

Early identification (data)- Action Plan 2022-23

Early identification procedures, including RBA, to be used to provide effective support to those pupils who may not reach a Good Level of Development, with environmental changes being made to ensure the needs of all learners are robustly met, experience is broadened, and COEL are fully evidenced across the setting					
Objective	Action	Success Criteria	Time Frame	Tasks	Evidence
	<ul style="list-style-type: none"> - GB and class teachers to discuss data inputting and remove barriers experienced this year 		Summer term 2022		<ul style="list-style-type: none"> -GB, MD and AS met to discuss next steps (July 2022) -Internal excel sheet to be used throughout the year -Nursery same format -Reception – titles to include each ELG and staff will use B25 to inform where children are. -Staff to use their GAP analysis sheet after data times and ensure we use that to plan next steps for our children
Nursery – Baseline	<ul style="list-style-type: none"> - Baseline judgements to be taken - Uploaded onto sims and internal excel sheet 	Baseline assessments complete and next steps are identified	Oct 2022		
Reception - Baseline	<ul style="list-style-type: none"> - Baseline judgements to be taken - Uploaded onto sims and internal excel sheet 	Baseline assessments complete and next steps are identified	Oct 2022		

Reception – RBA	- Staff to book out time to carry out RBA assessments	Baseline assessments complete and next steps are identified		-resource box to be collected from LW -password emails shared with team -Ask Rhys or office to add new classes	-MD booked out time in September for this and has been logged on the school calendar
Pupil progress meeting 1	F1 – Focus on prime areas -discuss key chn who working below age expected -any possible who should gain access to RUP and PPG		Wk beg 3 rd and 10 th oct -could this be after baselines are complete so can refer to our gap analysis????		
Nursery – Dec	-Judgements to be taken -Uploaded onto excel -GB to create GAP analysis as per last year’s format, identifying cusp chn -Share with class team – TA’s to take half hours out of their disaggregated hours	Gap analysis created and shared in class teams. Next steps are agreed and acted upon over the coming half term	Dec 2022	•	
Reception – Dec	-Judgements to be taken -Uploaded onto excel -KB/MD and AS to create GAP analysis for their class as per last year’s format. This identifies cusp chn. -Share with class team – TA’s to take half hours out of their disaggregated hours	Gap analysis created and shared in class teams. Next steps are agreed and acted upon over the coming half term	Dec 2022	•	
Nursery - Easter	-Judgements to be taken -Uploaded onto excel	Gap analysis created and shared in class teams.	March/April 2023	•	

	-GB to create GAP analysis as per last years format, identifying cusp chn -Share with class team – TA's to take half hours out of their disaggregated hours	Next steps are agreed and acted upon over the coming half term			
Reception – Easter	-Judgements to be taken -Uploaded onto excel -KB/MD and AS to create GAP analysis for their class as per last year's format. This identifies cusp chn. -Share with class team – TA's to take half hours out of their disaggregated hours - Adapt provision as necessary e.g. intervention groups etc	Gap analysis created and shared in class teams. Next steps are agreed and acted upon over the coming half term	March/April 2023	•	
After Easter break	GB to meet with Reception classes individually to discuss predicted GLD children. Cusp children to be identified and provision changed to support the cusp children so that they could be in with a chance to achieve the ELG			•	
Summer	GB to create data report	-data report created - shared with next year group	June 2023	•	
Reception / Year 1	Staff need time to share key information which will help to inform Year 1 for where the children are in the next academic year		July 2023	•	

