

Name of School: Peel Clothworkers		Date of Moderation Visit: 22/5/19	
Name of Moderators: redacted			
Name of Teacher: redacted		Name of SESO: redacted	
<p>Recommendations from Baseline visit: Maths Mastery - already being trialled by other year groups in school. Unit Teacher - familiarise with 'Development Matters' and continue to develop classroom organisation along CP lines. Attend transition forums, keep developing sharing of information for transition. Plan opportunities to invite parents in = plus in Unit.</p>			

Date of Moderation Visit: 22.5.19			
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>Observations in profile — short eggs, photos, videos, extended observations each half term coded against EYFS grids — used to plan next steps / to address gaps.</p> <p>Coded observations also refer to CoEL Use a class grid, school pupil performance grids to track progress / inform planning and interventions and highlight meshing with NC.</p>	
<p>End of year percentage achieving GLD in 2018</p>	<p>Overall 72.2% Boys 65.7% Girls 78.4%</p>	<p>Comparison to GLD 2019</p>	<p>Overall 63% (unit children not included) Boys 54% Girls 72%</p>

<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 Elklan 	<p>redacted - job share — all contribute</p> <p>All SESOs - they code / make own observations</p> <p>SESOS teach own phonics groups / hear children read</p> <p>Contributions from S&L staff working within school</p> <p>Parents have WOW stars — which are checked and coded by staff</p> <p>Informs them and parents of next steps.</p> <p>Children - enjoy termly reflections on their learning by sharing profiles, reviewing their favourite things / look back through profiles.</p>
<p>Do the practitioners have a thorough knowledge of the children?</p>		<p>Yes - lots of anecdotal evidence and background knowledge referred to — social, emotional, physical, family backgrounds.</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>All EYFS team meet and moderate informally and regularly, staff meeting time to moderate writing</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>see range above</p> <p>Class grids, Development Matters. AF for GR, school sheets for writing / and numeracy - supports meshing with NC - passed to Y1 staff to continue using.</p>
<p>Is the child initiated / adult ratio appropriate?</p>		<p>Balance of the two - phonics groups am, whilst other groups of children are choosing, short Literacy input am then CP, short input of numeracy usually after lunch, then CP</p>
<p>Is evidence of CoEL included in the children's profiles?</p>	<p>How is this evidence used to support next steps?</p> <p>Is CoEL reported to parents?</p>	<p>Comment made on unique child, positive relationships, environment — includes statements from CoEL sheet</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? <ul style="list-style-type: none"> - October - Baseline Assessments - March - Physical Development and Writing - May - Willaston ▪ Which practitioners attended? 	<p>re led them — baseline, Physical/writing. re also led new to EYFS.</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 ✓ - October - Words in the Woods - October - Language and Speech in the Early Years ✓ - November - Being Imaginative: Creativity and Creative Play (Cancelled) - November - Developing Talk for Writing ✓ - January - Enhanced Provision and Providing Challenge ✓ - March - Developing Positive Behaviour Strategies ✓ - Transition Forum - November - Who goes where? (Cancelled) - Transition Forum - January - Pupil Numbers and SEN Support - Transition Forum - Handing Over - Foundation Stage Co-ordinators - October ✓ - Foundation Stage Co-ordinators - February ✓ - Foundation Stage Co-ordinators - May <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>either / both teachers attended vast majority</p> <p>Language and Speech in the Early Years Led to reviewed of assessments / setting up of intervention groups.</p> <p>Developing Positive Behaviour Strategies very relevant / informative — could have been a whole day. course</p> <p>Find forums very useful to share ideas.</p>

<p>Evaluation of recommendations made at the last Moderation visit Maths Mastery - already being trialled by other year groups in school. More training already agreed for Aut term. Changes have occurred in the unit.</p>	<p>Teacher signature _____ Date _____</p>
<p>Strengths</p>	<p>Moderators signature _____ Date _____</p>
<p>Recommendations for next 12 months (to be followed up by Link Advisor) Maths Mastery - already being trialled by other year groups in school. More training already agreed for Aut term. Develop a whole school learning language — regarding growth mindset, metacognition, to teach children the language of learning.</p>	<p>Headteacher Signature _____ Date _____</p>
<p>Teacher comments on the visit</p>	<p>FS Advisors Signature _____ Date _____</p>

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

Classroom Observations:-		
Child A	Child B	Child C
<p>In small world area - joining in, imitating and listening / responding to their ideas. Happy to leave area to show me around elsewhere / in investigation area. Knew names of insects, those didn't know, he knew where to get help and find out. Asked questions of myself and peers. Initiating conversation. Listened and responded to peers. Showed me how to use magnifying glass and offered it to me. Talked enthusiastically about worms. Linked school and home experiences. Knew how to use resources. Chatty, confident, friendly.</p> <p>Characteristics of Effective Learning: engagement, own interests, finding out, exploring, making links</p>	<p>Sharing, listening, responding in small world. Imitated making narratives. Asked me for help / advice. Showed me around and told me what she likes to do — creative. Asked me to go back and join her. Copying others' ideas - answered questions / responded - but limited dialogue, short answers.</p> <p>Characteristics of Effective Learning: engagement, hands on, clear interests</p>	<p>ICT - i pod Advised me of how to use resources — don't eat it! dexterous with i — pod encouraging peer at activities - listening and responding talked about family / likes on i — pod at home accepted rule of having to leave i — pod in classroom took me on tour outdoors Balanced well on bar and tyres. interested in others — approached music area, laughing echoed rhythm played by peer, imitated them followed adult instructions to reduce noise level</p> <p>Characteristics of Effective Learning: engagement, exploring, trying out ideas, trial and error</p>
Age and Stage of Development: Child A	Age and Stage of Development: Child B	Age and Stage of Development: Child C
Teacher Comments:-		
Child A	Child B	Child C
<p>Query over speech — mum had referred already. Glue ear. With S & L since Easter. Friendly. Enjoys maths / small world. Less keen to write.</p>	<p>redacted . On a CP. Family split — impacts on sleep / focus. Carpet time — fidgets, poor concentration. Enjoys creative. Struggling with number to 20. Poor attention / moving and handling impacts on writing progress. Gross motor weaker too. Stronger at ICT.</p>	<p>Delayed entry. Moved to school Nov. Foster carer. School advised to focus on behaviour / boundaries — need for nurture. Would block doorways / show anger, struggle to take turns — attachment issues evident in his play — pleased with his progress since then, popular. Focused on child initiated — not interested in focus groups. Exceeds in H & SC - had to look after himself. Good general knowledge.</p>
Moderator Comments - Judgements Agreed / Disagreed		
agreed		
Agreed ✓	Agreed ✓	Agreed ✓