

Date of Baseline Visit: 18th October 2016		Name of School: Ballacottier	Name of Teacher: redacted
<p><b>Discussions from Baseline visit:</b> This class of 28 children has 17 boys and 11 girls. There is one boy who has redacted and he receives 1-1 support for the moment. He also has redacted and is under assessment by redacted. One other boy redacted attends mornings only. The children work within 2 large classroom spaces, an outdoor area and a shared space. They are separated into 2 groups so that letters and sounds can be taught effectively. There are several adults involved with the class and although this is a complicated arrangement, everyone has pulled together to make it work. The teachers share the week with Joanne working 3 mornings and 2 afternoons and Ruth working 3 mornings and 3 afternoons. Both teachers work Monday mornings when guided reading is taught and challenges are introduced. The teachers are then able to have PPA time together, which they find valuable. Teachers share comments and profiles, taking half the class each and then swapping over so that they know all children well. They are using longer observations and are finding these very useful and informative. They are also using group observation sheets and stickies, especially from support staff. We discussed how it should only be new learning that is recorded and that this may involve some time for support staff to become used to recording in this way. Development Matters sheets are being used to record individual progress and are being customised to make them most efficient for Ballacottier. The children have settled into their routines well and are happy and content in the setting. They were keen to chat about what they were doing and offered lots of advice to make sure we understood what was going on too!</p> <p><b>Any Actions:</b> We talked about slimming down the amount of information that is recorded as evidence against Development Matters statements. The teachers, along with redacted are going to consider how they record the information. They are looking at possibilities including electronic recording, refining books that go home to parents and files for storing evidence that does not necessarily need to be shared with parents. It was also recommended that Characteristics of Effective Learning trackers are used for all pupils along with whole class tracking sheets, which would highlight any gaps in areas of learning.</p>			
<p><b>Date of Moderation Visit:</b> 11th May 2017 - 28 children (2 part-time teachers, 2 part-time SESOs, 1 SEN support, FS Co-ordinator)</p>			
<p><b>Background:</b> Class teachers continue to share the responsibility for 14 learning journeys each. Support staff has changed since the Baseline visit.</p>			
<p><b>How does your early years setting assess and how are the assessments used?</b></p>	<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>Observations are being carried out and record using stickies, photos and group sheets with CoEL on the back. Learning journeys have been slimmed down and there are incidental observations for new learning and noteworthy moments. Staff are continuing to develop dedicated time for observation on a regular basis. Support staff are more enthusiastic about using group sheets and observation sheets, particularly using ICT. They have developed their understanding of the stage children are at in their development and encourage further learning. Support staff complete longer observations with a specific focus in the afternoons. Group observation sheets have been made for some areas with all statements listed - these are mainly used for adult led activities. By including all the statements from the area of learning, staff are able to comment on more than the focus statement. These are also being used in different areas, notably C&amp;L, when observing children in areas such as the Curiosity Cabinet.</p> <p>There is lots of evidence in the profiles which is feeding into Class Assessment Records/Individual Pupil Grids. Statements are taken from Development Matters and staff have tracked back to the 30-50 age and stage statements where appropriate. Practitioners have developed the monitoring of CoEL and statements are now added onto their planning sheets and are linked to the school's 6Rs "Secrets of Success". These are being tracked on Individual Pupil Grids for CoEL. Staff know which age and stage their children are currently working within and know whether they are beginning, developing or secure. National Curriculum sub levels are being used through meshing documents, particularly in Numeracy where children are beginning to work on the Seven Strands assessment pages that are used across the whole school. Staff are aware of the GLD and have provided predicted end of year figures as follows:</p> <p>89% of children are expected to achieve the Early Learning Goals in the Prime Areas.</p> <p>46% of children are expected to achieve the Early Learning Goals in all Prime Areas and Literacy and Numeracy.</p> <p>Clarification was given to confirm that there is no expectation for pupils to be working at level 1b at the end of Reception Year.</p>	<p>Overall Boys Girls</p>
<p><b>End of year percentage achieving GLD in 2017</b></p>	<p>Overall Boys Girls</p>	<p><b>Comparison to GLD 2016</b></p>	<p>Overall Boys Girls</p>

