

Date of Baseline Visit: 12th October 2016

Name of School: Kewaigue

Name of Teacher: redacted

Discussions from Baseline visit: This class of 20 children has 15 boys and 5 girls. The children are chatty and inquisitive, with many of the boys developing positive friendships. The girls relationships are not developing in the same way due to the small number of same sex friendship opportunities. redacted is aware of this and is taking steps to support relationship developments. The classroom leads straight into an outdoor area and there is a large, well resourced shared area which is also used by Year1/2. Indoor/outdoor learning is highly promoted, with a wide variety of resources and activities available to pupils. The children are settled and obviously know the daily routines already, understanding instructions and simple rules. They are confident and happy in the setting. All children are very independent and are good at getting ready for PE. There are 6 summer birthdays (May onwards) and 1 possible SEN concern. Two of the children are registered as EAL. They are Polish and although mums and dads speak English they tend to speak Polish at home. One of these children has a possible hearing problem. redacted uses individual tracker sheets from 40-60 months and thinks that 1 child will be tracked using the 30-50 months sheets. She is using class sheets for maths, writing and reading and is considering using these for other areas also. Pupils appear to be good at listening but speaking is at a much lower level for some. redacted has started an electronic learning journey for each child, which she hopes to use as a report for parents at the end of the year. redacted is happy with this. We discussed putting new learning evidence into the document, perhaps once a term, keeping other files/books of evidence to support judgements. We talked about using longer observations for evidence gathering. Photos will be organised into albums rather than printed out for a file. **Any Actions:** redacted is going to incorporate Characteristics of Effective Learning into her planning and observation routine. We talked about linking this with the 6Rs and split-screen objectives. She is also going to ensure that pupils understand the challenges that are available within different areas and the need to work on these challenges either with an adult or independently. She understands the need for pupils to enjoy challenge in their daily activities.

Date of Moderation Visit: 22nd May 2017

Background: redacted continues to work collaboratively with Louise. The organisation and number of children has remained the same.

How does your early years setting assess and how are the assessments used?

- 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?

How is the progress and attainment of children tracked?

- EYFS Tracking (considering age and stage within ELG, Exceeding descriptors, National Curriculum and GLD)
- What percentage are expected to achieve GLD?

Individual tracker sheets are used for all areas. Some pupils were started at 30-50 months for some areas. Both practitioners contribute to these. Each practitioner has a book to log observations. These observations are both short and long. They are trying to only capture new information and learning but are still transitioning towards this. Longer observations can be incidental and for maths these are based on specific objectives. Other longer observations have taken place when the MSR coach is in school and also for some prime areas. redacted often writes observations while redacted is teaching. They find this useful and are considering making videos next year. Observations are matched to Development Matters statements.

Observations inform planning, with templates referring to CoEL and areas of learning. Everything is recorded in an electronic profile. This has taken much time and effort over the year and was meant to be a report format. It will now go home at the end of the year as a learning journey document and redacted has written separate reports. redacted stressed that her own learning journey for the electronic profile has been difficult this year and she would welcome input and support if she were to consider this again next year. CoEL are highlighted over the year. It is obvious where there are any gaps and redacted hopes to develop this more next year. The school has changed their approach to 6Rs and has developed age appropriate statements. The Early Years statements will tie in with CoEL. Approx 15 out of 20 pupils are expected to reach GLD in Prime, with 13 expected for Prime plus literacy and numeracy.

End of year percentage achieving GLD in 2017

Overall
Boys
Girls

Comparison to GLD 2016

Overall
Boys
Girls

<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>redacted attended most of these and redacted attended one also.</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>redacted attended most sessions again. She is hoping to develop a Cabinet of Curiosities. She found the CoEL sessions good and very useful.</p> <p>They also found the outdoor session good and are hoping to develop their outdoor area further next year.</p>
<p>Possible action points for continuous improvement</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ensure that Development Matters is used/referred to during internal moderation meetings and when finalising judgements <input type="checkbox"/> Ensure that all three areas of Characteristics of Effective Learning are referred to. <input type="checkbox"/> 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.) <input type="checkbox"/> Further develop opportunities to involve children in the their assessment by encouraging them to talk about and review their own learning <input type="checkbox"/> Further develop internal EYFS moderation processes within setting <input type="checkbox"/> Develop links with feeder/receiver settings to establish joint moderation (and support transition) <input type="checkbox"/> Further develop and plan for specific/target groups of children – e.g. by ethnicity, gender, SEN, EAL, more able... <input type="checkbox"/> 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 <input type="checkbox"/> Arrange follow-up meeting between Headteacher/Manager, EYFS Leader, Assessment Leader and EYFS and Year 1 Practitioners to discuss outcomes of EYFSP moderation 		<p>Practitioners have developed a welcoming, safe and exciting learning space for these Foundation Stage children, with a plan to develop outdoor learning further next year. They obviously know the children very well and support their input to the learning environment.</p> <p>Children are assessed using standard documents and challenged on an individual level. Practitioner interaction allows for moderation of judgements. There is obvious intention to keep adapting systems to new cohorts and to further develop a manageable electronic system of recording progress and attainment.</p>

Classroom Observations:-

Child A redacted

redacted was very chatty and chose to introduce himself while he was riding his scooter. He wanted me to watch while he was playing with redacted and his other friends. "I am watching TV" he told me as he laughed "it's a monster". He was very happy and very active. He enjoyed seeing how far his car went down the ramp "it's gone really far!" and didn't seem too bothered about what he was trying to achieve by doing the activity. He obviously enjoyed his mark making on the blackboard and was happy with his own endeavours rather than taking account of anyone else.
 Characteristics of Effective Learning:
 redacted was very curious and loved to be busy but chose to move between activities rather than challenging himself. He liked to test out his ideas, but not for long!

