

Name of School: Ballaugh

Date of Moderation Visit: 13th June 2018

Name of Moderators: redacted

Name of Teacher: redacted

Number of years Experience: redacted

Name of SESO: redacted

Number of years Experience:

Recommendations from Baseline visit:

Parental involvement - every other week sessions about how children learn.

Parents beginning to take away information and using it - aiming to raise attainment and to improve levels of confidence in parents ability to support - **Magic moments used to feedback on CoEL, these were shared partway through the year. Used in KS1 too.**

Notes from data: Query technology strand - could this be higher? Look at Number to see if this could perhaps be higher. Two LA children chosen as they are 20 across the board. Could possibly achieve a GLD in Prime areas? SSM - lower than other strands last year across island and same pattern noted in this grid.

Background: 1 child has moved to redacted since Baseline. Child from PSAC - parents would like an Autism diagnosis but school feel there is no barrier to his learning in school. EHaS has been offered to parents as they are finding his behaviours difficult at home.

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?

SESO always has a very clear focus, especially when teacher might be in KS1 class. It's not a direct teach, it is an observation. Extended observations used. Particularly useful at the very beginning. More so used for CoEL at the end. Each child has a Learning Journey (containing observations, photos, stickies), work book (contains written work, topic questions, their own recording). All staff following same coding - I independent, G guided). Class Assessment Record is in a file and accessible to all staff, including Head, who all contribute. All staff will tick off a statement.