<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 Eklan</li> </ul>	<p>At the start of the school year a sheet goes home (home school link) asking parents to share information on pre-school, background, etc. This contributes to initial baseline assessment information. Profiles are shared with parents at Parents Evening and children are encouraged to share any new learning from home with school via stickies, letters, etc. Story sacks are sent home and a comment is made about the book by parents which can be included in the profile.</p> <p>Reading information is shared with parents so they know what they are learning. Reading targets are in home reading books. They are related to the level of the book. A Working Wall is used for writing.</p> <p>There is a very strong link to Y1 through the current Y1 class teacher, who is also the Foundation Stage Co-ordinator and works in Reception one afternoon a week. Children are also visiting Y1 to show work and get used to the area. When preparing to move to Y1, children have a transition day with their new class teacher.</p> <p>Staff discuss learning with the children and they are aware that photos are being taken to go in their special work folder.</p> <p>Children are taking part in Big Write sessions - current staff allows for 3 differentiated groups with a member of staff each (Big "talk" for those not ready to write). This is a whole school initiative.</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>All practitioners in the Reception setting are involved in contributing to pupil profiles. With current working patterns this amounts to several adults. The two Reception teachers continue to share the children's profiles and work closely to ensure consistency for all pupils.</p> <p>Teachers are able to moderate judgements on an informal basis during PPA/own time and staff meeting time is given to staff to be able to moderate more formally together. The FS Co-Ordinator has also moderated some areas of learning, such as Number.</p> <p>There are some links with feeder nurseries. There is a Nursery attached to school and those children come into school and also go into some assemblies. A member of staff also went to visit a separate nursery at the beginning of this year. There are 2-3 visits by pre-school children, with a progressive programme to support transition to Year R. There is a parent information evening held, which is well attended. Most children attending Ballacottier have some pre-school experience.</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>• Where appropriate, identifying next steps</li> <li>• Links to characteristics of effective learning</li> <li>• Unique to child</li> </ul>	<p>Cross referencing of observations is no longer carried out, since baseline visit. Little ticks and dates are made on the individual child's record when observation has been made. Practitioners talk about learning with the children (ie. in number and reading). A variety of observation styles are used and there is a focus on new learning. Each half term, children are asked what they want to learn about related to the topic, so they are involved in leading some of the planning/learning. The Foundation Stage is using thinking maps as part of a whole school policy. One or two maps have been introduced and are working well to support learning.</p>



<p><b>Have practitioners attended this year's termly EYFS moderation meetings, to gain consistency of EYFS judgements between 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?</li> <li>- September - FS Assessment Briefing</li> <li>- October - baseline moderation</li> <li>- February - reading</li> <li>- May - transition</li> <li>▪ Which practitioners attended?</li> </ul>	<p>At least one member of staff has represented school at forums and moderation meetings. FS Co-ordinator has attended some forums also. Staff are able to chat and magpie ideas from other schools.</p>
<p><b>Have practitioners attended this year's EYFS forums, to receive support in embedding the principles of the EYFS?</b></p> <p><b>Have they attended training?</b></p>	<p>List of training</p> <ul style="list-style-type: none"> <li>- New to EYFS</li> <li>- November - People and Communities</li> <li>- November - Cabinet of Curiosities</li> <li>- November - Characteristics of Effective Learning</li> <li>- January - Big Bedtime Read</li> <li>- March - Dirty Teaching - fun and learning in the outdoors</li> <li>- April - Building Effective Behaviour Strategies for All</li> <li>▪ Which practitioners attended?</li> <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>Been waiting to attend Numeracy training and will be attending this week.</p> <p>Staff thought it would be useful for them if "Open Classroom" were held across the island so anyone can drop-in and have a look around and a chat.</p>
<p><b>Possible action points for continuous improvement</b></p> <ul style="list-style-type: none"> <li>□ Ensure that Development Matters is used/referred to during internal moderation meetings <b>and</b> when finalising judgements</li> <li>□ Ensure that all three areas of Characteristics of Effective Learning are referred to.</li> <li>□ Ensure <b>all</b> 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.)</li> <li>□ Further develop opportunities to involve children in the their assessment by encouraging them to talk about and review their own learning</li> <li>□ Further develop internal EYFS moderation processes within setting</li> <li>□ Develop links with feeder/receiver settings to establish joint moderation (and support transition)</li> <li>□ Further develop and plan for specific/target groups of children – e.g. by ethnicity, gender, SEN, EAL, more able...</li> <li>□ 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 <b>range of child initiated contexts</b></li> <li>□ Arrange follow-up meeting between Headteacher/Manager, EYFS Leader, Assessment Leader and EYFS and Year 1 Practitioners to discuss outcomes of EYFSP moderation</li> </ul>	<p>It is clear that the FS practitioners are working closely and effectively together to provide a challenging and stimulating learning environment. This continues into assessment of learning and the well organised and clear structures that have been put in place allow for consistency across the setting. Systems used to moderate judgements are robust and provide accurate and useful information to be passed on to year 1.</p> <p>It is obvious that practitioners intend to continue to monitor the effectiveness of their systems over time. They show a clear understanding of the need to adapt to each cohort and have shown their ability to be flexible and responsive to change as it is required.</p>	<p>At least one member of staff has represented school at forums and moderation meetings. FS Co-ordinator has attended some forums also. Staff are able to chat and magpie ideas from other schools.</p>

