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| <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>Moderating interally difficult - goes to cluster meeting and coordinators. Gains in ideas and moderation discussions. Sharing of ideas has been really positive. Exemplification has been really useful to show its not hugely complicated.</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>Teacher attends all cluster meeting and coordinators. New to EYFS- in roar rile</p> <p>Completed dirty teaching training.</p> <p>redacted attended Clever hands busy feet and she loved the training and has improved her confidence.</p> |
| <p>Evaluation of recommendations made at the last Moderation visit (date ??)</p> <p>Smooth transition- (Last teacher) Transition went really well . Challenges completed- lots of coal and redacted is leading this across the school as part of SIP. The children are responding really well.</p> | <p>Strengths</p> <p>Technology- All children secure ELG or exceeding. COEL on the front of the report. Beautiful learning journeys. Talk for writing.</p> | <p>Teacher signature redacted</p> <p>Date redacted</p> |
| <p>Recommendations for next 12 months (to be followed up by Link Advisor)</p> <p>More Reception than Year 1 next year. SESO being more involved in making judgements. redacted to complete appraisal to support this. Look at ways she can take more responsibility.</p> | <p>Moderators signature</p> <p>Date</p> | <p>Headteacher Signature redacted</p> <p>Date redacted</p> |
| <p>Teacher comments on the visit</p> | <p>FS Advisors Signature</p> <p>Date</p> | <p>FS Advisors Signature</p> <p>Date</p> |

| Classroom Observations:- | | |
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| Child A | Child B | Child C |
| <p>A was in the role play area on her own. I sat with her and encouraged her to have tea and cake with me. She informed me that they weren't actually real. She then got lots of different food out and was able to label the food and tell me her experiences with the food e.g., My brother don't like strawberries. She told me she went to a pre school in Onchan and remembered that she used to go with M (her brother) and that she didn't like the funny teacher but there was lots of stuff to play with.</p> <p>Characteristics of Effective Learning:</p> | <p>B was following the activity of using musical instruments to make sounds. He was a watchful observer and followed the activity but remained quiet.</p> <p>Quiet, listening Chatting about after school, go home. Other boy asked him what he said. Loud.</p> <p>Taken time to build up relationships. Doesn't talk very much. Watchful observer. Taken time to settle in. Took him longer to make relationships. Lack of confidence.</p> <p>Writing- Orally he has it. High</p> <p>Characteristics of Effective Learning:</p> | <p>C was playing outside with blocks - slotting pieces together working with another child. She told me she was making a box "big enough so I can fit in it" - she obviously had done this before and had a picture in her mind about how it needed to be done. She was directing the other pupil " you need 8 pieces on the bottom" and then when the 8 were in place she said " the next ones go up for walls".</p> <p>The two cooperated well but C was in charge.</p> <p>I observed for about 5 minutes and left - when I returned about 10 minutes later the blocks were all separated - I asked had they finished the box but C said "No it didn't work - we went wrong" - I asked what they were going to do next - C said " we'll make it again but he (pointing to another child who had joined the activity) is going to do it too - that'll be quicker"</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 |
| Prime Area - L&A ELG S | Prime Area - Listening and Attention | Prime Area - Listening and Attention |
| Specific Area - | Specific Area - Number | Specific Area - Number |
| Teacher Comments:- | | |
| Child A | Child B | Child C |
| | Came in at baseline lower- | progress- made 7 jumps from baseline. |
| Moderator Comments - Judgements Agreed Possible under assessment at baseline - Progress date will look brilliant. | | |

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| Name of School: | | Date of Moderation Visit: | |
| Name of Moderators: redacted | | Number of years Experience: redacted | |
| Name of Teacher: redacted | | Number of years Experience: redacted | |
| Name of SESO: redacted | | | |
| Recommendations from Baseline visit: Prior Teacher was a NQT. | | | |
| <ul style="list-style-type: none"> • Smooth transition to new teacher - Style of Learning Journeys is new. • Look at challenge in the environment. • Longer observations. | | | |
| Date of Moderation Visit: | | | |
| Background: | | | |
| How does your early years setting assess and how are the assessments used? | | <p>On the spot observations and record what they say on sheets area of learning obj on sheet. We use the tracker and thats updated as year goes along. We look at the Data at the start middle. Extended observations - more formal.</p> <p>SESO involved too and objective on and comments will be made on them. There is lot of time to observe and take the children's lead. Sometimes will use the iPod to record what children have said as children will move away language. Not influenced by the teacher- true reflection of the child's abilities and relationships.</p> <p>Assessment on the tracker is done three times a year. Baseline in October, February and June.</p> <p>Gained 3 children.</p> <p>2 girls and five boys.</p> <p>redacted</p> | |
| How is the progress and attainment of children tracked? | | <p>Make systematic observations (predominantly during child-initiated experiences) and assessments of each child's achievements, interests and learning styles</p> <ul style="list-style-type: none"> ▪ 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? | |
| End of year percentage achieving GLD in 2017 | | Comparison to GLD 2018 | |
| Overall Boys Girls | | Overall 57% Boys 43% Girls 14% | |