

Recommendations from Baseline visit:

In January the two groups will be come one class with **re**. Make this a smooth transition.

Awaiting outcome of child's application to panel possible **d** additional support? HLN? targeted support for pupil needed.

Raise GLD - 2018 it was 55%

Put interventions in place to target children who are starting in 30 to 50 band.

Date of Moderation Visit: 15th May 2019**Background:****How does your early years setting assess and how are the assessments used?****How is the progress and attainment of children tracked?**

- Make systematic observations (predominantly during child-initiated experiences) and assessments of each child's achievements, interests and learning styles
- Use of extended observations
- Use of observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for each child, in relation to Development Matters
- Match observations to expectations of the Early Learning Goals (see EYFS Class Assessment Record and EYFS Individual Pupil Grid on itslearning)
- What reference and evidence is gathered about the Characteristics of Learning? Does this match the overall attainment of the child?
- EYFS Tracking (considering age and stage within ELG, Exceeding descriptors, National Curriculum and GLD)
- What percentage are expected to achieve GLD?

every child has got P & S sheets
Every time an observation or adult led activity is done — it is dated — put ticks onto sheet — once there are 3 ticks — move on — got it.
Close relationship between ESO and teacher + 2 additional ESO (one is 0.5) (one is full time) - 1 to 1 support for a child is also involved in gathering evidence.

Longer observations — sporadically through year — either on one strand (eg mud kitchen) or on specific child.

Evidence is recorded as photos, work samples, stickies in scrapbooks.
Writing portfolio (moves up through school)
Workbook
children take part in classroom challenges — coded — added to scrapbook when appropriate
Coding relates to ages and stages of development matters.
Characteristics sheet for each child — coded — evidence mainly "in your head":

Refer to exempflication all the time and exceeding descriptor
Reading - GR and individual reads — book bands.
NC referenced through differentiated teaching.

End of year percentage achieving GLD in 2017

Overall - **approx 60%** (there are some children that may not appear in end of year data — waiting confirmation - DESC)
Boys - 68%
Girls - 66&

Comparison to GLD 2018

Overall - 55%
Boys
Girls

<p>Who is involved in contributing to the range of perspectives of the children?</p> <p>How is this achieved?</p> <p>How are children involved in the assessment process?</p>	<ul style="list-style-type: none"> ▪ How are parents contributions valued and included within their child's profile assessments? What opportunities are there for parents to communicate in their home language(s)? ▪ How do other EYFS practitioners contribute to evidence gathering and assessment judgements? ▪ Do other members of the setting/wider community (e.g., school meal supervisors, office staff, SLT, etc.) make a contribution? ▪ Is there evidence of learning discussions and sharing observations with children, talking to them about their significant achievements and next steps ▪ What opportunities are there for children to communicate and/or be assessed using their preferred mode of communication? e.g. child's home language (other than Prime Areas - communication and Language) Signalong, Picture Exchange Communication System (PECS), EY Elklan 	<p>see above</p> <p>Headteacher covers PPA & another teacher covering PPA (both have contributed over the year)</p> <p>Parents are given an observation letter — poor response to written observations but will pop in and give verbal info.</p> <p>Dinner ladies give info about Prime areas — relationships / fine motor (knife & fork)</p> <p>Scrap books are shared with children — verbal feedback.</p> <p>PECS / Lanyard cards / EAL support (Polish) has stop after feb half term.</p> <p>PSAC - one pupil attended 2 afternoons for a term and PSAC contributed</p> <p>Pre school visits</p>
<p>Do the practitioners have a thorough knowledge of the children?</p>		<p>YES</p>
<p>What internal moderation takes place to gain consistency of EYFS judgements</p>	<ul style="list-style-type: none"> ▪ Who is involved? ▪ How often? ▪ What documents are used? (e.g., Development Matters, Reading Assessment focuses, Letters and Sounds). ▪ What links are made with feeder or receiver settings, to support transition and moderation between other settings? How is this working? 	<p>Continual dialogue and discussion between teacher and ESO. Daily</p> <p>There are also more formal meetings</p> <p>Use exempfication to support judgements.</p> <p>PM Benchmarking used for some children. Internal moderation in writing samples.</p> <p>Staff attend Regional FS Moderation meetings termly</p>
<p>What evidence is used to support judgements?</p>	<ul style="list-style-type: none"> • Short observations • Extended observations • Focus on new learning • Cross referenced to Development Matters statements • Where appropriate, identifying next steps • Links to characteristics of effective learning • Unique to child • iPads 	<p>see above</p> <p>Planning is led by children initially</p> <p>Planning led by gap in profile class sheets —</p> <p>Interventions targeted to children who may not get to GLD - extra reading in assemblies</p>
<p>Is the child initiated / adult ratio appropriate?</p>		<p>YES</p>
<p>Is evidence of CoEL included in the children's profiles?</p>	<p>How is this evidence used to support next steps?</p> <p>Is CoEL reported to parents?</p>	<p>see above</p> <p>2 parents evenings (discussed) / end of year report includes reference to Learning Powers (linked to 6R's COEL)</p>

