

Date of Baseline Visit: 1st November 2016	Name of School: Onchari	Name of Teacher: redacted
<p>Discussions from Baseline visit: This is a 2 form entry with classes of 29 and 30. These classes were formed using a balance of gender and birthdays and have a set of twins in each class. There are significantly more boys than girls with 11 girls and 18 boys in one class and 12 girls and 18 boys in the other class. The teachers work very closely together, planning and organising joint led activities and opportunities. They know each others strengths and this in turn strengthens the effectiveness of their partnership. The children are very settled and enjoy a busy and well organised classroom, where they can be imaginative and enjoy daily challenges. They have free access to both classrooms and the shared areas. The teachers are trialling a new approach to reading and are working with small groups to develop phonics and maths skills on a daily basis. They have good communication with parents through 'Class Dojo' and have invited parents into school to find out about learning from their own children. There is a very calm and happy atmosphere with children exploring, investigating and learning for themselves. Challenges are available for pupils and these reflect learning objectives for the week. They are initially accessed through teacher led activities and develop into child led and child initiated learning over time. Each child is viewed as unique and is encouraged to develop at their own pace. There are several EAL children across both classes and good relationships with parents are supporting their progress in English. The children are generally regarded as confident speakers and good communicators. 4 children have been referred to SLT. The teachers are happy with their baseline assessments and are recording using the Development Matters tracking sheets. They have started developing an electronic recording system of progress for each child and continue to collect evidence using stickies, photos and longer observations (4 children per class, per week). Evidence is collected by all staff in the setting.</p> <p>Any Actions: The amount of evidence required for the electronic profile can be reduced to 1 or 2 pieces per ELG for each term. It is important to ensure that only new learning evidence is collected. Staff should have the confidence to highlight areas of learning where they know children are achieving and not record evidence for this.</p>		
<p>Date of Moderation Visit: 11th May 2017</p>		
<p>Background: Organisation of the classes remains the same as the baseline visit.</p>		
<p>How does your early years setting assess and how are the assessments used?</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>Books are used to record learning in maths and writing and teachers record progress and attainment for reading. Staff have increased the amount of observations being undertaken, which are child led. Focus children are identified to collect evidence for a specific area. Longer observations are done on a rota basis, using set forms. These are readily available to everyone. Extended observations are planned to be completed every half term, but this can be difficult to maintain. Development in this area could be a consideration for next year. Objectives from Development Matters are linked to some challenges in classrooms. These challenges are set for child initiated activities and communicated in a variety of ways. Teachers plan for each area using team planning strategies. Learning focuses start with an adult led activity and develop over the week. Outcomes of activities are child led and individual. Creativity is encouraged throughout the classrooms and practitioners encourage child leadership of learning. Learning powers are linked to characteristics of effective learning. Observation sheets and feedback make reference to these. Children use the language of learning and there are characters that are used throughout school to support the learning powers. There is no tracking of characteristics and although these were not completed on the electronic profiles, this will be done by the end of the year.</p> <p>There is a focus on pupils making 5 steps progress. There are no predictions for GLD at the time of the report.</p>
<p>How is the progress and attainment of children tracked?</p>		<p>Overall Boys Girls</p>
<p>End of year percentage achieving GLD In 2017</p>	<p>Comparison to GLD 2016</p>	<p>Overall Boys Girls</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 Eiklan 	<p>Good relationships are experienced with parents of EAL pupils and advice has been given about speaking English at home. Parent contributions are valued through Class Dojo, which is still working well. Both teachers and parents are very positive about the interaction. Teachers feel that communication with the parents that they don't see is improved as they can receive emails from them, making getting in touch easy and accessible.</p> <p>Everyone in the setting (2 teachers, 2 ESOs and a full time parent helper ESO) contributes to assessment via stickies/photos but mostly via short and longer observation sheets. Blank copies of these were shared with us. Everyone is welcome to contribute observations but not many are completed. Lunchtime staff share some occasionally.</p> <p>Learning journeys are being completed by teachers electronically. These are organised slightly differently for each class, but basically hold the same information. Some refer to comments from children. There are generic statements about children and some narrative contributions, along with photographs of children and of longer observations.</p> <p>Some photographs have been shared with children and verbal comments made. These have not been recorded. Next steps are identified on plans and in conversations with children for maths and writing with reading records sent home).</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>Internal moderation is completed as a team, with teachers and support staff working together and agreeing judgements.</p> <p>Literacy is moderated with reda (Deputy Head and Literacy moderator) and others in school. Feedback is given when children show work to other adults in school and older siblings. This is obviously common practice.</p> <p>Development Matters statements are used as objectives to work towards and assess against. The school's maths curriculum is used to plan maths, with 7 strands to assess, where necessary. The reading/writing descriptors are also used in the same way. All pupils leave reception with APS scores reported.</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 	<p>Short observations are completed, sometimes on stickies or with photos. A template is available, similar to that used for longer observations. A blank copy was seen on the computer. This has helped to focus observations for teachers.</p> <p>Support staff are still developing their use of this system. It has been clarified that teachers are looking for quality observations that focus on new learning.</p> <p>One teacher cross references evidence to Development Matters. Whilst it is not necessary to provide this in depth analysis, it is useful to have some form of system to know what has been achieved and this can be done by completing individual or class sheets referring to the age and stage of learning. Teacher/professional skill is paramount in making judgements.</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>Teachers have attended the ones that they could and needed to go to. ESO's go too so that everyone has the same information. This has helped with consistency of judgements. ESOs have developed more trust in teachers - because they are hearing information first hand too.</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 ■ 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>Teachers and ESOs have attended where possible.</p> <p>Dirty teaching after school - could we have more?</p>
<p>Have they attended training?</p>	<p>Possible action points for continuous improvement</p> <ul style="list-style-type: none"> □ 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 	<p>Practitioners in the early years setting are enthusiastic and dedicated to providing a stimulating and exciting environment for learning. They understand the need for challenge and are developing this within the classroom setting. We discussed the outdoor area and agreed that improvement is needed to support learning in a purposeful and challenging way. This is not without it's difficulties due to the way the space is used by other members of the school community.</p>

