

Date of Baseline Visit: 14th October 2016

Name of School: Kirk Michael

Name of Teacher: redacted

Discussions from Baseline visit:

17 children in class. Baseline for 16 as one is Year 1 accessing Rec curriculum/environment. 1 possible SEN further discussion. 2 children known to SALT. 2 more children being referred. Language link programmes will be implemented as appropriate. Occasionally hesitant when scale pointing some observations - suggested looking at exemplification documents on it's learning. Discussed being confident in own judgements and knowing the children.

Any Actions :

To ensure that practioners attend training sessions. Forums and moderation meetings.
To discuss profile points with dept head - experienced practitioner.

Date of Moderation Visit: Monday 19th June 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?

Observations - individual, incidental observations and also focus group activities to assess where children are at. Using own class record sheets to record where children are learning at and these inform planning and assessment. Writing assessments using the IOM descriptors and guided reading records. Letters and Sounds records. Reading levels are benchmarked as required. Observations are scale pointed to Development matters. COEL are assessed on extended observation sheets. Different headings ticked. Observation stickies linked to COEL and 6Rs. COEL add to the overall picture of the child.

EYFS tracking is not used but individual class record sheets for each scale point are. Discussed that class record sheets seem a lot of paperwork but the class teacher was happy with this and felt them useful.

Unsure of GLD at present. Good cohort. Excellent with prime areas. Most children to have made 5 or more steps progress with prime. Lit and Maths - approx 70% to have made 5 steps progress.

End of year percentage achieving GLD in 2017

Overall 62.5%
Boys
Girls

Comparison to GLD 2016

53%
Boys 42%
Girls 71%

<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"> ▪ <i>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)?</i> ▪ <i>How do other EYFS practitioners contribute to evidence gathering and assessment judgements?</i> ▪ <i>Do other members of the setting/wider community (e.g. school meal supervisors, office staff, SLT, etc.) make a contribution?</i> ▪ <i>Is there evidence of learning discussions and sharing observations with children, talking to them about their significant achievements and next steps</i> ▪ <i>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</i> 	<p>Class teacher, SESO, PPA teacher, other members of school community add notes/make comments to Class teacher so that these can be added.</p> <p>Parents communicate with school using a planner. Comments from parents are used in profiles as are any addition information shared via emailed notes and informal discussions.</p> <p>Children are aware of profiles and share comments with practitioners but comments are not recorded. AFL is used with children.</p> <p>No children requiring additional opportunities to communicate in preferred mode of communication.</p>
<p>What internal moderation takes place to gain consistency of EYFS judgements</p>	<ul style="list-style-type: none"> ▪ <i>Who is involved?</i> ▪ <i>How often?</i> ▪ <i>What documents are used? (e.g. Development Matters, Reading Assessment focuses, Letters and Sounds).</i> ▪ <i>What links are made with feeder or receiver settings, to support transition and moderation <u>between</u> other settings? How is this working?</i> 	<p>Writing assessments moderated throughout school.</p> <p>Reading moderation with Yr 1. Guided Reading groups are shared between teachers to moderate judgements.</p> <p>Class teacher and SESO informally chat about different children and where they are up to.</p>
<p>What evidence is used to support judgements?</p>	<ul style="list-style-type: none"> • <i>Short observations</i> • <i>Extended observations</i> • <i>Focus on new learning</i> • <i>Cross referenced to Development Matters statements</i> • <i>Where appropriate, identifying next steps</i> • <i>Links to characteristics of effective learning</i> • <i>Unique to child</i> 	<p>Lots of evidence to support judgements. Each profile is unique to each child and demonstrate a good understanding of each child.</p> <p>Also used are whole school assessment trackers which then transition into Year 1.</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"> ▪ <i>What have you changed/plan to change as a result of any of these sessions?</i> <ul style="list-style-type: none"> - September - FS Assessment Briefing - October - baseline moderation - February - reading - May - transition ▪ <i>Which practitioners attended?</i> 	<p>Class teacher attends all training provided. SESO has attended some but not all.</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><i>List of training</i></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 ▪ <i>Which practitioners attended?</i> ▪ <i>What issues raised during the training impacted on your setting's current practice?</i> ▪ <i>Are there any specific issues raised during the training that still need to be addressed?</i> 	<p>Class teacher attends all training provided. SESO has attended some but not all.</p> <p>SESO has also attended additional training that has been offered.</p>
<p>Possible action points for continuous improvement</p> <ul style="list-style-type: none"> ❑ <i>Ensure that Development Matters is used/referred to during internal moderation meetings and when finalising judgements</i> ❑ <i>Ensure that all three areas of Characteristics of Effective Learning are referred to.</i> ❑ <i>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.)</i> ❑ <i>Further develop opportunities to involve children in their assessment by encouraging them to talk about and review their own learning</i> ❑ <i>Further develop internal EYFS moderation processes within setting</i> ❑ <i>Develop links with feeder/receiver settings to establish joint moderation (and support transition)</i> ❑ <i>Further develop and plan for specific/target groups of children – e.g. by ethnicity, gender, SEN, EAL, more able...</i> ❑ <i>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</i> ❑ <i>Arrange follow-up meeting between Headteacher/Manager, EYFS Leader, Assessment Leader and EYFS and Year 1 Practitioners to discuss outcomes of EYFSP moderation</i> 		<p>To further develop use of COEL in observations.</p> <p>Consider to try to reduce quantity of tracking/assessment sheets as there is a lot of recorded evidence. It may be worth trailing the EYFS tracker next year.</p>

Classroom Observations:-		
Child A - redacted	Child B - redacted	Child C - redacted
<p>red observing chicks. Very engaged and listening to peers about what they are doing.</p> <p>then moved to building blocks outside. looking for certain bricks to construct with. on own, concentrating well.</p> <p><i>Characteristics of Effective Learning:</i></p>	<p>Engaging with peers digging. filling a pot. lots of discussion about filling pot. "I've nearly got it to the top." "I'm making worm tea." (linked to previous learning with community farm.)</p> <p>Discussion regarding plants</p> <p><i>Characteristics of Effective Learning:</i></p>	<p>red very engaged in observing chicks. Lots of discussion and proud to show me what they were doing and why.</p> <p><i>Characteristics of Effective Learning:</i></p>
Age and Stage of Development: Child A	Age and Stage of Development: Child B	Age and Stage of Development: Child C
<p><i>Prime Area - Listening and Attention</i> <i>Beginning exceeding</i></p> <p><i>Specific Area - Number</i> <i>Secure ELG</i></p>	<p><i>Prime Area - Listening and Attention</i> <i>Developing exceeding</i></p> <p><i>Specific Area - Number</i> <i>Secure exceeding</i></p>	<p><i>Prime Area - Listening and Attention</i> <i>Beginning exceeding</i></p> <p><i>Specific Area - Number</i> <i>Developing ELG</i></p>
Teacher Comments:-		
Child A	Child B	Child C
<p>red is obsessed with animals. very knowledgeable. Reluctant reader initially but now taken off. Good writer - generally a good all rounder. Very sensitive and takes things to heart. Lovely enthusiastic boy.</p>	<p>Lots of fun and very active. early on needed persuading to learn outside. very sensible, really interested in everything. Considerate to others. Very keen on fair play.</p>	<p>Delightful little girl. Made huge progress during year. Gradual progress initially but when ready went for it. Very kind to others, occasionally bossy but does care for friends. Solid all rounder.</p>
Moderator Comments - Judgements Agreed / Disagreed		
Agreed	Agreed	Agreed

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