

<b>Name of School:</b>	<b>ANDREAS</b>	<b>Date of Moderation Visit:</b>	<b>15th May 2019</b>
<b>Name of Moderators:</b>	redacted		
<b>Name of Teacher:</b>	redacted	<b>Number of years Experience:</b>	redacted
<b>Name of SESO:</b>	redacted	<b>Number of years Experience:</b>	
<b>Recommendations from Baseline visit:</b>			
To maintain or raise GLD			
Trialling some Mastery stuff - this is on the SIP			
Familiarisation with FS curriculum / assessment - attendance at courses essential.			

<b>Date of Moderation Visit:</b>			
<b>Background:</b>			
<b>How does your early years setting assess and how are the assessments used?</b>	<ul style="list-style-type: none"> <li>Make systematic observations (predominantly during child-initiated experiences) and assessments of each child's achievements, interests and learning styles</li> <li>Use of extended observations</li> <li>Use of observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for each child, in relation to Development Matters</li> <li>Match observations to expectations of the Early Learning Goals (see EYFS Class Assessment Record and EYFS Individual Pupil Grid on itslearning)</li> <li>What reference and evidence is gathered about the Characteristics of Learning? Does this match the overall attainment of the child?</li> <li>EYFS Tracking (considering age and stage within ELG, Exceeding descriptors, National Curriculum and GLD)</li> <li>What percentage are expected to achieve GLD?</li> </ul>	<p>There are incidental observations - through free play/ continuous provision - observations are noted on stickies or with photos.</p> <p>FAB Books for each child</p> <p>Focus group teaching - notes are annotated.</p> <p>Professional judgement used - discussions between staff.</p> <p>Coding is used sometimes.</p> <p>Longer observations - of specific children and of specific areas - these have been very useful especially at the start of the year.</p> <p>Uses exemplification documents to reference scale points.</p> <p>COEL sheets are at the back of the profile for each child - these are ticked off and dated and will be used for reports.</p> <p>Planning overview sheet - action plan - taken from the 'gaps' in the class profile sheets.</p> <p>One child has her own individual plan.</p> <p>Use NC levels for those children on exceeding and secure in ELG reference made to meshed levels.</p>	
<b>How is the progress and attainment of children tracked?</b>			
<b>End of year percentage achieving GLD in 2017</b>	Overall - children (60%) definite but may be 7 children Boys - Girls -	<b>Comparison to GLD 2018</b>	Overall - 66% Boys - Girls

<p><b>Who is involved in contributing to the range of perspectives of the children?</b></p> <p><b>How is this achieved?</b></p> <p><b>How are children involved in the assessment process?</b></p>	<ul style="list-style-type: none"> <li>▪ 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)?</li> <li>▪ How do other EYFS practitioners contribute to evidence gathering and assessment judgements?</li> <li>▪ Do other members of the setting/wider community (e.g. school meal supervisors, office staff, SLT, etc.) make a contribution?</li> <li>▪ Is there evidence of learning discussions and sharing observations with children, talking to them about their significant achievements and next steps</li> <li>▪ 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</li> </ul>	<p>Teacher + 1 ESO (0.8) - there has been staff absence since Easter. A series of ESO supply - it has been a tricky year in regard of the staffing in FS</p> <p>redacted - contributes to assessment</p> <p>redacted coach (physical) targets on hall door for him to see.</p> <p>red - did all initial Language Link at the start of the year.</p> <p>Lunchtime staff - will report about relationships in playground.</p> <p>Parental contributions - have been useful - things they do at home - wall display - what to look out for - linked to COEL.</p> <p>Parent information sheet - what the focus for the half term is.</p>
<p><b>Do the practitioners have a thorough knowledge of the children?</b></p>		<p>Yes</p>
<p><b>What internal moderation takes place to gain consistency of EYFS judgements</b></p>	<ul style="list-style-type: none"> <li>▪ Who is involved?</li> <li>▪ How often?</li> <li>▪ What documents are used? (e.g. Development Matters, Reading Assessment focuses, Letters and Sounds).</li> <li>▪ What links are made with feeder or receiver settings, to support transition and moderation <u>between</u> other settings? How is this working?</li> </ul>	<p>Attended regional moderation sessions. Moderation between settings.</p> <p>red - has helped with moderation.</p> <p>Informal and supportive inks with Sulby and possibly Kirk Micheal (in future) - local Northern schools.</p> <p>Pre school visits - taking place ready for Sept 2019</p> <p>Have done home visits in the past.</p>
<p><b>What evidence is used to support judgements?</b></p>	<ul style="list-style-type: none"> <li>• Short observations</li> <li>• Extended observations</li> <li>• Focus on new learning</li> <li>• Cross referenced to Development Matters statements</li> <li>• Where appropriate, identifying next steps</li> <li>• Links to characteristics of effective learning</li> <li>• Unique to child</li> <li>• iPads</li> </ul>	<p>yes</p> <p>yes</p> <p>yes</p> <p>cross referenced / coded (area for development next year)</p> <p>a good range of evidence across a range of strands - a good mix</p> <p>ICT pages</p>
<p><b>Is the child initiated / adult ratio appropriate?</b></p>		<p>yes - focus group every day</p> <p>independent activities too</p>
<p><b>Is evidence of CoEL included in the children's profiles?</b></p>	<p>How is this evidence used to support next steps?</p> <p>Is CoEL reported to parents?</p>	<p>yes - see above</p>

