1Review EYFS policy and update if necessary.<https://www.cambslearntogether.co.uk/early-years/resources/quality-framework-for-schools><https://www.cambslearntogether.co.uk/early-years/eyfs-in-schools><https://educationendowmentfoundation.org.uk/tools/guidance-reports/working-with-parents-to-support-childrens-learning/> |
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