Age and Stage of Development:

Child A

Prime Area - Listening and Attention
 Developing 40-60 months

Specific Area - Number Developing 40-60 months

Teacher Comments:-

Child A

Youngest child of re Young for his age. Mum has had some concerns in relation to siblings. Friendly and settled well to school. Chatty and amenable. Lower achieving. Using numbers 1-6 but requires support in all areas of maths. Specific areas lower than Prime areas, where he is working towards ELG. Very interested in everything - good imagination. limited focus. Loves role play, however, his understanding needs to develop.

Moderator Comments - Judgements Agreed / Disagreed

Agreed

redacted

Agreed

redacted

Signed (Moderator

Signed (Headteacher

Child B redacted

redacted was writing numbers on the blackboard and enjoying the challenge with the cars. She was very focussed and attentive. She knew she needed to write her numbers each time and made the effort to complete the task. She showed good understanding of number but found writing the numbers more of a challenge. She interacted with the other children and happily told me that eighteen is "1 and 8!" She persevered to find out which car went the furthest and was very engaged. She listened to her teacher and was able to follow instructions effectively.
 Characteristics of Effective Learning:
 redacted obviously likes to keep trying and and seeks challenges, while bouncing back after difficulties. She was solving problems and testing out her ideas.

Age and Stage of Development:

Child B

Prime Area - Listening and Attention
 Secure ELG

Specific Area - Number Developing ELG

Child B

Very sociable, quite focussed and content within the setting. Happy to try new things and works well either on her own or in a group. Her confidence has increased over the year. Enjoys learning and rises to challenges - usually one of the first to have a go. Relationships developing. Keen to ask questions - but can be confused when answering, making unrelated comments. She spends a lot of time in creative corner.

Agreed

redacted

Agreed

Signed (Class Teacher)

redacted

Child C redacted

redacted was playing a number game and explained the rules of the game to me very eloquently. He was playing with redacted and they bounced ideas off each other, creating a challenging environment. He showed quick mental maths ability and invited me to play, explaining how many counters I needed and what to do if I needed more. redacted said "redacted really good at maths". He worked out that $6 + 8 = 14$ before having a lengthy discussion with redacted about numbers. "I like adding, I do it at home too!" he told me. He also explained how he likes using chalk outside for his maths.
 Characteristics of Effective Learning:

redacted was highly engaged and interested in his learning. He is an obvious critical thinker, seeking challenges and working things out with others, avoiding distractions.

Age and Stage of Development

Child C

Prime Area - Listening and Attention
 Exceeding ELG

Specific Area - Number Exceeding ELG

Child C

Confident and social from the start of the school year. Good vocabulary, shows interest in everything - good speaker - good to explain - detail. A natural organiser within groups but can be less organised personally. Very vocal. Writing content is good but physical writing can be a struggle. Forms good sentences but writing untidy - possible fine motor. Good listening and general knowledge evident. Inquisitive mind.

Agreed

redacted

Signed (Class Teacher)

<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 Eklian 	<p>Electronic profiles are being completed for the end of the year. Exercise books are used for writing and maths (reflecting games and problem solving, writing numbers, etc). Topic scrap books cover science learning and other things. All books are well presented and organised. Parents enjoy an open door policy with some popping in often. Reading records are well used with frequent comments from parents. Learning is shared with parents and any specific comments noted, e.g. taking notice of signs in the local area.</p> <p>Another ESO redacted contributes, especially with long observations. Any comments from dinner staff are written up and used. Other teachers can also make comments, which can be recorded. Verbal feedback is given to children and comments are recorded in their books. Next steps are discussed, where appropriate. The children enjoy getting team points and stickers. These are linked to learning.</p> <p>EAL children are supported by red (part of DEC EAL support team). One pupil, who failed the Language Link, has much improved vocabulary now. Another pupil has speech therapy. She is very focussed and works hard but her speech affects her learning. redacted supports again, one morning per week.</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 chats with redacted form the basis of internal moderation. The Year 1 teacher is also involved in the summer term during transition time, where profile and Development Matters tracker sheets are discussed. Time is spent with handover discussions as it is felt this is important.</p> <p>All usual and relevant documents are being used.</p> <p>There are no specific links with nurseries or visits over the year. There may be telephone conversations taking place. Nurseries are starting to come online with Development Matters documents and references.</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 	<p>Extended observations can be difficult as other children can join in with groups or activities. The can sometimes develop into small group observations. redacted inds these useful.</p> <p>She continues to cross reference evidence and we spoke about making professional judgements without the need for time consuming referencing.</p>