



EYFS Covid Catch-up Programme



2020-2021

The majority of children new to reception will not have accessed early education either in our setting or else where, in addition they may have differing experiences that could affect their ability to access learning. Resourcing an early years classroom has also been limited therefore play needs to be carefully planned to provide meaningful learning opportunities.

EYFS Priorities for Autumn 2020

The following priorities are important at the beginning of a child's school career

- Ensure that our children settle well into the routines of school and become happy confident learners, especially as many will have limited or no nursery experience.
- Staff respond to the needs of the children in what have been and may continue to be challenging times.
- For children to begin to develop the characteristics of effective learning that they can carry forward into the rest of their school career.
- Have a wide a range of experiences and opportunities as possible.
- Ensure the aims and purposes of the Early Years Foundation Stage are met.
- Meeting the needs of children with SEND - pre planning in place for two children with learning needs associated with social communication difficulties.

In addition phonics is a priority :

- To develop our phonics provision further ensuring it meets the needs of the children and they make progress in their knowledge and use of phonics for reading and writing. Good quality daily phonics sessions and phonics teaching reinforced throughout the day in continuous provision, roleplay and outdoors.
- Building on the knowledge that children arrive on school with by carrying out a base line and identifying any potential issues early.
- Staff working closely with phonics lead - plan put in place for the autumn term that is designed to have the majority of children secure at phase 2 by the end of term.

COVID catch up

- Appointing additional TA for EYFS
 - TA to work with classes to ensure that opportunities for learning are not missed within continuous provision.
 - Supporting learning in phonics, number and basic skills that are woven into opportunities in classrooms, roleplay and outdoors.

- Additional time from the EAL team for those new to English.
- Assessment of all children on Welcom to be carried out by EAL TA and JAN to identify any issues early.
- Pupil progress meetings early in the term to identify potential difficulties early.
- Prime areas developed through good quality provision and teaching in specific areas.

EYFS Wider priorities (continuing to work with Early Years advisory team)

- Further development of the curriculum to meet the challenging and changing needs of our children.
- Continue the work with Early Years consultant to develop a curriculum that meets the needs of our children using key skills document to ensure it is coherently planned and sequenced.
- Developing our expertise alongside Speech and Language therapist to meet the needs of those with speech and language difficulties.
- The development of communication and language as a priority that provides a basis for children learning to read.
- Development of the shared provision, outdoors, role play and art and DT areas.