St. Anne's R. C. Primary School
EYFS Co-ordinators Action Plan 2026-2027

Objectives	ates	Staff responsible	Success Criteria	Monito	on / Next steps
To upskill staff new to EYFS team to enable them to deliver to EYFS curriculum effectively.	d provide relevant support / access to courses as appropriate. EYFS Lead to support JR and ensure a good understanding of the curriculum, planning and assessment procedures. JR to access relevant CPD	GG GG & JR GG	New members of staff will have an increased awareness of the statutory and non-statutory EYFS curriculum.	Monito	
To establish a synchronised cross-setting transition framework that reduces emotional distress and ensures 100% of high-needs/SEND children have continuity of provision from day one of FS2 or Year One.	Review EYFS booklet. Offer a parent information session and stay and play session for new starters. Allocate funded release time for Reception teachers to conduct reciprocal observations in the feeding nursery settings. Ensure adaptive resources and environmental modifications are physically in place in FS2 /Y1 classroom *before* the term starts. Explore the possibility of implementing virtual classroom tours for parents/children over the summer. Where appropriate offer additional Small-group, low-stimulus	GG & DC GG & DC GG & LH GG	0% delay in implementing SEN support plans in September. 100% of staff report a clear understanding of incoming children's communication baselines. Reduced separation anxiety markers in the first 2 weeks	March 2027 – review transition arrangements and set an early transition calendar. July 2027 – ensure area successfully migrated to the FS2 (Reception team)	

	classroom visits for SEND/vulnerable children.				
To further upskill EYFS staff in sustained shared thinking and explicit vocabulary modelling, maximizing "teachable moments" during child-initiated play.	New members of staff to access ShREC training. Distribute ShREC pocket lanyards to all staff (including lunchtime supervisors) for on-the-go prompting Position "ShREC Reminders" in low-interaction zones to prompt staff to Share attention and Expand on children's language while they build or climb. Use team meetings to review interactions and fully embed the ShREC approach.	GG GG & DC GG	100% of practitioners can confidently use and explain the ShREC strategies. Learning walks demonstrate ShREC techniques embedded in 90%+ of observed adult-child interactions.	December 2026 -Learning walks focus specifically on the "R" (Respond) and "E" (Expand) elements. Look for evidence of staff actively adding vocabulary to a child's utterance April 2027 - 100% of support staff and TAs express high confidence in using the "C" (Communicate**)** element—specifically using the 10-second thinking pause before expecting a child to reply.	
To raise the % of children achieving the … expected level of development.	Monitor the impact of ..	EYFS Lead Literacy Lead GG / DC	Increase the % of children achieving the expected level of development in ….	Termly pupil progress meetings.	