

Name of School:		Date of Moderation Visit:	
Name of Moderators: redacted		Number of years Experience: redacted	
Name of Teacher: redacted		Number of years Experience: redacted	
Name of SESO: redacted		Number of years Experience: redacted	
Recommendations from Baseline visit:			
<p>Staff would like to get parents involved in literacy, eg, through Stay and Learn sessions</p> <p>Staff to meet informally with staff from other southern schools to chat, moderate and share ideas.</p> <p>Staff would like to continue to develop opportunities using the outdoor classroom/environment by children independently accessing this area.</p>			
Date of Moderation Visit:			
Background: See attached baseline visit sheet			
<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>Lots of work has been done on high aspirations and staff have developed their teaching practice. They are still working on their environment and hope to develop this in the coming years.</p> <p>There are lots of observations completed in the children's profiles. They use a variety of short and long observations as well as group observations and they highlight COEL within these. They use post it notes and allow the children to take photos and talk about their own learning. Eg. What are you learning and why are we learning about this? The staff complete individual profile grids for each child and they identify next steps.</p> <p>They develop COEL by having a sheet at the front of the profiles which they highlight and they they are also completed within group observations as mentioned above. They encourage the children to reflect on their learning and ask what they would do differently if they had to do it again.</p> <p>Within the profiles the children who are exceeding the descriptors go on the whole school trackers. They allow their reading to flow and then look back and tick of the National Curriculum descriptors which are useful to confirm the children's abilities and levels. They don't look at the individual statement but as a confirmation that they are that level afterwards. They don't use the meshed grids as they feel that they want to keep Development Matters apart from the National Curriculum.</p>	
<p>End of year percentage achieving GLD in 2017</p>	<p>Overall 57%</p> <p>Boys</p> <p>Girls</p>	<p>Comparison to GLD 2018</p>	<p>Overall- Currently 71-75% but these are likely to go up.</p> <p>Boys 74 %</p> <p>Girls 64%</p>

