# Guidance for developing an action plan

Early Years Foundation Stage

## What is an action plan?

* An action plan is a written framework to guide you in improving some aspects of your work over a period of time

## What does it include?

* It states some changes you want to make
* It sets out manageable steps to make these changes (actions)
* It shows who will be involved
* It shows what evidence of success is required
* It shows how changes will be monitored
* It shows if actions have been effective (impact)

## Who writes the action plan?

* The EYFS Coordinator / Manager is responsible for writing down the action plan and recording evidence of success, but all staff – and sometimes parents, children and governors / management committees – should be involved in deciding the actions and putting it into practice

## Remember SMARTI

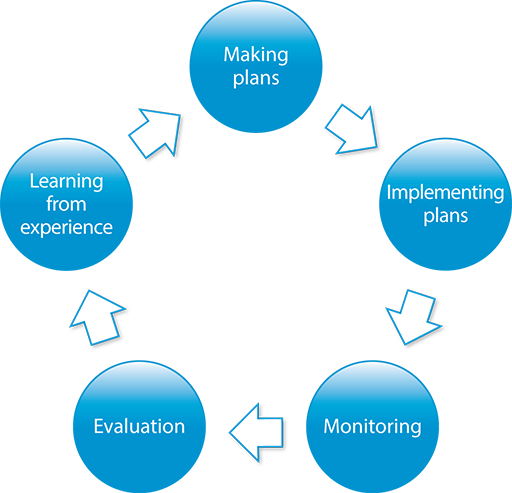
|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S**pecific | **M**easurable | **A**ttainable | **R**ealistic | **T**ime scale | **I**nclusive |

## Linking with the EYFS (MUSTS) audit:

The action plan should help you to meet the requirements of the Statutory Framework for the Early Years Foundation Stage (2021). The Oxfordshire Audit of the EYFS (known as the ‘MUSTS’ audit – non statutory) can be used as a starting point in the cycle of auditing and action planning for improvement in your school / setting.

## Effective action planning

* It may be helpful to start with ‘where are we now’ before creating the action plan – audits can support this and will demonstrate your progress towards improvement
* Issues or developments may originate from: ‘Your priorities for improvement’ identified in a Self Evaluation Form (SEF); Ofsted inspection actions or recommendations; consultant advice; consultation with parents; training attended; professional reading and research; local and national initiatives etc.
* A single issue or development may require several actions
* It can be helpful to group actions under the Ofsted Inspection outcomes
* Specific dates should be allocated to actions to allow for effective monitoring
* All reviews and entries should be dated
* If identified actions have not been successful in addressing the issue or achieving the improvement, then new actions should be planned
* An effective action plan is a working document and should be constantly reviewed and updated

[](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjf4dO677jVAhWMChoKHbKTBDEQjRwIBw&url=http://www.open.edu/openlearncreate/mod/oucontent/view.php?id%3D53774%26printable%3D1&psig=AFQjCNFGP7pw615J8sKaFJVJZiRpo4xA2Q&ust=1501774320027526)

Sample templates

See below for a variety of templates which can be adapted to suit your needs. Further templates are also available in the OCC Early Years online Toolkit which you can also adapt for your own use.

# Action plan

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| What you need to improve | Action | What steps will you take | Who will be responsible for specific steps | What evidence will show success | Date for completion | Who will monitor completion | Evidence of impact on children when actions are complete |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |

# Action plan

|  |  |
| --- | --- |
| School / Setting |  |
| Date |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Action | Who and When? | Review / Evaluate | Impact on Children |
|  |  |  |  |

# Action plan

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Action | Timescale | Resource implications | Lead Responsibility / Linked Staff | Monitoring Procedures | Success Criteria | Evaluation/ Impact on Children |
|  |  |  |  |  |  |  |

# Action Plan for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date: | |  | | |
| Objective | Action | When | Who | Evaluation/ impact on children |
|  |  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

EYFS Action Plan Setting Name: Date:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Aspect for development** | **Source**  (e.g. from an audit /Ofsted action/training/EYAT action etc.) | **Actions**  (e.g.complete an audit; attend training; document update; data analysis; consultation etc.) | **Timescale**  (when and by when**)** | **Responsibility**  (who will take the action) | **Resource**  **Implication**  (e.g. budget  /training costs/new equipment costs) | **Success Criteria**  (how you will know it has been achieved) | **Achieved?**  **Update/evaluation**  (include dates) |
|  |  |  |  |  |  |  |  |
| **Impact** - what impact has there been (on provision/practice/improvements for children)? Include evidence and dates: | | | | | | | |

