

Name of School: Laxey

Date of Moderation Visit: 14th June 2018

Name of Moderators: redacted

Name of Teacher: redacted

Name of SESO: redacted

Number of years Experience: redacted

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Recommendations from Baseline visit:

Some support needed for CoEL - will be attending training with redacted
All children to be visited during transition period particularly so any additional needs can be identified and early intervention take place if necessary.
Continue to familiarise yourself with EYFS but attending training, forums and moderation meetings.
Set up links with other local schools to visit and for informal moderation.

Date of Moderation Visit:

Background: 18 children, 9 boys, 9 girls. 1 children has left the island redacted 3 more have started redacted

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 its learning)

How is the progress and attainment of children tracked?

- 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?

Observations throughout the day.
Focus groups and talking about the learning zones they are in (ie. comfort zone, stretch zone, stress zone).

Steps for Success for Maths - talked about different objectives and children draw a face on their whiteboard. Teacher annotates her sheet. Children are able to self-assess and teacher can see what they can do and know what they want to do next.

Photos, videos are used which are shared with the children.
Peer assessment and they give feedback to their friends. Children starting to use the language of "feedback".

Next steps given on writing in green - children asking for this during activities.
Guided Reading is done and notes made based on the AF. A book is used for 1-2 weeks and 3 sessions done a week on the same book. Home book also sent home which is great communication with the parents.

Grids being used to record children's attainment.
Grids being used showing children are working within different ages and stages.
Planning - annotated during the week to show what is being achieved. Lots of talking about planning and activities and sharing information.

End of year percentage achieving GLD in 2017

Overall 89%
Boys
Girls

Comparison to GLD 2018

Overall 89%
Boys 78%
Girls 100%
Primes 100%

<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 EIKAN 	<p>SESO is heavily involved. Support - 1-1 used until recently. CAMHS, ESC, interventions in house for S&L. Ancillaries feedback at lunchtime. Open door policy so parents always share information and write non-reading related things in Monkey Diaries. Mostly verbal though. Next steps - tickled pink and green for growth. Time spent with children at the end of day to share and feedback, self and peer-assess. One child was selective mute. Is becoming more confident and will now talk to close friends and will whisper in the teachers' ears to get them to share with the class. Mum has come into school after the end of the day to do reading/number as she will talk in front of Mum. Another child is becoming used to facial expressions as she struggled with this - is becoming more empathetic and starting to take a more active role in CP. School learning habits reported to parents at the end of the year in school report (these used as CoEL).</p>
<p>Do the practitioners have a thorough knowledge of the children?</p>		<p>Yes - know the children and their needs well.</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 between other settings? How is this working? 	<p>Moderation takes place with SESO. In school moderation, reading and writing done so far. Some moderation is beginning to take place with a federation school. Using Development Matters, L&S, White Rose Maths Mastery, Reading AF, exemplification material.</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>All seen in the other boxes.</p>
<p>Is the child initiated / adult ratio appropriate?</p>		<p>Plenty of opportunities for children to access child initiated learning through CP and teacher led activities planned for daily in phonics and number (half with teacher, half with SESO - swap every 2 weeks).</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 observed during focus groups using a bubble map.</p>

<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>Attended all moderation meetings</p>
<p>Have practitioners attended this year's EYFS forums, to receive support in embedding the principles of the EYFS?</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>New to EYFS Characteristics to Effective Learning - helped to clear things up and link to school's own learning habits. Enjoys talking to other people to share ideas and see that everyone is in the same boat. Reassures you that you are doing the right thing.</p>
<p>Have they attended training?</p>		
<p>Evaluation of recommendations made at the last Moderation visit (date ??) School/teacher have had more communication with some other nurseries and have been to visit Trinity. All pre-school settings that are known have been contacted. Visited other schools to see CP and beginning to chat more with teacher at federation schools.</p>		<p>Teacher signature redacted</p> <p>Date redacted</p>
<p>Strengths Children's own reflections - using the school's language for learning. Practitioner knowledge of the children is excellent. Communication between FS staff and SLT is great and everyone is participating in the children's experience. Children's individual needs are all considered and interventions are taking place and steps to remove as many barriers as they can are carried out.</p>		<p>Moderators signature redacted</p> <p>Date</p>
<p>Recommendations for next 12 months (to be followed up by Link Advisor) Managing the larger number of children, changing the space, timetabling, parents, time management. Have raised some money so now want to redevelop the outdoor area.</p>		<p>Headteacher Signature redacted</p> <p>Date redacted</p>
<p>Teacher comments on the visit The experience has been reassuring and it has been useful to talk things through. Helpful and flexible.</p>		<p>FS Advisors Signature</p> <p>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 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 was playing alongside other children in the large construction area, building a castle alongside other children. Spoke on a couple of occasions to various children "I am making a toilet", "I am going to tell my Mum on you" although did lose some confidence when she met my eye. She continued to play for 5 mins and then left to go to a new area.

Characteristics of Effective Learning:

Child was well involved in the play, she was thinking of ideas and following them through.

Child B

Child was playing in the water. He did not stay there for long, he was a bit flitty. When I said hello to the group of children in the area, the others said hello but he did not. He was happy to chat away to the other children during the activity though.

Characteristics of Effective Learning:

Less involved in his play but was making his own decisions. He was able to say what he wanted to do and did it without needing any help.

Child C

Child was playing on the laptops doing a phonics game. He was confident and competent at using the ICT equipment and was reading the words without any support. When I spoke to him, he was happy to tell me what he was doing.

Characteristics of Effective Learning:

Child showed high levels of involvement in his activity. He demonstrated pride in what he was doing and called the teacher over to tell her what he had been doing.

Age and Stage of Development:

Child A Expected (queried speaking)

Age and Stage of Development:

Child B Expected in all areas but only beginning within the ELG in Literacy

Age and Stage of Development:

Child C Expected in PSED and exceeding in all others.

Teacher Comments:-

Child A

Selective mute. Will speak in front of Mum. Mum has been in to do reading and number after school so the teacher has a clearer knowledge of what she can do. More recently is speaking to close friends and will whisper to staff. Mouthing words in GR. Using staff to share with the whole class.

Child B

Needed to work on his learning habits at the start of the year, mainly focus and effort and his readiness to learn. This is improving and is more focussed in group works which is having a positive impact on his attainment.

Child C

Very knowledgeable and confident. He likes to be in the stretch zone. He was emotional to start with so have spent lots of time nurturing this behaviour. Still can be emotional but this has improved. Will now join in team games as he is handling losing much better.

Moderator Comments - Judgements Agreed / Disagreed

redacted

Agreed

redacted

Agreed

redacted

Agreed

