Date of Baseline Visit: **Wednesday 2nd November 2016**	Name of School: **Scoill Phurt le Moirrey**	Name of Teacher: redacted

Discussions from Baseline visit:

23 children (12 boys / 11 girls) + 5 youngest Year 1's in afternoons.

Older cohort - had come from a range of different pre school provisions. Settled well. Uses outside a lot - engages the boys.

A few children are on 30 to 50 band

Any Actions:

redact wanted to streamline the assessment process making it more manageable. She has done this and in discussion with DHT he confirmed that they had worked hard to make the system more manageable.

The teacher was definitely calmer and more confident than in her baseline visit.

The learning environment was great and the outdoor area was fantastic with great examples of provision for physical (fine and gross motor), writing linked to theme, creative (I loved the sand art), the mud kitchen was being well used and had been enhanced with additional resources over the week (discussion with ESO). The children were engaged, happy, showing curiosity and a love of learning.

Thank you for a great afternoons visit!

Date of Moderation Visit: Thursday 11th May 2017

Background:

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?*	Over the course of the year different ways of gathering evidence and assessment methods have been trailed - e.g. whole class tick sheets / Individual linger observations / group observations and focus teacher led assessment sheets as well as incidental observation stickies and photos. Characteristics of Learning are referenced in observations. ESO and teacher are both involved in the process and work very closely together - talking often and regularly. Observations are focussed on new learning and children interests are included. Over the year the teacher feels that she has become much more efficient and that she is more effective at catering for the individual personalities (Unique Child). There are 6 weekly / half termly pupil progress meetings (The new Headteacher wants this to get to grips with the school data). This has also ensured that all staff have ownership of the data and that they recognise trend and target children more efficiently.
End of year percentage achieving GLD in 2017	*Overall - 36%* *Boys - 30.8%* *Girls - 41.7%*	**Comparison to GLD 2016** *Overall - 26.5%* *Boys - 28.6%* *Girls - 25%*

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*	Class ESO is very closely involved. Dinner ladies offer feedback on transition back into the classroom after lunch. Parents meetings are in October and February and the photo book is shared. There have been stay and play sessions (3 over the year) each with a focus - e.g. phonics / reading. The Headteacher teaches the class and is involved in the process and the PPA teacher does music and singing. The children themselves have reflection time - an opportunity to share learning they are proud of and that take their own photos around the classroom and say what they want including in their special book.
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?*	ESO - very closely Headteacher is one of the FS moderation team and she has been a great support. The ItsLearning site has been useful
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*	all used.

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? Teacher at all - she then feedback to ESO.*
		attended
		
		A useful chance to share ideas, reflect on assessment process and to talk to others and try new ideas.

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 - no* *- November - People and Communities - yes* *- November - Cabinet of Curiosities - some staff went to Inservice day last June and fed-back* *- November - Characteristics of Effective Learning - yes* *- January - Big Bedtime Read - yes* *- March - Dirty Teaching - fun and learning in the outdoors - yes* *- April - Building Effective Behaviour Strategies for All - yes* ▪ *Which practitioners attended? Teacher at all - she then feedback to ESO.* ▪ *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?*	Levels of engagement and learning through play have been repeated themes coming out of training. Talk for Writing is a whole school focus. The balance between play and more formal engagement Transition into year 1 - how play based will this be and the level of challenge needed to move the children on.
Possible action points for continuous improvement ❑ *Ensure that Development Matters is used/referred to during internal moderation meetings **and** when finalising judgements - yes* ❑ *Ensure that all three areas of Characteristics of Effective Learning are referred to. - yes* ❑ *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.) - yes* ❑ *Further develop opportunities to involve children in the their assessment by encouraging them to talk about and review their own learning - this is taking place already* ❑ *Further develop internal EYFS moderation processes within setting - would there be an opportunity for the southern cluster to meet more often?* ❑ *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***	

Classroom Observations:-		
Child A - redacted	**Child B** - redacted	**Child C** - redacted
Very animated / lively and excitable. Can talk in detail about things. She answers questions well and is very eager. Good understanding. **Need to work more on problem solving.** *Characteristics of Effective Learning:*	Very outdoor and physical. In observation he was never still! Climbing tree and showing great problem solving skills. If he is interested he can do things - work hard to engage him. He has been referred for Sp & L Has good understanding *Characteristics of Effective Learning:* *He showed great resilience when he did not succeed at getting up onto a branch at first he didn't give up and persevered for nearly 10 minutes trialling different methods of piling things up to make a step.*	Has a difficult home life. Concerns over well-being. His level of listening and attention can very dramatically depending on the mood he arrives in school in. Ha can be very focussed but it is inconsistent. Discussion about the link between Listening a& attention and managing feelings and behaviour. He was playing in the mud kitchen and was happy to chat to me - talking about how he helps Mum at home. he was engrossed in mixing and adding more 'stuff" for over 10 minutes. *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 - Exceeding *Specific Area - Number - Secure ELG*	*Prime Area - Listening and Attention - Secure ELG* *Specific Area - Number - Developing / Secure ELG ?*	*Prime Area - Listening and Attention - Developing / Secure 40 to 60 (not net ELG)* *Specific Area - Number - Developing / Secure 40 to 60 (not net ELG)*
Teacher Comments:- **Child A**	**Child B**	**Child C**
Moderator Comments - Judgements Agreed / Disagreed		
Agreed	Agreed	Agreed

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