<p>Who is involved in contributing to the range of perspectives of the children?</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 Elkian 	<p>The parents contribute as part of the transition to school by completing an 'All about me' book. The children can also contribute to their photo files by bringing in photos from any learning done at home. This is done by talking to the children about the topic and asking them if they want to bring things in. The parents have also contributed by being a part of the topic done on toys as they were asked what they played with as a child as a part of 'Share and Learn' and parents were quite involved.</p> <p>In the Autumn term, parents met with the teacher in an earlier than usual parents evening and they were shown the profiles and were invited to comment on their learning. This was repeated again in February but felt it wasn't too successful as they weren't adding to the profile as much as the year went on.</p> <p>On a Thursday morning parents across the school are invited into school to talk to staff and this is done across the school whilst the SLT take a whole school assembly to encourage the relationships with parents. This is a session where they have to sign up for. This worked well at the start of the year but wasn't as successful as their was less uptake as the year went on.</p> <p>Parents also complete a questionnaire. Happy Valley start their transition visits from January. Parents have come fro a 'Stay and Play' and then parents were invited to ask questions and share information about their child. In July there is a parents evening where parents are shown a presentation dn invited to look around the classroom.</p>
<p>Do the practitioners have a thorough knowledge of the children?</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 between other settings? How is this working? 	<p>Yes.</p> <p>Discussions with the Headteacher- lots of involvement to discuss that the GLD is expected for a typical phil in Reception. The two teachers moderate between themselves and have discussions with the SESO's and they are fully involved in collecting evidence and planning.</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>Lots of evidence to support judgements. Each profile is unique to each child and is a working document. It demonstrates that they have a whole range of short/long/group observations and use post it notes and photos.</p> <p>The group observations link to the COEL.</p> <p>They aren't cross referencing as they started this in September and it simply became too onerous. Staff felt that as their confidence unproved they didn't need to do this.</p>
<p>Is the child initiated / adult ratio appropriate?</p>	<p>How is this evidence used to support next steps? Is CoEL reported to parents?</p>	<p>Yes, but next year there will be more opportunities as the continuous provision can improve as there are two full Reception classes so they will have the ability to move forward within the EYFS so that the environment can change and there will be an opportunity to have a key worker and the children will be able to have a lot more choices within the Continuous provision.</p>
<p>Is evidence of CoEL included in the children's profiles?</p>	<p>How is this evidence used to support next steps? Is CoEL reported to parents?</p>	<p>They develop COEL by having a sheet at the front of the profiles which they highlight and they they are also completed within group observations as mentioned above. They encourage the children to reflect on their learning and ask what they would do differently if they had to do it again.</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"> - September - FS Assessment Briefing - October - baseline moderation - February - reading - May - transition ▪ Which practitioners attended? 	<p>The teachers attend everything. The SESO's have not been but have requested to go to the Early Excellence Conference.</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 - 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>As above.</p>
<p>Evaluation of recommendations made at the last Moderation visit (date ??)</p> <p>Parents involvement- More tricky to have 'Stay and Play' due to having a Reception/Y1 mix. They are going to have a whole school 'Stay and Play' which will make it easier.</p> <p>Informal meetings with staff from other southern schools - not happened yet due to time and different staff meeting days across the schools. but would like to have a moderation meeting across the southern cluster schools.</p> <p>Outdoor Classroom/environment- Difficulty with doors - so been unable to develop the children accessing independently.</p> <p>Scope for developing this over the next couple of years.</p>		<p>Teacher signature</p> <p>Date</p>
<p>Strengths</p> <p>Staff know the children well.</p> <p>Staff have grown in confidence and can back up their levels with evidence from profiles and discussion.</p> <p>Staff work well together and the teachers attend all training.</p> <p>Staff use a range of evidence which include short/long observations and all staff have input into this and can plan the next steps.</p>		<p>Moderators signature</p> <p>Date</p>
<p>Recommendations for next 12 months (to be followed up by Link Advisor)</p> <p>Informal moderation meetings with southern schools</p> <p>Outdoor classroom</p> <p>Continuous provision</p>		<p>Headteacher Signature</p> <p>Date</p>
<p>Teacher comments on the visit</p> <p>Thank you! We really enjoyed our visit today and we can see how enthusiastic you are in developing the classroom environment so children can access Continuous provision in the next couple of years! I look forward to seeing the changes and how it supports the children's learning in the years to come.</p>		<p>FS Advisors Signature</p> <p>Date</p>

Moderator Prompts

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 Year 1 Practitioners to discuss outcomes of EYFSP moderation

Classroom Observations:-

Child 1

A could name several colours and although speech wasn't clear I could understand the majority of what he was saying. He was able to read numbers up to at least 20 and could follow instructions I gave to him.

He showed tremendous determination and even when he found something tricky such as trying to tidy up the maths game he did not give up- A very resilient little boy!

He was able to tell me that 'The cars are in there' and pointed to the resources. (staff shared that he is quite fixated on these)

During playtime- he mainly play on his own on the large chess board. He was jumping around moving the pieces. Another boy took the piece off him and although he couldn't tell him to give it back I observed him chasing after him trying to get it back but he needed staff involvement to help him sort out the problem. Keeps play going by responding to what others are saying or doing.

Persisting with activity when challenges occur.

Child 2

red was engaged in building a car and was happy to tell me how he made his car. He enjoyed being with his peers and was involved in asking and answering questions about each others models. He was very enthusiastic about his model and was able to encourage his friend on how he could make improvements.. He could ask the adult for advice and was able to listen to advice and take on the advice.

There was a slight disagreement over resources as he wanted the same materials as another boy and he was able to come up with a solution to fix the problem by finding more resources as an alternative.

Showing a 'can do' attitude. Changing strategy as needed.