Classroom Observations:-		
Child A redacted	Summer birthday	Child B redacted
redacted; an obvious maths enthusiast and was found using an iPad counter, saying numbers above one hundred in order. He then spent time doubling and halving using ladybird templates and drawing spots, all the time calculating and solving problems. He partitioned 122 into hundreds, tens and units, talked about 'minus' numbers and mentally subtracted 40 from 50. He paid lots of attention to his tasks and was happy to spend time working things out. He spoke in much detail about his 'hot wheels' and 'lago', paying attention to what it looked like, where he kept it and what he used it for. <i>Characteristics of Effective Learning:</i> A broad balance of skills used to maximise learning opportunities. This all took place in the classroom.	redacted was happy to work quietly with the playdoh and was very focussed. Other pupils were very chatty, but redacted just smiled and continued with what she was doing. She counted 9 candles on her 'cake' and knew that she needed 1 more to make 10. She enjoyed the interaction with the other girls she was working with and they seemed to motivate her to do more. She told me that if she took 5 candles away from the 10 she would have 5 left. redacted appeared to prefer to listen rather than respond and was very happy watching and learning from others. <i>Characteristics of Effective Learning:</i> redacted appeared engaged in her activity but did not seem to seek challenge in what she was doing. She maintained focus and worked with ideas given by others.	Child C redacted redacted is outside and told me she was looking for creatures. She searched around looking in pots and other areas before telling me that "you find creatures in a rainforest". She was very chatty and enjoyed sharing that her favourite animals are dogs and cows. We found some blocks and she used 1-2-1 correspondence to count to 5. She knew that one more than 4 was 5. She obviously enjoyed being outside, but was unable to challenge herself with any activity. She would benefit from a more developed outdoor space, where she could develop her skills, using her natural curiosities. She worked alone during the time I was with her. <i>Characteristics of Effective Learning:</i> redacted appeared to enjoy working with what was available to her, without developing experiences for herself.
Age and Stage of Development:		
Child A	Child B	Child C
Prime Area - Listening and Attention Exceeding ELG working within level 2 Specific Area - Number Exceeding ELG working within level 2	Prime Area - Listening and Attention Developing ELG Specific Area - Number Secure ELG (elements of level 1)	Prime Area - Listening and Attention Developing 40-60 months Specific Area - Number Developing 40-50
Teacher Comments:-		
Child A Bright and keen to learn - loves Numeracy. Reading also very good, as is writing. Prefers to be inside but will go outside for right opportunities. Likes it when the sun is shining and it's warm. Wants to be a space man. Good friendships and relationships. Very smart working brain. Goes to after school care. Typical 4 year old boy, who likes learning.	Child B Learning slow to start. After getting glasses redacted learning took off. Very keen to learn. Loves to learn practically and then record work. Very attentive and eager to please. Very empathetic, especially with pupils who have SEN. Slow to make friends but has developed friendships over the year. Happy to work with everyone. Good at asking questions.	Child C Slow to adapt to school. Was very shy with little confidence. This has improved enormously with support and understanding. As confidence is increasing this is improving. Generous with her time with others. No basic number/phonics skills on entry - small group work and increased confidence has led to improvements. Very attentive - expects others to be the same - understanding developing.
Moderator Comments - Judgements Agreed / Disagreed		
Agreed	Agreed	Agreed
Signed (Moderator) _____	Signed (Headteacher) _____	Signed (Class Teacher) _____

