Early years year planner 2018-19

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| **Half term** | **Tasks** | **Notes** |
| **Half term 1** | * First day of the academic year – staff training. * Yearly check and sign [policies](http://my.optimus-education.com/school-model-policy-templates-meet-your-legal-requirements) ensuring all information is up to date. * Yearly check and sign [risk assessments](http://my.optimus-education.com/risk-register-template). * Update staff on policies and procedures, any updates on Ofsted, safeguarding and so on. * Staff to sign ‘[keeping children safe in education](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2)’ and ‘[childcare disqualification form](https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006)’. * Update self-evaluation form (SEF) for any changes. * Write development plan and share with staff team. * Organise [staff training](http://my.optimus-education.com/training/eyfs-bite-size-training) for the academic year. * Complete home visits and settling in visits for all new children registered in term 6. * Next steps and starting points organised for new children from term 6 paperwork * Review setting based support plans/children’s individual plans and write new ones as required. * Have a list of spaces available for families showing interest in term 1. * Contact schools to see [how Reception children have settled](http://my.optimus-education.com/high-quality-transition-early-years-year-1-fundamental-principles) and/or visit children at school. * Early years educational entitlement (EYEE) parental agreement forms and [early years pupil premium (EYPP) forms to be completed](http://my.optimus-education.com/early-years-pupil-premium-getting-parents-board). * Complete online headcount for EYEE. * Complete budget with the estimated EYEE amount from headcount, taking into account 30 hour free childcare for working parents and the impact this may have on your budget. * Remind those parents who may need to re-apply for their 30 hour voucher code. * Sign off last year’s [staff appraisals](http://my.optimus-education.com/appraisal-conversations-advice-appraisers) and complete new ones. * Set dates for staff supervisions. * Complete data tracking from parental assessment of children (starting points). * Complete any [27 month assessments](http://my.optimus-education.com/preparing-two-year-old-progress-check-meeting-parents). * Send letter to parents to plan celebrations and festivals for the year. * Set inset dates for the year. * Complete newsletter and send out to parents. |  |
| **Half term 2** | * Add relevant festivals/celebrations from parent feedback to calendar. * Change estimated amount in budget to actual from EYEE. * Update data tracking from [learning journey](https://www.earlylearninghq.org.uk/earlylearninghq-blog/what-is-a-learning-journey/) summary. * [Analyse data](http://my.optimus-education.com/progress-and-reflective-systems-early-years) and look at priorities for the children’s learning. * Note children receiving EYPP. From the data analyse how money is best spent and [record this in writing](http://my.optimus-education.com/pupil-premium-templates-your-website). * Complete late starter forms for EYEE children (unless funded monthly). * Check waiting list for January, fill spaces and contact parents offering days and times available. * Contact school to see how late starter reception children have settled/ visit children at school. * Review and update setting based support plans. * All year settings to send letters out to full year families to organise children’s numbers over Christmas period. Adjust budget accordingly. * Organise opening and closing times over Christmas. * Rehearse Christmas concert. * Arrange parents evening. * [Invite new families in with children](http://my.optimus-education.com/parental-engagement-early-years-checklist-and-guidance) – give them administration form, contract etc. to complete. * Prepare all paperwork (e.g. learning journeys, pegs) for children starting in term 3. * Arrange new starters home visits and settling in visits. * Look at spaces available for each age group; adjust waiting list accordingly. * Adjust register from September for children changing ages and funding entitlement. * Organise staff training. * Update budget for any staff changes, resources bought and so on. * Complete any 27 month assessments. * Attend moderation meeting/moderate with colleagues. Keep evidence for Ofsted etc. * Hand out annual leave request forms for full year staff to complete for coming year. * Complete newsletter and send out to parents. |  |
| **Half term 3** | * Settling visits for all new children registered in term 2. * Next steps and starting points organised for new children from term 2 paperwork. * Have a list of spaces available for families showing interest in term 3. * Remind those parents who may need to re-apply for their 30 hour voucher code. * EYEE parental agreement forms and EYPP forms to be completed. * Complete online headcount for EYEE. * Complete budget with the estimated EYEE amount from headcount. * Complete data tracking from parents’ information. * Track EYPP children and money received. * Attend moderation meetings or arrange these meetings with your school. * Ensure mid-year appraisal reviews with staff are completed. * Review/update setting based support plans. * Arrange mid-year parent evening. * Complete any 27 month assessments. * Check all resources and order accordingly. * Re-check and sign risk assessments. * Organised new year’s annual leave for full year staff. * Complete newsletter and send out to parents. |  |
| **Half term 4** | * Change estimated amount in budget to actual from EYEE. * Continue to look at [progress of the budget](http://my.optimus-education.com/budget-review-7-step-guide-and-checklists). * Update data tracking from learning journey summary. * Analyse data and look at priorities for the children’s learning. * Note any additional children receiving EYPP. * Complete late starter forms for EYEE children. * Adjust register from March for children changing ages and funding. * Complete appropriate paperwork and forms, including improvement that maybe required by the EYEE team. * Check spaces available for the April intake. * Invite new families in with children; give them contracts etc. to complete. * Prepare all paperwork (e.g. learning journeys, pegs) for children starting in term 5. * Complete any 27 month assessments. * Review setting based support plans. * Complete newsletter and send out to parents. * Attend moderation meeting/moderate with colleagues. Keep evidence for Ofsted etc. |  |
| **Half term 5** | * Evaluate development plan and look at development plan for coming year. * Settling in visits for all new children registered in term 4. * Next steps and starting points organised for new children from term 4 paperwork. * EYEE parental agreement forms and EYPP forms to be completed. * Complete online headcount for EYEE. * Complete budget with the estimated EYEE amount from headcount. * Complete data tracking from parents’ information. * Ensure [transition activities](http://my.optimus-education.com/transition-foundation-stage-key-stage-1) are in progress. * Consult with Reception teachers for September intake. * Look at transition paperwork * Complete any 27 month assessments * Review setting based support plans. * Complete newsletter and send out to parents. |  |
| **Half term 6** | * Complete any 27 month assessments. * Remind those parents who may need to re-apply for their 30 hour voucher code. * Fully complete assessment and transition paperwork. * Final data analysis. * Complete early years pupil premium data looking at money received, how it was spent and what was the impact for each child. * Attend moderation meetings. * All year settings to send letters out to full year families to organise children’s numbers over the summer holiday. * Adjust budget for summer income and staffing. * Organise opening and closing times over summer. * Organise staff annual leave over summer holidays and arrange cover where necessary. * Arrange final parents evening. * Organise end of year party etc. * Adjust register for September for children changing ages and funding. * Look at spaces available for each age group for September. * Work on September waiting list; contact all new families offering days and times available. * Complete September 2019 budget based on the numbers on new term 1 register. * Invite new families in with children – give them paper work to complete. * Organise key person for each child starting in term 1 (September). * Prepare all paperwork (e.g. learning journeys, pegs) for children starting in term 1. * Order resources ready for term 1. * Finalise end of year budget and plan for new financial year. * Look at 30 hour impact – make adjustments to offer if required. * Review setting based support plans for September. * Ensure [induction arrangements](http://my.optimus-education.com/induction-checklist-new-members-staff) are in place for any staff starting in September. |  |