

Name of Moderators: redacted

Name of Teacher: redacted
 Name of SESO: redacted

Number of years Experience: redacted
 Number of years Experience: redacted

Recommendations from Baseline visit:

- ensure moderation with other practitioners supports judgements at baseline, mid-year and end of year
- assessment of reading based in Development Matters and ELGs, rather than book bands.
- to make reference to the Characteristics of Effective Learning in end of year reports to parents.

Background: See baseline visit summary (attached)

How does your early years setting assess and how are the assessments used?

- 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)

How is the progress and attainment of children tracked?

- 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?

Individual observations, group observations, annotated planning, chats, photographs, video evidence

Class assessment record - overall

Reference to CoEL on end of year reports - know the children well - stickies - ties into growth mindset and 6Rs

Track progress and attainment through electronic trackers, manual book (sheets)

Electronic based system - guided reading booklet also, which is a duplication

Electronic S&L tracker too

66% GLD expected

End of year percentage achieving GLD in 2017

Overall 46%
 Boys
 Girls

Comparison to GLD 2018

Overall
 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 Eiklan 	<p>Parents - Forest School, Tues morning readers, a grandma who does precision teach and other things. PPA teacher feeds back. Lunchtime and kitchen staff, visitors to school, MSR coach</p> <p>At the beginning of the year parents contribute to starting points - helps to get to know the children</p> <p>Children join in with snack and chat and learning journals - home school learning book - 2 weeks to do it then look at it - lots of chat</p> <p>Preferred method of communication -redacted- reticent in communicating - commonality - chatting</p>	<p>Yes - it is apparent that the staff have a very good knowledge of all pupils</p>
<p>Do the practitioners have a thorough knowledge of the children?</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>Talk to redacted- previous YR teacher. redacted keeps her feet on the ground - constant dialogue. Ask moderators through email communication</p> <p>Moving to cornerstones curriculum - teacher enjoys this Paths file</p> <p>Use development matters/letters and sounds - fluid groups/ipads</p> <p>Not as much contact with feeder nurseries (although close to school)</p>	<p>Yes - it is apparent that the staff have a very good knowledge of all pupils</p>
<p>What internal moderation takes place to gain consistency of EYFS 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>Lots of observations - stickies kept and logged, other observations documented over longer periods of time</p> <p>Next steps identified for pupils</p> <p>Aim to focus on new learning</p> <p>CoEL commented upon</p>	<p>Lots of child initiated opportunities and challenges available to children</p> <p>Focus groups led by adults with time for pupils to practise/refine skills</p>
<p>What evidence is used to support judgements?</p>	<p>How is this evidence used to support next steps?</p> <p>Is CoEL reported to parents?</p>	<p>Yes</p> <p>Pupils tracked for CoEL development</p>	<p>Yes</p> <p>Pupils tracked for CoEL development</p>
<p>Is the child initiated / adult ratio appropriate?</p>	<p>Yes</p> <p>Pupils tracked for CoEL development</p>	<p>Yes</p> <p>Pupils tracked for CoEL development</p>	<p>Yes</p> <p>Pupils tracked for CoEL development</p>
<p>Is evidence of CoEL included in the children's profiles?</p>	<p>Yes</p> <p>Pupils tracked for CoEL development</p>	<p>Yes</p> <p>Pupils tracked for CoEL development</p>	<p>Yes</p> <p>Pupils tracked for CoEL development</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>Yes - redacted always attends the meetings redacted used to but doesn't now redacted</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>Some training has been attended - redacted is moving year groups next year and will not be teaching in FS</p>
<p>Evaluation of recommendations made at the last Moderation visit (12th October 2017)</p> <p>All achieved</p>		<p>Teacher signature</p> <p>Date</p>
<p>Strengths</p> <p>Resilience and children at the heart of everything you do - relationships with parents and pupils</p>		<p>Headteacher Signature</p> <p>Date</p>
<p>Recommendations for next 12 months (to be followed up by Link Advisor)</p>		<p>Moderator signature</p> <p>Date</p>
<p>Looking with interest to see how the FS develops next year - suggestions about development of outdoor area when mobile classroom disappears. New practitioner next year - redacted</p>		
<p>Teacher comments on the visit</p>		<p>Moderator signature</p> <p>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 the 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 Year 1 Practitioners to discuss outcomes of EYFSP moderation

Classroom Observations:-

Child 1

Approached me to show his animal home photo on ipad.
Photo had gone - he knew how to operate ipad to get it back.
Answered questions
Followed instructions
Paid attention to friends at 'showing time' on carpet
Spoke in front of the class
Playing in sand - not speaking to peers but very engaged in his own game

Child 2

Very chatty to moderator
Told me she is good at making and drawing
Followed instructions given by adult
Sat quietly on carpet - distracted by shoes and zip on her dress
Spoke confidently in front of the class, answering questions

Child 3

Teacher Comments:-

Child 1

redacted
Shy/nervous of the world
Sudden growth in confidence - especially through Forest School
Lovely child

Child 2

Bubbly child

Child 3

Classroom Observations:-

Child 1

Quiet and attentive

Liked cutting out and was happy to talk about this

Answered questions

Child 2

Eloquent - good explanations

Lots of language and was able to move a conversation on

Talked about the beginning, middle and end of stories

Moved to sit next to her friend as that's where she 'likes to work'

Child 3

Teacher Comments:-

Child 1

Likes to chat when interested

Joins in and enjoyed Sports Day and Forest School

Good observations

Child 2

Very inquisitive

Works collaboratively

Good language skills

Child 3

Foundation Stage Moderation Visit Form June 2018

Moderators Names:

redacted

Teachers Name:

redacted

Please indicate below the Age and Stage for sample group of children. (see code grid)

	ASPECT	Child 1	Child 1	Child 2	Child 2	Child 3	Child 3	Child 4	Child 4
		teacher judgement	moderation	teacher judgement	moderation	teacher judgement	moderation	teacher judgement	moderation
C & L	Listening & attention	24		24		21		24	
	Understanding	24		24		21		21	
	Speaking	22		22		21		22	
PD	Moving & Handling	22		22		21		22	
	Health & Self Care	22		22		22		22	
PSED	Self confidence & Self awareness	22		23		22		23	
	Managing Feelings & behaviour	24		23		21		24	
	Making Relationships	23		23		22		24	
LD	Reading	21		23		21		23	
	Writing	21		22		21		21	
MD	Numbers	21		22		22		21	
	Shape, Space & Measures	22		22		22		22	
UW	People & Communities	21		22		22		21	
	The World	21		21		21		21	
	Technology	22		22		22		22	
EAD	Exploring & using media & materials	21		22		21		21	
	Being Imaginative	21		23		21		21	

Judgements generally agreed, with some areas to be re-considered before final submission of data.