Classroom Observations:-

Child A redacted

redacted is a quiet boy who likes to play alongside others. He appeared to be quite amenable to moving between activities. Upon arrival in the classroom **redacted** was playing alongside other children in the spot tray. He was then brought over to the writing corner by another child who was holding his hand. He listened to the support staff and followed the instructions and started his writing. He could give attention to what others say and responded appropriately, while engaged in another activity. He wasn't sure why he was writing but he could tell me about bugs. He was very quietly spoken and needed a bit of encouragement to talk.
Characteristics of Effective Learning:
redacted could maintain focus on his writing for a period of time, paying attention to details. He was not easily distracted. He was able to think of his own ideas and was able to read it back to me.

Child B redacted

redacted is a confident, enthusiastic little girl who completed a challenge in her Maths book independently. She was very engaging and was happy to tell me all about her learning. I challenged her thinking and she confidently told me how she worked out her addition and take away sums to 20. She could also work out one more and one less than any given number. She could add and subtract two single digit numbers and count on or back to find the answer. I felt that she was able to solve problems. She was able to listen attentively, give attention and respond appropriately.
Characteristics of Effective Learning:
 She was able to engage in an open ended activity and was able to initiate the activity independently, showing a 'can do' attitude. She was able to maintain focus on her activity and showed satisfaction when completing each sum. She could test out her ideas and could review her work.

Child C redacted

redacted is a very chatty little girl who was very engaging. She knew she was five years old and that she would be six on the 6th January. She was confident to speak and really enjoyed talking to us. She made a cup of tea, was answering lots of questions and made comments. She was able to give attention to what others say and respond appropriately.
Characteristics of Effective Learning:
redacted was very curious and was very keen to interact with us and tell us about her life.

Age and Stage of Development

Child A

Prime Area - Listening and Attention
 Developing ELG
Specific Area - Number Exceeding ELG working within level 2

Age and Stage of Development

Child B

Prime Area - Listening and Attention
 Secure ELG
Specific Area - Number Developing ELG (elements of level 1)

Age and Stage of Development:

Child C

Prime Area - Listening and Attention
 Beginning ELG
Specific Area - Number Developing 40-60 months

Teacher Comments:-

Child A

Good levels of maths and fluency in reading. Very shy and does not like talking - difficult to assess where understanding/comprehension is. Took a while to develop relationships - 2 firm friends (boys) - starting to make more friends. Enjoys maths and can comment on 9 digit numbers. Was assessed at PSAC for Asperger's - nothing confirmed and no follow up. Careful transition into year 1 required.

Child B

Good all rounder. Enthusiastic to learn - wants to show what she has learned. Always listening and attentive and tries to respond - doesn't always 'get it'. Older brother and sister. Passion for number - happy to write number sentences, which make sense. Good mental strategies having worked practically. Lovely friend to lots but has a bit of a stubborn side too.

Child C

redacted birthday but appears younger - finds it hard to sit and listen. Easily distracted. Chooses not to listen. Quite egocentric but starting to develop skills of appreciating others. Heart of gold. Not much support for home. Mum's concern - is she happy? Can pay attention in social situations, but not class/group situations. When focussed she shows that she likes to learn but can be silly and noisy.

Moderator Comments - Judgements Agreed / Disagreed

Agreed

Agreed

Agreed

redacted

redacted

redacted

Signed (Moderator)

Signed (Headteacher)

Signed (Class Teacher)