Classroom Observations:-		Child B	Child C
<p><b>Child A</b> redacted obviously pays attention to detail and took some time to tell me about her favourite colour. She talked about developing her own story, linked to "The Little Red Hen". She showed well developed language and had a lovely smile while she was reading back her writing from the whiteboard. She had good strategies for reading and pointed to each word, making sure it made sense. Relationships with her peers appeared mature and well developed. She spoke about enjoying finding out about things around the world and told me lots about mini-beasts!</p> <p><i>Characteristics of Effective Learning:</i></p> <p>redacted came across as a very resilient girl, who enjoys challenges. She was eager to plan in order to solve problems and did not seem easily distracted.</p>	<p>redacted was playing with friends in the Construction and chatting about how to fit the track together "No, you need a flat piece here". He was keen to show me a 3D jigsaw he was holding "Look! I made this at home!". He moved to play with another friend in the worms outside. He was happy to talk to me about what he was doing and told me about the "real worms" in the mud. When I started to count the worms and record the numbers on a whiteboard he was excited to join in, and encouraged his friend to do so too, by taking the whiteboard pen from me and continuing to count and record.</p> <p><i>Characteristics of Effective Learning:</i></p> <p>redacted demonstrated he was a curious child who enjoys exploring what is going on around him. He was able to focus well on activities and showed enthusiasm.</p>	<p>redacted was found in the sandpit, concentrating very hard. She was working quietly and methodically, making relevant comments about the dragon's castle she was creating with her friends. She told me that she usually draws things first and colours them, so that she knows what she needs to do. She used good descriptive detail to explain what she was doing. She was very attentive to her task and communicated well with her peers to achieve their goals. She was shy at first, but became more animated. She was happy to count to 30 and talked about the numbers in the sandpit.</p> <p><i>Characteristics of Effective Learning:</i></p> <p>redacted showed a balance of skills in having a go and being involved and concentrating. She appeared to have lots her own ideas, which she happily shared.</p>	<p><b>Child C</b></p>
<p><b>Age and Stage of Development:</b></p> <p><b>Child A</b></p> <p>Prime Area - Listening and Attention Exceeding ELG working within level 1</p> <p>Specific Area - Number - Exceeding ELG</p>	<p><b>Age and Stage of Development:</b></p> <p><b>Child B</b></p> <p>Prime Area - Listening and Attention Secure ELG</p> <p>Specific Area - Number - Developing ELG</p>	<p><b>Age and Stage of Development:</b></p> <p><b>Child C</b></p> <p>Prime Area - Listening and Attention Secure ELG</p> <p>Specific Area - Number - Beginning ELG</p>	
<p><b>Teacher Comments:-</b></p> <p><b>Child A</b></p> <p>Very confident. Brilliant general knowledge. Lots of input from home. Natural explorer. Likes to help. Polite, well mannered, kind to other children. Enjoys challenges - can be extended through activities. Resilient and willing to have a go, not getting upset if something doesn't happen.</p>	<p><b>Child B</b></p> <p>Making steady progress. Can be quiet but depends upon who he is with! Took a while to settle, not keen on change but just needs a bit of support. Very sociable, responds well to praise. Loves challenges and outdoor learning. Enjoys exploring. Can make some poor friendship choices. When working with an adult can really achieve - enjoys learning with/from others.</p>	<p><b>Child C</b></p> <p>Started school year with a stammer, but appears to have settled. Confident, chatty, lovely with redacted (caring). Happy to speak in assembly and Christmas concert - great attitude to speak in front of others. Confidence within friendship groups is less - supporting her through this. Has good friendship groups in school. Lovely nature. Always busy - can be found with number challenges. Likes to help others. Very reliable.</p>	
<p><b>Moderator Comments - Judgements Agreed / Disagreed</b></p>			
<p>Agreed</p>			<p>Agreed</p>

<b>Classroom Observations:-</b> <b>Child A</b>	<p>redacted was playing in the Outdoor Area, first in the sandpit before moving to the mud kitchen. She was playing happily with her friends and was happy to talk to me when I joined them in the sandpit showing me what she was playing with "It's a seahorse", "It's blue". She continued to chat to me about what she was doing in both areas. We counted the wellies when we were tidying them up and was initially able to count them and then forgot how many there were and started with a different number. She was able to answer my questions when we were talking about how old she was and birthday parties.</p> <p><i>Characteristics of Effective Learning:</i></p> <p>redacted was keen to explore the outdoor environment. She seems to enjoy being creative with the areas and the resources she is using.</p>
<b>Age and Stage of Development:</b> <b>Child A</b>	<p>Prime Area - Listening and Attention          Developing ELG          Specific Area - Number - Developing 40-60</p>
<b>Teacher Comments:-</b> <b>Child A</b>	<p>Loves to chat and very sociable. Finds learning a challenge. redacted Loves the zumba on a morning - has been on the stage to demonstrate moves. Loves to explain what she's been up to. Good general understanding - great life skills.</p>
<b>Moderator Comments - Judgements Agreed / Disagreed</b> Agreed	

Signed (Moderator) \_\_\_\_\_

Signed (Moderator) \_\_\_\_\_

Signed (Headteacher) \_\_\_\_\_  
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Signed (Class Teacher) \_\_\_\_\_  
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