Child 3

Teacher Comments:-

Child 1

PSAC Child- HLN child. He has had a modified timetable and has a Thursday and Friday afternoons in the Unit for language support.
Discussed that although he had not made GLD he had made a significant amount of progress since baseline and that he is now starting to be able to speak expressively that this would help support his social skills and interaction with his peers with future help and support from his 1-1 support in the mornings.

Child 2

Referral from PSAC- Did not attend- Concerns over behaviour. Lovely to see red so happy and engaged with his peers and had great listening and attention skills.

Discussed that he was above where he was and red felt she had been over cautious and was happy to move his scores up.

Child 3

Classroom Observations:-	
<p>Child 1</p> <p>Chatty - language a little difficult to understand. Lots of statements about friends, good use of language and descriptive phrases.</p> <p>Reading books at a 'red' level but very possibly could be reading at a 'yellow' level - trying not to work with bands but with reading statements.</p> <p>Played on her own in the playground - skipping - coordinated.</p> <p>Answered questions in very simple terms and found it difficult to stay on task when chatting - limited connections with little imagination displayed. Did not expand on ideas or appear curious - simple sentences.</p> <p>Knows numbers up to 10.</p> <p>After talking with redacted it was evident that redacted takes a while to settle back into school after the holidays. I was confident with the evidence redacted had that she is working at the level reported.</p>	<p>Child 2</p> <p>"We're making a mistake" - the girls talked about what they were doing on the computer.</p> <p>Happy to work with her friend - open to advice - not daunted by her friend being 'bossy' - good relationships.</p> <p>Confident on the computer - wanted to show me how to get a new shape - giggling when t went wrong - "We like making transport" - very focussed.</p> <p>Showing her friend what to do - willing to 'have a go'.</p> <p>Appeared to be a bit of a problem solver - tried different things - happy to accept things going wrong and trying a different way.</p> <p>Talked about redacted who lives in their house - details about the rest of the family. Answered questions rather than offering information - good speech. Great use of language.</p> <p>Happy and settled.</p>
<p>Child 1</p> <p>More confident - took a while to settle - lives with redacted After the holidays can take up to a week for her to settle back into school - routines/confidence.</p> <p>Had a tough year - some contact with redacted</p> <p>Although her confidence has grown this appears to go when she comes back to school after holidays and takes a while for her to re-establish and be ready to learn/accept challenges.</p>	<p>Child 2</p> <p>Joined in November - took a while to settle.</p> <p>Can now see what she is capable of.</p>
<p>Teacher Comments:-</p>	

Foundation Stage Moderation Visit Form June 2018

 Moderators Name: redacted

 Teachers Name: redacted

Please indicate below the Age and Stage for sample group of children. (see code grid)

	ASPECT	AL	AL	JB	JB	Child 3	Child 3	Child 4	Child 4
		teacher judgement	moderation	teacher judgement	moderation	teacher judgement	moderation	teacher judgement	moderation
C & L	Listening & attention	16	16	24		21	21	23	23
	Understanding	14	14	24		21	21	24	24
	Speaking	10	11	22		21	21	22	22
PD	Moving & Handling	16		22		21	21	23	23
	Health & Self Care	16		24		21	21	24	24
PSE D	Self confidence & Self awareness	15	15	22		21	21	22	22
	Managing Feelings & behaviour	15	15	21	22	21	21	23	23
	Making Relationships	15	15	20	24	21	21	23	23
LD	Reading	14		22		21	21	24	24
	Writing	13		20	21	21	21	24	24
MD	Numbers	19		22		21	21	22	22
	Shape, Space & Measures	18		20		21	21	21	21
UW	People & Communities	15		20		21	21	22	22
	The World	15		22		21	21	22	22
	Technology	15		21		21	21	21	21+
EAD	Exploring & using media & materials	15		20		21	21	21	21
	Being Imaginative	15		21		21	21	21	21

Number of judgements agreed 3

Number of judgements amended

4- Discussed how they are working on some this week so some are likely to increase across the whole class before the data needs to be in.