Date of Baseline Visit: 20th October 2016	Name of School: Manor Park	Name of Teacher: redacted

Discussions from Baseline visit:
20 children. 8 Year 1, 12 Reception.
Learning journey file - discussed use of stickies
Discussed profiles - shared new grids. Discussed tracking docs on it's learning.

Any Actions :
To 'get to grips' with the profile documents.
To continue to attend moderation meetings and forums. Would be advantageous for SESO to attend if possible.
To visit other Reception classes to observe good practice and develop existing skills.

Date of Moderation Visit: Tuesday 20th June 2017

Background: *Class teacher has continued to teach a mixed YR/1 class with full-time support.*

How does your early years setting assess and how are the assessments used? **How is the progress and attainment of children tracked?**	▪ 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?	Photos, extended observation sheets, completed 'work' stickies - quotes. Observations are scale pointed. NC levels used for MA child. Development Matters/EYFS tracking and NC levels. COEL linked with 7 Rs/Superheroes. COEL are observed (7Rs sheet) and identified within discussions with SESO. School focus on 7Rs which link to COEL and shared with parents so they are aware of school focus. *Through discussions with the class teacher it was clear that the COEL matched the attainment of the child.* GLD Prime high but lower on Lit and Maths.

End of year percentage achieving GLD in 2017	*Overall 25%* *Boys* *Girls*	**Comparison to GLD 2016**	*All 21%* *Boys 12.5%* *Girls 33.3%*

Who is involved in contributing to the range of perspectives of the children? **How is this achieved?** **How are children involved in the assessment process?**	▪ *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**	SESO and class teacher contribute to profile. SESO also planning some of the enhanced provision. Parents are encouraged to be involved in whole child. Asked to share evidence from home. INSPIRE workshops - parents involved. Reading records - parent comments contribute to profiles. WOW moments from home are shared in class then shared in assembly for whole school. Big whole school push to get parents involved in child's learning. New Intake meetings - Discussion about how settling children into school. As needed use Signalong. Visual timetables in all classes so that it isn't just for certain children. Children lead planning/activities as linked to topic.
What internal moderation takes place to gain consistency of EYFS judgements	▪ *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?*	Class teacher/SESO Termly whole school moderation. 1 core subject each term. Development Matters/NC for moderating. Whole school grids. Class tracker for L and S. Diagnostic spelling used in Summer term for Rec. in readiness for moving into Yr 1. Benchmarking toolkit. SESO's used to assess as required.
What evidence is used to support judgements?	• *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*	Whole school grid for writing. GR records. Class observations from Head. Observations linked to Development Matters. *COEL are marked off on longer observations.*

Have practitioners attended this year's termly EYFS moderation meetings, to gain consistency of EYFS judgements <u>between</u> other settings?	▪ *What have you changed/plan to change as a result of any of these sessions?* *- September - FS Assessment Briefing* *- October - baseline moderation* *- February - reading* *- May - transition* ▪ *Which practitioners attended?*	Class teacher/SESO attend as many as possible.
Have practitioners attended this year's EYFS forums, to receive support in embedding the principles of the EYFS? **Have they attended training?**	*List of training* *- 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* ▪ *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?*	Class teacher/SESO attend as many as possible.
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*	To continue to be creative when involving parents. Developing as a whole school challenge.

Classroom Observations:-		
Child A - redacted	**Child B -** redacted	**Child C -** redacted
Creating a princess outfit with paper. Variety of resources available for her to select and choose from. Lots of discussion with peers about task then talked to redacted about home - Dad, Auntie, Uncle and Mum. Confident to share information. reda was chatting to her friends about what they were making and talked about where she liked learning best (in the writing and the role play). *Characteristics of Effective Learning:* redac *appeared to be resilient and confident. She was well focussed on the self-initiated activity of making princess outfits and was not deterred when things weren't going to plan. She was able to think of new ways to complete the activity.*	Very chatty. Lots of discussion with redacted . 'My birthday is at jump zone. 34 people are coming!" "we will have burgers to eat" Was playing with other boys using hammers and nails. Told me about his brother who is also in the class "This is my brother. He is 6 and I am 4. I am going to be 5 in 4 days." red *showed he was aware of the classroom rules when* redacted *opened the cabinet to see the hammers and saw and he told her that only* redacted *was allowed to open it.* *Characteristics of Effective Learning:* re *was very enthusiastic and curious. He was working well with a group of other children in the area and talking to them as he played. He was enjoying exploring with the hammers and nails.*	Using tweezers in beans tray. redacted : How many do you have there? T: 1, 2, 3, …..10! redac counted confidently up to 10.) redacted : Can you find 8 red beans? T: Ok. I will try. redact then started to select red beans. He selected too many and the redacted supported him in counting out 8. *Characteristics of Effective Learning:*
Age and Stage of Development: **Child A**	**Age and Stage of Development:** **Child B**	**Age and Stage of Development:** **Child C**
Prime Area - Listening and Attention *Secure exceeding* *Specific Area - Number* *Secure exceeding*	*Prime Area - Listening and Attention* *Developing ELG* *Specific Area - Number* *Developing ELG*	*Prime Area - Listening and Attention* *Secure 40-60m* *Specific Area - Number* *Developing 40-60m*
Teacher Comments:- **Child A**	**Child B**	**Child C**
Very able, Baseline 40-60m. *COEL demonstrated well, lots of resilience built up over the year.* *Working on NC levels.*	Happy, lively, loves outdoors and technology. Baseline 30-50m generally. Lots of encouragement with COEL Weakest area *PSED ?* - lacking confidence, bit of a follower. Working within ELG. 5 jumps.	Immature, summer birthday. Lively boistious. Happy. Baseline 30-50m. Still needs COEL encouragement. Literacy C and L struggling with. Struggles with speech and fine motor skills.
Moderator Comments - Judgements Agreed / Disagreed		
Agreed	Agreed	Agreed

Signed (Moderator) _____ Signed (Headteacher) _____ Signed (Class Teacher) _____