Early Years Foundation Stage (EYFS) Action Plan 2021-22

School -

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| IMPROVEMENT AREA 1  Quality of Education | | | SUCCESS CRITERIA BASED UPON KEY MILESTONES BY JULY 2022 | | | | | | | |
| BY END OF DEC 2021 | | | BY END OF MARCH 2022 | | | | SO THAT BY JULY 2022 |
|  | | |  | | | |  |
| KEY ACTIONS | WHO? | RESOURCES | | TIME SCALE | MONITORING  WHO? HOW? WHEN? | | | | EVIDENCE OF IMPACT  when key actions are complete | |
|  |  |  | |  |  | |  |  |  | |
|  |  |  | |  |  | |  |  |  | |
|  |  |  | |  |  | |  |  |  | |
|  |  |  | |  |  | |  |  |  | |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| IMPROVEMENT AREA 2  Behaviour and Attitudes | | | SUCCESS CRITERIA BASED UPON KEY MILESTONES BY JULY 2022 | | | | | | | |
| BY END OF DEC 2021 | | | BY END OF MARCH 2022 | | | | SO THAT BY JULY 2022 |
|  | | |  | | | |  |
| KEY ACTIONS | WHO? | RESOURCES | | TIME SCALE | MONITORING  WHO? HOW? WHEN? | | | | EVIDENCE OF IMPACT  when key actions are complete | |
|  |  |  | |  |  | |  |  |  | |
|  |  |  | |  |  | |  |  |  | |
|  |  |  | |  |  | |  |  |  | |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| IMPROVEMENT AREA 3  Personal Development | | | SUCCESS CRITERIA BASED UPON KEY MILESTONES BY JULY 2022 | | | | | | | |
| BY END OF DEC 2021 | | | BY END OF MARCH 2022 | | | | SO THAT BY JULY 2022 |
|  | | |  | | | |  |
| KEY ACTIONS | WHO? | RESOURCES | | TIME SCALE | MONITORING  WHO? HOW? WHEN? | | | | EVIDENCE OF IMPACT  when key actions are complete | |
|  |  |  | |  |  | |  |  |  | |
|  |  |  | |  |  | |  |  |  | |
|  |  |  | |  |  | |  |  |  | |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| IMPROVEMENT AREA 4  Leadership and Management | | | SUCCESS CRITERIA BASED UPON KEY MILESTONES BY JULY 2022 | | | | | | | |
| BY END OF DEC 2021 | | | BY END OF MARCH 2022 | | | | SO THAT BY JULY 2022 |
|  | | |  | | | |  |
| KEY ACTIONS | WHO? | RESOURCES | | TIME SCALE | MONITORING  WHO? HOW? WHEN? | | | | EVIDENCE OF IMPACT  when key actions are complete | |
|  |  |  | |  |  | |  |  |  | |
|  |  |  | |  |  | |  |  |  | |
|  |  |  | |  |  | |  |  |  | |

EYFS Action Plan Setting Name: Date / 2021-22

**Quality of education**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Improvement/**  **development**  **\***note if  Intent  Implementation  or  Impact | **Source**  (e.g. from an audit/Self Eval/  Ofsted action/training/  EYAT action etc.) | **Actions**  (e.g. use an audit; attend training; document update; data analysis; consultation etc.) | **Timescale**  (when and by when) | **Responsibility (who)** | **Resource**  **Implication**  (e.g. budget/ training costs/new equipment) | **Success Criteria**  (how you will know it has been achieved) | **Achieved?**  **Update/evaluation**  (include dates) | **Impact (dated)**  (What has been the benefit to the children/parents/staff?)  Brief note plus where evidence is located |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |

**Behaviour and attitudes**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Improvement/**  **development** | **Source**  (e.g. from an audit/Self Eval/  Ofsted action/training/  EYAT action etc.) | **Actions**  (e.g. use an audit; attend training; document update; data analysis; consultation etc.) | **Timescale**  (when and by when**)** | **Responsibility (who)** | **Resource**  **Implication**  (e.g. budget/training costs/new equipment) | **Success Criteria**  (how you will know it has been achieved) | **Achieved?**  **Update/evaluation**  (include dates) | **Impact (dated)**  (What has been the benefit to the children/parents/staff?)  Brief note plus where evidence is located |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |

**Personal Development**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Improvement/**  **development** | **Source**  (e.g. from an audit/Self Eval/  Ofsted action/training/  EYAT action etc.) | **Actions**  (e.g. use an audit; attend training; document update; data analysis; consultation etc.) | **Timescale**  (when and by when) | **Responsibility (who)** | **Resource**  **Implication**  (e.g. budget/ supply/  /training costs/new equipment) | **Success Criteria**  (how you will know it has been achieved) | **Achieved?**  **Update/evaluation**  (include dates) | **Impact (dated)**  (What has been the benefit to the children/parents/staff?)  Brief note plus where evidence is located |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |

**Leadership and Management**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Issue/**  **development** | **Source**  (e.g. from an audit/Self Eval/  Ofsted action/training/  EYAT action etc.) | **Actions**  (e.g. use an audit; attend training; document update; data analysis; consultation etc.) | **Timescale**  (when and by when) | **Responsibility (who)** | **Resource**  **Implication**  (e.g. budget/ supply/  /training costs/new equipment) | **Success Criteria**  (how you will know it has been achieved) | **Achieved?**  **Update/**  **evaluation**  (include dates) | **Impact (dated)**  (What has been the benefit to the children/parents/staff?)  Brief note plus where evidence is located |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |