

Name of School: Anagh Coar

Date of Moderation Visit: 13th June 2018

Name of Moderators: redacted

Name of Teacher: redacted

Name of SESO: redacted

Number of years Experience: redact

Number of years Experience: redacte

Recommendations from Baseline visit:

Focus on specific children rather than different areas to balance the observations between teaching staff.

Consider using SESO as lead role to ensure consistency and continuity while supply is being used.

Use supply to reflect with the children when putting evidence and photos into Learning Journeys.

Try to organise more trips throughout the year to support the curriculum (negotiate with the head). Consider contacting redacted to build in nature aspect (free minibuses and drivers). Discuss with Headteacher any opportunity to cover the class for 30 minutes last thing on a Wednesday morning to allow redac and redact to communicate and plan for the rest of the week. Development of the outdoor area.

Date of Moderation Visit:

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?

Activities are set up and questioning is used to help inform planning. Observations are done through continuous provision, photographs, videos etc.

CoEL has been talked about but with the number of supply and changes in supply the class teacher feels that it was patchy before Easter. Since Easter the adults have taken a group each and observed the children to focus on CoEL as well as spontaneous observations.

All children have all 3 sheets up on the wall with their assessment information.

Judgements are checked against UK exemplification.

End of year percentage achieving GLD in 2017

Overall 0%
Boys 0%
Girls 0%

Comparison to GLD 2018

Overall 37.5% (3 maybe) 43.8% final GLD
Boys 11
Girls 5

<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>Every member of staff contributes. This was difficult before Easter as they had more than 10 different supply teachers and many only completed half a day. Limited evidence because of this before Easter. Since Easter the Year 1 teacher has been consistently in Reception.</p> <p>Diary Dog has been used so that parents can add information and send it back to school. Also looked at family traditions and asked for information from home. All parents have the chance to contribute during drop ins in the morning.</p> <p>1 EAL but fluent in English. She has taught the other children to say 'hello' and 'goodbye' in her home language.</p>
<p>Do the practitioners have a thorough knowledge of the children?</p>		<p>Very much so.</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 <u>between</u> other settings? How is this working? 	<p>The teacher and SESO have regular discussions on a Tuesday lunchtime. They check judgements and talk about next steps. School use Letters and Sounds and Development Matters. Nursery visits are undertaken to the main nurseries.</p> <p>Judgements are checked against UK exemplification.</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>Spontaneous and planned observations. Video evidence on iPads. Learning objectives are written on lists for adult led activities and reported back on.</p> <p>Evidence was generally found to be unique to that child and have I can statements or codes attached. There was evidence of longer observations being used.</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? Is CoEL reported to parents?</p>	<p>yes</p>

<p>Have practitioners attended this year's termly EYFS moderation meetings, to gain consistency of EYFS judgements between other settings?</p>	<ul style="list-style-type: none"> ▪ What have you changed/plan to change as a result of any of these sessions? <ul style="list-style-type: none"> - September - FS Assessment Briefing - October - baseline moderation - February - reading - May - transition ▪ Which practitioners attended? 	<p>Actions steps from training:</p> <p>Areas in the classroom are being changed around. The outdoor area is being reorganised after the trip to the Dhoon. Trying to collect less evidence.</p>
<p>Have practitioners attended this year's EYFS forums, to receive support in embedding the principles of the EYFS?</p> <p>Have they attended training?</p>	<p>List of training</p> <ul style="list-style-type: none"> - New to EYFS - November - People and Communities - November - Cabinet of Curiosities - November - Characteristics of Effective Learning - January - Big Bedtime Read - March - Dirty Teaching - fun and learning in the outdoors - April - Building Effective Behaviour Strategies for All <ul style="list-style-type: none"> ▪ Which practitioners attended? ▪ What issues raised during the training impacted on your setting's current practice? ▪ Are there any specific issues raised during the training that still need to be addressed? 	<p>Attended:</p> <p>Cabinet of Curiosities. New to EYFS.</p> <p>They would like more opportunities to attend training on using the outdoor areas in schools.</p>
<p>Evaluation of recommendations made at the last Moderation visit (date ??)</p> <p>It continued to be a difficult year and redacted have worked very hard to provide consistency of observations etc within the environment. They continue to work on reducing the number of observations while maintaining the quality. Outdoors continues to be a priority for development but they are waiting for the area to be made secure.</p>		<p>Teacher signature _____ Date _____</p>
<p>Strengths</p> <p>A strong team who are working very effectively together. The team know their children very well. Children are challenged to meet their individual potential.</p>		<p>Moderators signature _____ Date _____</p>
<p>Recommendations for next 12 months (to be followed up by Link Advisor)</p> <p>Developing the outdoor area. Research Talk 4 Writing. Look at training and support for the maternity cover to ensure a smooth transition. Follow up GDPR discussion about potential impact within the classroom.</p>		<p>Headteacher Signature _____ Date _____</p>
<p>Teacher comments on the visit</p> <p>Staff were slightly anxious because of the lack of consistency in relation to staff this year. They were worried about how much evidence to collect but feel happy that there judgments are secure. Staff feel that the process has been supportive, helpful and reassuring.</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>Borderline GLD:</p> <p>Higher writing score than reading and low in number. Was very confident and welcoming to new adults. Engaged in slime activity and could problem solve washing off her hands. *Concentrated well in adult led activity and showed an understanding of how to improve her work.</p> <p>Characteristics of Effective Learning: High levels of engagement and motivation were observed and creative problem solving.</p>	<p>Exceptional reading score:</p> <p>Read a Mr Men book and answered questions brilliantly. Asked the moderators questions and showed great curiosity. Was able to sound out the word from and when asked if there was somewhere he could write it. Wrote it on the play dough with his finger.</p> <p>Characteristics of Effective Learning: Very high levels of engagement and motivation. Lovely critical thinking and creativity. He showed a great sense of pride in his achievements.</p>	<p>Wide range in prime:</p> <p>Less engaged in the current activity and moved on quickly when given the opportunity to go outside More reluctant to talk to the moderators and limited answers. Mostly parallel play and observing others when outside.</p> <p>Characteristics of Effective Learning: He showed lower engagement levels and lower creative and critical thinking. When asked how to redesign the ramp to make it bigger he was unable to think beyond the current design.</p>
Age and Stage of Development: Child A	Age and Stage of Development: Child B	Age and Stage of Development: Child C
<p>Prime Area -</p> <p>Specific Area -</p>	<p>Prime Area -</p> <p>Specific Area -</p>	<p>Prime Area -</p> <p>Specific Area -</p>
Teacher Comments:-		
Child A	Child B	Child C
<p>Loves having jobs in the environment and happy and confident in school. Child writes all the time but often takes it home. She is very creative and loves nature.</p>	<p>Loves learning and engaging others in his learning. Likes to be challenged. Has made huge progress this year especially in PSE. His resilience has improved throughout the year. Self awareness also improving.</p>	<p>He has shown a great interest in the pirate theme and although he was reluctant to speak to the moderators he does engage in the environment. He arrived with very low levels of language and limited vocabulary but this has increased during the year. His language and engagement is not consistent and can depend on day/ time in term etc.</p>
Moderator Comments - Judgements Agreed / Disagreed		
Judgements agreed (see additional sheets)		
Agreed: Yes	Agreed: Yes	Agreed: Yes