

Name of School: Braddan		Date of Moderation Visit: 19th 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:			
<ul style="list-style-type: none"> * Stay and learn with parents to increase frequency of reading with children. * Meaningful observations, new learning and impact, next steps. 'Queensland observations.' * Support staff to be involved in writing the CoEL observations. * Go with teacher judgement rather than chase evidence. * Consider e profile * Look into ITMP 			
Date of Moderation Visit:			
Background:			
<p>How does your early years setting assess and how are the assessments used?</p> <p>How is the progress and attainment of children tracked?</p>	<ul style="list-style-type: none"> ▪ 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? 	<p>CoEL, observations, incidental observations are used, longer observations are also used. All assessments feed into planning and next steps are identified. They also feed into planning for developing the environment.</p> <p>By using AFL sheets and descriptor tick sheets for each area.</p>	
End of year percentage achieving GLD in 2017	Overall:14% Boys 0% Girls 23.1%	Comparison to GLD 2018	Overall: 81% Boys 84.6% Girls 77.8%

<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 Eklan 	<p>All SESO's are involved and all teachers including supply and SENCO. Lunchtime assistants contribute to the profile and parents/carers especially during the phased starts.</p>
<p>Do the practitioners have a thorough knowledge of the children?</p>		<p>redact feels that the adults in the setting have been doing much more observing this year and that alongside elements of In the moment planning (ITMP) have helped them to get to know the children much better.</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>redact moderates with Y1 teacher and also the Y2 teacher who has had EYFS experience.</p> <p>Writing is moderated every half term.</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>Incidental observations, extended observations. redact is continuing to work on streamlining observations to make sure the wording is positive and concentrates only on new learning.</p> <p>There is a good focus on CoEL.</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, there have also been specific observations based on the CoEL this year and use of the Achieveosaurs throughout the year.</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>Yes to moderation meetings and all other training.</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>Yes.</p> <p>Early years coordinator meetings and moderation meeting have had most impact on Sorcha's practice.</p> <p>Changes made after training: Using 'Stretch Zone', CoEL.</p>
<p>Evaluation of recommendations made at the last Moderation visit.</p> <p>redact has streamlined the number of different approaches to CoEL just focusing on the Achieveosaurus. SESO's are beginning to complete more observations especially short snap shots. Queensland observations will have to wait until next year due to staffing changes and lots of change in the school.</p>		<p>Teacher signature _____ Date _____</p>
<p>Strengths</p> <p>Collecting lots of evidence particularly on writing. Excellent knowledge of the children and fantastic reflection on levels given.</p>		<p>Moderators signature _____ Date _____</p>
<p>Recommendations for next 12 months (to be followed up by Link Advisor)</p> <p>To enable all staff to reflect on progress and plan for gaps consider using the class sheets with one area on each sheet.</p> <p>Consider using longer observations including notes on your interventions and moving the children on to gather evidence for EMM and BI.</p>		<p>Headteacher Signature _____ Date _____</p>
<p>Teacher comments on the visit</p> <p>redact feels that the moderation process has been very helpful and welcomes the chance to move her practise forward. "A critical friend."</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>Absent</p> <p>Characteristics of Effective Learning:</p>	<p>Child 2 was happy to talk to the moderators and show us around the classroom. She found it more difficult to talk about EAD activities she had completed or imaginative play she had undertaken but the class teacher was able to talk in depth about the things she had achieved in this area.</p> <p>Characteristics of Effective Learning:</p> <p>High levels of engagement and enthusiasm shown.</p>	<p>Child 3 was confident and happy to engage with the moderators. She talked about home and her learning in school. She read a few pages of a guided reading book to the moderator and could talk enthusiastically about the book.</p> <p>Characteristics of Effective Learning:</p> <p>She could talk at length about what makes her a good learner and knew that thinking carefully helped with her writing and practising lots helps her with her reading.</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>Class teacher talked about how child 1 has made huge progress in PSE. Also talked about how resourceful they are in the environment and could speak in an animated fashion about their comprehension skills in reading.</p>	<p>Class teacher could talk at length and show examples of evidence showing her engaging in imaginative play.</p>	<p>Class teacher spoke enthusiastically about child 3 and her fantastic approach to learning.</p>
Moderator Comments - Judgements Agreed / Disagreed		
Agreed	Agreed	Agreed