<p><b>Have practitioners attended this year's termly EYFS moderation meetings, to gain consistency of EYFS judgements <u>between</u> other settings?</b></p>	<ul style="list-style-type: none"> <li>▪ What have you changed/plan to change as a result of any of these sessions? Which practitioners attended?</li> </ul>	<p>Early Excellence - July 2018 - inspired environment changes. red helped with set up. Outdoors is something to be developed in future. Role play is being developed more to encourage speaking &amp; listening. Independent writing table - focus writing.</p>
<p><b>Have practitioners attended this year's EYFS forums, to receive support in embedding the principles of the EYFS? Have they attended training?</b></p>	<p>List of training - Which practitioners attended?</p> <ul style="list-style-type: none"> <li>▪ What issues raised during the training impacted on your setting's current practice?</li> <li>▪ Are there any specific issues raised during the training that still need to be addressed?</li> </ul>	<p>all attended</p>
<p><b>Evaluation of recommendations made at the last Moderation visit</b> All courses attended</p>	<p>Teacher signature <span style="float: right;">Date</span></p>	
<p><b>Strengths</b> Good knowledge of children - Spoke about them as individuals. Good records kept - class sheets and individual profiles</p>	<p>Moderators signature <span style="float: right;">Date</span></p>	
<p><b>Recommendations for next 12 months (to be followed up by Link Advisor)</b> Coding stickies for observations. Outdoor area under-utilised because of access and line of sight! (* DOI have been asked to replace a window with a door to allow easier access and free flow.</p>	<p>Headteacher Signature <span style="float: right;">Date</span></p>	
<p><b>Teacher comments on the visit</b></p>	<p>FS Advisors Signature <span style="float: right;">Date</span></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

<b>Classroom Observations:-</b>		
<b>Child A</b>	<b>Child B</b>	<b>Child C</b>
<p>Outside - on phone with a friend - very happy and engaged but she was quite shy with me.            One of the boys shouted "redacte" - call the fire brigade we need the engine" She ran over and preped to call - she said " get help there is a fire"            Then she noticed that the phone tubes could be connected and she asked the boy "will your phone join mine - look you can make them together"            She and the boy tried to fix the two together but it was tricky - she asked another boy to "help hold it still"</p> <p>Characteristics of Effective Learning:            taking on a role            high level of fascination            enjoying a challenge            solving problems</p>	<p>At craft table completing a Fairy door.            She was chatty about colours - she liked rainbow colours - very precise about what she was doing. Answered questions when asked.</p> <p>Characteristics of Effective Learning:            not easily distracted            attention to detail            proud of what was accomplished</p>	<p>At craft table doing a fairy door- followed instructions well and was very focused - happy to talk about home - brothers - chatted about it being a devil door not a fairy door.</p> <p>Characteristics of Effective Learning:            thinking of ideas</p>
<b>Age and Stage of Development: Child A</b>	<b>Age and Stage of Development: Child B</b>	<b>Age and Stage of Development: Child C</b>
<p>Prime Area - Listening and Attention</p> <p>Specific Area - Number</p>	<p>Prime Area - Listening and Attention</p> <p>Specific Area - Number</p>	<p>Prime Area - Listening and Attention</p> <p>Specific Area - Number</p>
<b>Teacher Comments:- Child A</b>	<b>Child B</b>	<b>Child C</b>
<b>Moderator Comments - Judgements Agreed / Disagreed</b>		
Agreed	Agreed	Agreed