

Name of School: Bunscoil Rhumsaa	Date of Moderation Visit: 12/6/19
Name of Moderators: redacted	
Name of Teacher: redacted	
Name of SESO: redacted	
Recommendations from Baseline visit: Interventions for 30 - 50 children Interventions for high achievers Involving all staff with profiles	

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?	<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>Observations focussing on target children (planned in advance at weekly planning meeting) photos, spontaneous observations. Adapting Cornerstones curriculum to suit their children and push on with exceeding children. GLD specifics are assessed through mainly adult led and also supported through continuous provision — rest of curriculum through observation. Using ages and stages and working well with the grid provided by EY team. CoEL - comes through professional discussion and make sure they have it covered. Not officially recorded as school focus on Secrets of Success. This is reflected in classroom displays and daily life of the classroom. Report to Parents includes Secrets to Success vocabulary which practitioner feels links well to CoEL.</p>	

<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>SESOs, 1 to 1 support, PPA cover teachers, parents give verbal information about their children, especially after they have seen the children learning journeys. Visitors e.g. the music person guides her sessions according to the profile. Lunchtime ancillaries report occasionally e.g. positives mainly relating to prime.</p> <p>Children will photograph own work and request it to be stuck in the book for them. They are aware they have a learning journey and have showed them to their parents. Parents can see them on whenever they like, but have had low take up on that.</p> <p>PECS is used with individual children in two of the 3 classes. There are also visual timetables for each class.</p>
<p>Do the practitioners have a thorough knowledge of the children?</p>		<p>Yes, extremely well. All three class teachers were able to talk in detail about the children in their classes and also in each others classes.</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>Informal chat.</p> <p>Job share teachers do as they need to make sure they are both aware of everything.</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>As above</p>
<p>Is the child initiated / adult ratio appropriate?</p>		<p>Yes - as observed by moderators and described by class teachers</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>CoEL is reflected in the observations naturally, but is not specifically targeted as they have Steps to Success. Reports to parents include info on Steps to Success.</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"> - October - Baseline Assessments - March - Physical Development and Writing - May - Willaston ▪ Which practitioners attended? 	<p>re attends all sessions and feeds back to the rest of the team in school.</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 1 - October - Words in the Woods 1 - October - Language and Speech in the Early Years 1 - November - Being Imaginative: Creativity and Creative Play (Cancelled) - November - Developing Talk for Writing - January - Enhanced Provision and Providing Challenge. 1 - March - Developing Positive Behaviour Strategies 1 - Transition Forum - November - Who goes where? (Cancelled) - Transition Forum - January - Pupil Numbers and SEN Support. 3 - Transition Forum - Handing Over. - Foundation Stage Co-ordinators - October 1 - Foundation Stage Co-ordinators - February 1 - Foundation Stage Co-ordinators - May 1 <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>Early Attachment with redacted has really helped the school target and help a number of children as it depended their understanding.</p> <p>The course at Ardwhallen</p> <p>Early Writing with red</p> <p>Early excellence with red</p> <p>All courses mentioned above have impacted on the setting in a positive way.</p>

<p>Evaluation of recommendations made at the last Moderation visit All 3 recommendations have been carried out.</p>	<p>Teacher signature _____ Date _____</p>
<p>Strengths Practitioners knowledge of the children is very through. Lots of examples given for every question asked. Staff feel the way the unit has run this year has helped with this. Classroom environments are very well set up to keep the children engaged and interested.</p>	<p>Moderators signature _____ Date _____</p>
<p>Recommendations for next 12 months (to be followed up by Link Advisor) More regular internal moderation across the Foundation Stage staff. Involving parents more in their child’s learning, beginning specifically with phonics. To ensure that there is an overall data grid provided to enable an overall judgement of each child to be agreed</p>	<p>Headteacher Signature _____ Date _____</p>
<p>Teacher comments on the visit</p>	<p>FS Advisors Signature _____ Date _____</p>

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 EYFS and Year 1 Practitioners to discuss outcomes of EYFSP moderation

Classroom Observations:-		
Child A	Child B	Child C
<p>Moderator reported she was quiet. Answered 'I don't know' a lot. Once in the classroom she hesitated and was not enthusiastic to show moderator around. She did approach moderator when paying with farm animals. She also tried to make another child laugh (witnessed by moderator)</p> <p>Characteristics of Effective Learning:</p>	<p>Was playing outside. She was very invested in the moderator. Very chatty, showed the shed etc, explained the rules (not open because wet) Struggled with belt but didn't give up. Then she saw a model another child had built and straight away had ideas what to do with it. Chatty and engaged with other children, offered if they would like to play.</p> <p>Previous addiction to ICT type activities so is very competent. Initially used as a treat but now she doesn't even ask.</p> <p>Characteristics of Effective Learning:</p>	<p>Moderator saw him outside in the mud. Playing well, was initiating conversations, does not allow anyone to be left out. Playing well in a group of about 9.</p> <p>Characteristics of Effective Learning:</p>
Age and Stage of Development: Child A	Age and Stage of Development: Child B	Age and Stage of Development: Child C
Teacher Comments:-		
Child A	Child B	Child C
<p>Teacher reports is very shy, was silent for the first month of school.</p> <p>Lots of gaps still in prime areas due to shyness. Very adept at technology. Shows imagination through small world e.g mermaids in the water tray.</p>	<p>Nurture with red. Advice given that not ready for specifics, but is beginning to show an interest. Joined redacted with 0.5 support (am) Lots of progress made.</p>	<p>Teacher reported he came in very interested and gives his best all the time. Became ill took some time to 'get the old redact back'. After that behaviour changed drastically and he became ill again. Not the same child.</p>
<p>Moderator Comments - Judgements Agreed. Please note the judgements recorded on the grid were from Easter, so these were not the judgements agreed. We worked instead with the most recent judgements that were available in each holds individual records and through discussion with the teachers.</p>		
agreed		
Agreed ✓	Agreed ✓	Agreed ✓