<p>Have practitioners attended this year's termly EYFS moderation meetings, to gain consistency of EYFS judgements <u>between</u> other settings?</p>	<ul style="list-style-type: none"> ▪ What have you changed/plan to change as a result of any of these sessions? Which practitioners attended? 	<p>redac delivering training Always bring evidence</p> <p>Coordinator meetings</p> <p>Transition meetings at UCM</p> <p>Speech & Language</p> <p>Talk for Writing</p> <p>Early Excellence training</p> <p>Positive Behaviour</p>
<p>Have practitioners attended this year's EYFS forums, to receive support in embedding the principles of the EYFS? Have they attended training?</p>	<p>List of training - Which practitioners attended?</p> <ul style="list-style-type: none"> ▪ What issues raised during the training impacted on you're setting's current practice? ▪ Are there any specific issues raised during the training that still need to be addressed? 	<p>redact led new to EYFS</p>
<p>Evaluation of recommendations made at the last Moderation visit Now one class — since January HLN panel recommendations GLD is increased Interventions in place.</p>		<p>Teacher signature Date</p>
<p>Strengths Staff knew children well and have transitioned from having 1.5 teachers to one large class smoothly. Worked well with other agencies to support a variety of needs within the class. Good relationship between teacher and support staff.</p>		<p>Moderators signature Date</p>
<p>Recommendations for next 12 months (to be followed up by Link Advisor) Total 37 PSAC heavy cohort - 7 Class plans for September - part time teacher mornings only Monday to Thursday - partnership working — other teacher is new to FS - will need support on planning and assessment. Maths Mastery</p>		<p>Headteacher Signature Date</p>
<p>Teacher comments on the visit</p>		<p>FS Advisors Signature Date</p>

Moderator Prompts

Possible action points for continuous improvement

- ❑ Ensure that Development Matters is used/referred to during internal moderation meetings **and** when finalising judgements
- ❑ Ensure that all three areas of Characteristics of Effective Learning are referred to.
- ❑ Ensure **all** EYFS principles are embedded for accuracy and reliability of judgements (e.g., based on predominantly child-initiated contexts, a range of evidence and a range of contributors, etc.)
- ❑ Further develop opportunities to involve children in their assessment by encouraging them to talk about and review their own learning
- ❑ Further develop internal EYFS moderation processes within setting
- ❑ Develop links with feeder/receiver settings to establish joint moderation (and support transition)
- ❑ Further develop and plan for specific/target groups of children — e.g. by ethnicity, gender, SEN, EAL, more able...
- ❑ Develop further the indoor-outdoor learning environment to ensure it enables children to demonstrate and apply their knowledge, skills and understanding consistently and independently in a **range of child initiated contexts**
- ❑ Arrange follow-up meeting between Headteacher/Manager, EYFS Leader, Assessment Leader and EYFS and Year 1 Practitioners to discuss outcomes of EYFSP moderation

Classroom Observations:-		
Child A	Child B	Child C
<p>Child was outdoors initially with a small group — chatty, very focussed and happy. Child then came into the classroom and joined another group — again chatting and sharing.</p> <p>Characteristics of Effective Learning: Not easily distracted</p>	<p>Child was in the Outdoor Area role playing with friends using large cardboard boxes. He was playing cooperatively with his friends and talking to them. He then went to play on the wheeled toys and was confident to manoeuvre them around the space provided. Later the child took himself inside and was working in the sand area reading the sentences about pirates.</p> <p>Characteristics of Effective Learning: The child was seen to be taking on a role in his play and using objects to be things from their experiences.</p>	<p>Child was in the Creative Area selecting resources to decorate her mermaid's tail. She was chatting with friends and able to tell me what she was choosing and why. She was confident to talk about herself and her birthday and tell me about her family and friends.</p> <p>Characteristics of Effective Learning: The child remained focussed on the task for an extended time. She was thinking of ways to decorate her creative work and talking about whether she liked what she was doing or not.</p>
<p>Age and Stage of Development: Exp'd/Exceeding in primes Working within ELG in specifics Child A</p>	<p>Age and Stage of Development: Exp'd/Emerging in most areas Exceeding in SCSEA Child B.</p>	<p>Age and Stage of Development: Exp'd/Exceeding in primes Exp'd/Working within ELG in specifics Child C</p>
Teacher Comments:- Child A	Child B.	Child C
<p>Moderators agreed judgments for this stage of the year and discussed teacher's predictions for the end of the year.</p>	<p>Moderators agreed judgments for this stage of the year and discussed teacher's predictions for the end of the year.</p>	<p>Moderators agreed judgments for this stage of the year and discussed teacher's predictions for the end of the year.</p>
Moderator Comments - Judgements Agreed		
Agreed	Agreed	Agreed