End of year percentage achieving GLD in 2017

Overall 60%
Boys
Girls

Comparison to GLD 2018

Overall 72.7%
Boys 83.3%
Girls 60%

<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>Support staff used to make observations on CoEL. Magic Moments (see CoEL). VIPs.</p> <p>Problem Solving Week - every morning to parents and children. Always starts by talking about Growth Mindset. Children came up with some questions so they could take their parents on a Maths Trail. Each day was a different type of problem solving.</p> <p>Parents, SESO, both teachers.</p> <p>Children give a pupil comment to be used in their own report.</p> <p>At the end of each theme, children are asked questions to reflect back over the topic. These go on itsLearning to feedback to the Head. These notes will be used when they topic comes back round again.</p> <p>Children use a very simple self assessment (finger spaces, full stops, capital letters tick sheet).</p> <p>Planning meeting every Thursday.</p> <p>3 different SESOs all have a different area of responsibility based on their strengths and skills. They run this and communicate to parents were necessary. All feel valued and have a purpose.</p> <p>Been in touch with all families to find out about the children and visited feeder nurseries to see children.</p> <p>Visit session invitations have been sent out for drop in sessions.</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 <u>between</u> other settings? How is this working? 	<p>Child Therapy Services Milestones used to support Physical Development in ELG/Exc. Exemplar Materials have been used and shared with SESOs.</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 all other areas.</p>
<p>Is the child initiated / adult ratio appropriate?</p>		<p>There was more child led learning at the beginning. Found that parents thoughts about their interests were different. More teacher directed learning now, such as a Guided Write. Also helps to prepare for Year 1.</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>A statement is included in their report.</p> <p>Parents evening - a CoEL next step was given to parents that they could support with at home. eg. Taking a risk and learning by trial and error. These were written in a personalised way. These were chosen based on something that it felt was holding the children back.</p> <p>Parents are informed during the year that they look at 'how' children learn as well as 'what' they learn. They are encouraged to feedback from home with magic moments.</p> <p>Observed by SESO, before and after each holiday. These notes were converted into a report comment with references back to Feb target and some next steps if gaps.</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? <ul style="list-style-type: none"> - September - FS Assessment Briefing - October - baseline moderation - February - reading - May - transition ▪ Which practitioners attended? 	
<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>Attend all moderation meetings. Support staff also attend training.</p>
<p>Evaluation of recommendations made at the last Moderation visit (9/10/17)</p> <p>Feel that all work with parents throughout the year has been successful. Second-time parents are finding it useful too to see how much the EYFS has changed. Question ideas for parents were thought up rather than "How was your day?" and made onto fridge magnets which were given to the new intake.</p>		<p>Teacher signature _____ Date _____</p>
<p>Strengths</p> <p>redac has incredible knowledge of every single child. She keeps a holistic view of all the children. Room is utilised really well to make the most of every single surface and workspace. The learning environment celebrates every area of the EYFS curriculum and CoEL are promoted. Work to include parents has been invaluable.</p>		<p>Moderators signature _____ Date _____</p>
<p>Recommendations for next 12 months (to be followed up by Link Advisor)</p> <p>Smaller group of Reception children and almost all have older siblings so used to the school environment. More informal parent sessions in the staffroom rather than the school hall as a smaller cohort. Continue to choose one useful thing from each training session to take back to school to share with staff and focus on with the children.</p>		<p>Headteacher Signature _____ Date _____</p>
<p>Teacher comments on the visit</p> <p>The visit has been really useful as it has helped me to focus the team. It has helped everybody to work towards an end goal, especially with a large part-time team. Has made you refer back to the Handbook continually and decide if what she is doing is "useful".</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>On a trike with 2 other boys. All very active but not really interacting with each other. I asked child if he had a bike at home - he said yes and then started talking about his sister. He said he liked riding his bike and that he did it on the field at home - 'cause it is a big space".</p> <p>Characteristics of Effective Learning:</p> <p>See above.</p>	<p>Child was working at the outdoor fine motor table when we arrived. She was initially shy when being approached by us. She moved into the playground area. She was working with another child and a SESO. When I asked her what she was doing she said "writing a shopping list". This may have been because her friend was doing this. Child had 2 post it notes and the SESO was supporting her to sound out "shut" and "open". Her friend was helping her by showing her how to form the letters.</p> <p>Characteristics of Effective Learning:</p> <p>Child was involved in her play. She knew where to go to for help and worked well with both the staff and her friend. She was proud of herself for hearing and forming some of the letters in her words.</p>	<p>Playing with another boy at the weighing table. The challenge was to put items on the table in order. Child was very clear on instructions - "you can only put on thing on each side" when the other boy started to put several things onto the balance. Child clearly used a lot of mathematical language: balances, heavier, lighter, the same, more than/less than. He understood that smaller items might be heavier than larger items - he corrected the other boy when he (incorrectly) said that the boat was heavier because it was big. Very engaged for over 5 minutes - he was happy, chatty and involved.</p> <p>Characteristics of Effective Learning:</p> <p>See above.</p>
Age and Stage of Development: See attached grid Child A	Age and Stage of Development: See attached grid Child B	Age and Stage of Development: See attached grid Child C
Teacher Comments:-		
Child A	Child B	Child C
<p>Very young child. Had difficulties with his gross motor skills to start with, for example struggled to sit. Spent time working on fine and gross motor and is now expected in PD. Currently affecting his writing.</p>	<p>Child is the youngest of 5 girls, spring birthday. Missed the first week and a half of Reception and feel that has resulted in her not forming those first friendships. Has made enormous progress. She is beginning to communicate through her marks. Was not very confident but this is improving, brought on by being the VIP. Felt she has a speech deficit. Now if she answers a question she understands it is a question and is beginning to justify answers. No reading takes place at home, she is not interested in reading in the classroom and it is a struggle to get her to participate in Guided Reading sessions. Very empathetic, enjoys looking after her dogs. Good friend with another child and he is a good role model to her. She was clingy to him to start with.</p>	<p>Very exceeding child. Very, very confident. One of 6 children. Lots of support at home. Spends lots of time doing simple things with them, such as baking. He is able to link his learning, he relates things to real life and his own life. Has a go at solving his own problems.</p>
Moderator Comments - All Judgements Agreed		
Following a discussion with the practitioner, all the given judgements were agreed by all involved in the moderation.		
All Judgements Agreed	All Judgements Agreed	All Judgements Agreed