

Objectives for EYFS	
Objective 1	To implement HFL Essential Writing within the EYFS curriculum to ensure consistent, high quality teaching throughout the school.
Objective 2	To ensure a smooth transition from previous settings into The Ryde School.
Objective 3	To ensure all families have the opportunity to engage with the Reception Blog, encouraging comments and feedback on each post.
Objective 4	To develop and enhance the outdoor learning opportunities in the Reception environment.
Objective 5	To continue to develop opportunities within Art and DT.
Objective 6	To create a EYFS/Year 1 team where all staff have the opportunity to develop their skills and share ideas to enhance our curriculum further.

Objective 1	To implement HFL Essential Writing within the EYFS curriculum to ensure consistent, high quality teaching throughout the school.					
Action	Timescale	Person responsible	Budget/resource implications	Monitoring (who by and how often)	Success criteria	
Audit current writing provision to identify gaps	Autumn 2025	EYFS Lead	Staff time	SLT / EYFS lead	Gaps and strengths in writing provision are identified and documented. Action plan created.	
Train EYFS staff in HFL Essential Writing strategies	Autumn 2025	English Lead, EYFS Lead	£200–£300 training	Post-training feedback collated by EYFS lead. Learning walk to completed termly by EYFS lead.	All staff trained. Staff confident applying HFL strategies.	
Integrate HFL into daily teaching &	Autumn 2025–Summer 2026	EYFS Lead, Reception Teacher	Writing mats, guided tools, display materials	Book looks and lesson	HFL strategies consistently applied in all	

continuous provision				observations termly	classrooms; pupil writing shows progression.	
Provide ongoing support and feedback.	Autumn 2025 – Summer 2025	EYFS Lead	Staff time	Regular check ins by EYFS lead	Staff receive regular feedback and improve teaching practice; increased pupil progress in writing.	
Monitor pupil progress	Termly	EYFS Lead, Reception Teachers	Assessment sheets	Termly pupil assessment	Most pupils meet expected outcomes; evidence of progression in writing skills.	

Objective 2	To ensure a smooth transition from previous settings into The Ryde School.					
Action	Timescale	Person responsible	Budget/resource implications	Monitoring (who by and how often)	Success criteria	Evaluation Summer 2025

Organise transition visits with feeder settings.	Summer 2026	Reception teachers EYFS Lead	Staff cover costs	Reports from visits EYFS Lead reviews	All new pupils visit school before entry; staff have clear knowledge of incoming pupils.	
Hold parent induction sessions & provide transition packs.	Summer 2026	EYFS Lead, Reception Teacher	Printing Time	SLT to collect parent feedback	Positive parent feedback.	
Track pupils' settling-in and provide support.	Autumn 2025	EYFS Lead, Reception Teacher	Staff time	Ongoing monitoring of behaviour and engagement by EYFS lead.	Most pupils settle confidently by end of term.	

Objective 3	To ensure all families have the opportunity to engage with the Reception Blog, encouraging comments and feedback on each post.					
Action	Timescale	Person responsible	Budget/resource implications	Monitoring (who by and how often)	Success criteria	Evaluation Summer 2025
Ensure parents are aware of the blog and provide	Autumn term, first few weeks.	EYFS lead	Subject leader time	SLT	All reception parents are aware of the	

details of how to access it.					blog and know how to access it.	
Post weekly updates summarising classroom learning.	Weekly, Autumn 2025 – Summer 2026	Reception Teachers	Staff time	EYFS Lead reviews weekly	Every week has a new post. Parents aware of classroom activities.	
Include photographs, examples of pupil work and prompts.	Weekly	Reception Teachers	Camera/Tablet	Weekly review by EYFS lead.	Posts visually engaging.	
Encourage parent/ carer comments through prompts.	Weekly	Reception Teachers	Staff time	Termly monitoring by reception teacher and EYFS lead.	Most parents/carers comment at least once per term.	

Objective 4	To develop and enhance the outdoor learning opportunities in the Reception environment.					
Action	Timescale	Person responsible	Budget/resource implications	Monitoring (who by and how often)	Success criteria	Evaluation Summer 2025

Audit current outdoor provision	Autumn 2025	EYFS Lead and Reception teacher	Staff time	EYFS Lead to review	Strengths and gaps identified; plan for improvements.	
Purchase additional resources	Autumn 2025	EYFS Lead and Reception teacher.	Budget for equipment	Resource audit termly by Reception teacher.	Outdoor provision enhanced with variety of equipment.	
Train staff to deliver structured outdoor learning.	Autumn 2025	EYFS Lead	EYFS leader time, supply cover?	Learning walks half termly by EYFS lead. EYFS lead to have weekly conversations with Reception teacher.	Staff confident delivering structured and child-led outdoor learning.	
Integrate outdoor learning into daily planning	Autumn 2025 – Summer 2026	Reception Teacher	Staff time	Regular learning walks by EYFS lead. Monitor planning weekly by EYFS lead.	Outdoor learning embedded; all pupils participate regularly.	

Monitor pupil outcomes in outdoor learning	Termly	Reception teacher	Staff time	Termly assessment analysis by EYFS lead.	Pupils show improved physical skills, curiosity, and problem-solving.	
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Objective 5	To continue to develop opportunities within Art and DT.					
Action	Timescale	Person responsible	Budget/resource implications	Monitoring (who by and how often)	Success criteria	Evaluation Summer 2025
Review current Art/DT provision and identify gaps	Autumn 2025	EYFS Lead, Art/DT Leads, Reception teacher	Staff time	EYFS lead to check this has happened by end of Autumn 1.	Gaps and new opportunities identified; action plan created.	
Schedule regular Art/DT sessions with learning objectives	Autumn 2025 – Summer 2026	Reception Teacher	Budget for Art/D&T resources.	Learning walks termly. EYFS lead to review planning half termly.	All pupils access Art/DT weekly; clear objectives delivered.	
Provide staff support and guidance as needed on	Autumn 2025 – Spring 2026	EYFS Lead Art/DT Leads	Staff time	SLT	Staff confident using new techniques; improvements	

providing high quality opportunities.					seen in pupil work.	
Link Art/DT to cross-curricular topics	Autumn 2025 – Summer 2026	Reception Teacher	Staff time	EYFS lead to monitor termly.	Pupils apply Art/DT skills in other areas of learning.	
Objective 6	To create a EYFS/Year 1 team where all staff have the opportunity to develop their skills and share ideas to enhance our curriculum further.					
Action	Timescale	Person responsible	Budget/resource implications	Monitoring (who by and how often)	Success criteria	Evaluation Summer 2025
Schedule regular EYFS/Year 1 team meetings	Start in Autumn term – ongoing	EYFS Lead Reception and Year 1 staff.	Staff time	EYFS lead to minute meetings.	All staff attend; action points recorded and followed up.	
Facilitate peer observations and team teaching	Autumn 2025 – Summer 2026	EYFS Lead to organise. Reception and Year 1 teachers.	Staff time / cover.	EYFS lead to monitor termly.	Staff share best practice. Improvements in teaching observed.	
Identify CPD needs & provide opportunities	Autumn 2025 – Summer 2026	EYFS Lead	CPD budget as needed	Annual review by EYFS lead.	Staff report increased confidence.	

					Skills shared across classes.	
Implement shared curriculum projects	Autumn 2025 – Summer 2026	EYFS/Year 1 Staff	Staff time	Planning scrutiny termly by SLT/EYFS lead.	Cross-class projects completed successfully. Learning progression is seamless.	