

EYFS COVID Catch up - bullet points from discussion with Consultant.

Environment and routine

- Give children time to settle in.
- Setting of new expectations.
- Opportunities for learning outside the classroom.
- Enhanced provision - linked to home learning, children's interests, specific areas of learning.
- Adult support - modelling, facilitating learning.

Assessment and next steps

- Opportunities for observational assessment.
- Build in focus for observations in routines.
- Use activities linked to home learning activities to observe independent learning.
- Use adult focussed tasks to ID gaps and strengths based on home learning tasks.
- Use key person time to focus on any specific area of concern.
- Use whole class times to observe reading/phonics/maths/other areas including PSED.

Areas of concern following lockdown and data analysis.

- Children's independence skills cannot be sure how independent the children have been in their learning particularly reading and writing.
- Issues with social skills before lockdown is likely to still be an area of concern.
- Language skills - how much high quality language have children been exposed to ?
- Disruption to language programmes.
- Fine motor skills - (noticed adults holding children's hands to write etc.

To address these issues

Deployment of staff to model and promote social skills.

Opportunities and enhancements in provision to promote independence.

Opportunities and enhancements in provision to develop fine motor skills.

Key person , small group, opportunity for conversations.

Outdoor - use outdoor play to develop vocabulary/skills

Use speech therapist to target children that had been identified through wellcomm for specialist support.

Training for Nuffield programme to be put in place.

Next steps (discussions held with Early Years consultant)

Opportunity for children to settle initially - key worker time.

Enhancements to CP to provide opportunities for observation and assessment.

Following assessment- where do we want children to be by Easter - take one half term at a time.

Looking at best way to use additional adults.

Consider the pattern of the day and timetable - opportunities for small group , structured, focused teaching.

Having opportunity for having conversations with children to develop vocabulary.

Use outdoors to promote key skills.

