

Name of School: HBN		Date of Moderation Visit: Monday 20th May 2019	
Name of Moderators: redacted			
Name of Teacher: redact		Number of years Experience: redacted	
Name of SESO: redacted		Number of years Experience: redacted	
Recommendations from Baseline visit:			
<ul style="list-style-type: none"> Continuing to develop outdoor area and use of resources effectively for children — developed areas outside, learning area, children respect it more. Developing parental engagement — sharing planning and topic info wall. Continue what we already do — working wall — parents don't really contribute but the children do make suggest things. Talk to children about interests and hobbies. Discussed internal moderation methods that could be implemented (Class teachers and SESO's) PPA time not always together — important for internal moderation. Staff absence during spring data. This has not really happened. ESO's have not really contributed. 			
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>Ongoing stickies, picture observations, half termly phonics/tricky words — Extended observation sheets — not used.</p> <p>For each objective Guided Activity - observation sheet — class sheet. Annotated</p> <p>redac codes her observations but reda does not — she dates the individual sheet.</p> <p>Gaps spotted - informs future planning e.g. ICT</p> <p>Ticks used against the observations.</p> <p>COEL - continuing sticky note - redacted has an individual grid sheet per child.</p>	
End of year percentage achieving GLD in 2019	Overall - not available during the visit	Comparison to GLD 2018	Overall - 59.3% Boys - 50% Girls - 72.7%

<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 their 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>2 teacher 2 ESO's Different ESO's come in to have specific intervention activities Nurture provision Unit staff All contribute to overall profile. Lunchtime staff do not really contribute —</p> <p>Communication needs - EAL</p>
<p>Do the practitioners have a thorough knowledge of the children?</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>Not really happened — cross moderation between 2 classes is quite informal. This was suggested at Baseline but due to staff absence has not really happened. All documents used. New Intake - visit all nurseries if possible, meet children, parents as partner sessions, handover of data, concerns raised, more in-depth meeting arranged if needed. Transition meetings (red has arranged) redac has attended one of these.</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>yes no yes coding used COEL used</p>
<p>Is the child initiated / adult ratio appropriate?</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>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? Which practitioners attended? 	<p>FS Coordinators sessions, Early Excellence, Team Teach, Creative Writing, Words in the Woods. Unsure about which regional moderation sessions they have attended.</p>
<p>Have practitioners attended this year's EYFS forums, to receive support in embedding the principles of the EYFS? Have they attended training?</p>	<p>List of training - Which practitioners attended?</p> <ul style="list-style-type: none"> ▪ What issues raised during the training impacted on you're setting's current practice? ▪ Are there any specific issues raised during the training that still need to be addressed? 	
<p>Evaluation of recommendations made at the last Moderation visit all courses attended</p>	<p>Teacher signature Date</p>	
<p>Strengths Learning Journeys lovely. But very time consuming — they are very full and there needs to be more of a focus on NEW LEARNING. Streamlining paperwork for these larger classes</p>	<p>Moderators signature Date</p>	
<p>Recommendations for next 12 months (to be followed up by Link Advisor)</p> <ul style="list-style-type: none"> • The way the children are split into the classes — utilising transition info from feeder settings. • Moderation internally — cross referencing where the children are up to - PPA time together would be helpful to enable this to happen. • Maths Mastery - 	<p>Headteacher Signature Date</p>	
<p>Teacher comments on the visit</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