

Date of Visit: Tuesday 21st May 2019

Scoill yn Jubilee

Name of Moderators: redacted

Name of Teacher: redacted

Recommendations from Baseline visit:

Date of Moderation Visit: 21.5.19

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?

Extended observations focused on individual children on focused area or child initiated. Sheet has 30-50m up to ELG. COEL.

Targeted observation — fill in gaps on class record.

Monday afternoon skills taught, then children expected to use areas/

Maths Mastery - some difficulties with 'limitations'

General discussions around maths — info informs planning/assessment.

Guided reading tracker  
Phonics screening termly.

Phonics - mixed ability groups. Focus on GLD target

COEL-on long observation sheets.

Own school tracker. Colour coded to assist in targeting for GLD.

**End of year percentage achieving GLD in 2018**

Overall 66.7%  
Boys 60%  
Girls 71.4%

**Comparison to GLD 2019**

Overall Data not available during the visit

<p><b>Who is involved in contributing to the range of perspectives of the children?</b></p> <p><b>How is this achieved?</b></p> <p><b>How are children involved in the assessment process?</b></p>	<ul style="list-style-type: none"> <li>▪ 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)?</li> <li>▪ How do other EYFS practitioners contribute to evidence gathering and assessment judgements?</li> <li>▪ Do other members of the setting/wider community (e.g., school meal supervisors, office staff, SLT, etc.) make a contribution?</li> <li>▪ Is there evidence of learning discussions and sharing observations with children, talking to them about their significant achievements and next steps</li> <li>▪ 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</li> </ul>	<p>DW class high (Exceeding in Feb) so assessment is linked into NC levels. Assessment gathered through observations, screening assessments.</p> <p>0.5 teacher - small focus groups - information shared for profiles. Support staff - long observations.</p> <p>No sticky notes - tick sheet, or if the children do something then it is made into 'more'. PPA cover shares verbally, contributes to long observations. Parents are asked to complete joint activities during holidays. Focused activities. Stay and garden - focus garden session with parents/grandparents.</p> <p>EAL - support 3 times a week. Lots to enhance home learning -homework from support. Visual prompts, visual timetables used as required.</p>
<p><b>Do the practitioners have a thorough knowledge of the children?</b></p>		<p>Lots of discussion around children. Confident discussion, knows children and able to discuss where they came in at and where they are now.</p>
<p><b>What internal moderation takes place to gain consistency of EYFS judgements</b></p>	<ul style="list-style-type: none"> <li>▪ Who is involved?</li> <li>▪ How often?</li> <li>▪ What documents are used? (e.g. Development Matters, Reading Assessment focuses, Letters and Sounds).</li> <li>▪ What links are made with feeder or receiver settings, to support transition and moderation <u>between</u> other settings? How is this working?</li> </ul>	<p>Internal moderation between classes. Dialogue between teachers - recorded on paperwork and signed/dated. Whole team is involved. Every term/staff meetings when allowed. Focused on writing this year. Share evidence.</p> <p>Discussed data from Feb being different. Discussed different paperwork, staff. re - commented to class teacher that classes are different - re much more vocal. r - lots of summer born.</p> <p>Some long observations which share children from classes, but not general observations of each others classes.</p>
<p><b>What evidence is used to support judgements?</b></p>	<ul style="list-style-type: none"> <li>• Short observations</li> <li>• Extended observations</li> <li>• Focus on new learning</li> <li>• Cross referenced to Development Matters statements</li> <li>• Where appropriate, identifying next steps</li> <li>• Links to characteristics of effective learning</li> <li>• Unique to child</li> <li>• iPads</li> </ul>	<p>Long observations - cross referenced. Guided Reading files FAB files Characteristics used</p>
<p><b>Is the child initiated / adult ratio appropriate?</b></p>		
<p><b>Is evidence of CoEL included in the children's profiles?</b></p>	<p>How is this evidence used to support next steps? Is CoEL reported to parents?</p>	<p>Yes, on long observations and on reports.</p>

<p><b>Have practitioners attended this year's termly EYFS moderation meetings, to gain consistency of EYFS judgements <u>between</u> other settings?</b></p>	<ul style="list-style-type: none"> <li>▪ What have you changed/plan to change as a result of any of these sessions? <ul style="list-style-type: none"> <li>- October - Baseline Assessments</li> <li>- March - Physical Development and Writing</li> <li>- May - Willaston</li> </ul> </li> <li>▪ Which practitioners attended?</li> </ul>	<p>Moderation meetings not attended. Waiting to see revamped!</p>
<p><b>Have practitioners attended this year's EYFS forums, to receive support in embedding the principles of the EYFS?</b></p> <p><b>Have they attended training?</b></p>	<p>List of training</p> <ul style="list-style-type: none"> <li>- New to EYFS</li> <li>- October - Words in the Woods</li> <li>- October - Language and Speech in the Early Years</li> <li>- November - Being Imaginative: Creativity and Creative Play (Cancelled)</li> <li>- November - Developing Talk for Writing</li> <li>- January - Enhanced Provision and Providing Challenge</li> <li>- March - Developing Positive Behaviour Strategies</li>   <li>- Transition Forum - November - Who goes where? (Cancelled)</li> <li>- Transition Forum - January - Pupil Numbers and SEN Support</li> <li>- Transition Forum - Handing Over</li>   <li>- Foundation Stage Co-ordinators - October</li> <li>- Foundation Stage Co-ordinators - February</li> <li>- Foundation Stage Co-ordinators - May</li> </ul> <ul style="list-style-type: none"> <li>▪ Which practitioners attended?</li> <li>▪ What issues raised during the training impacted on your setting's current practice?</li> <li>▪ Are there any specific issues raised during the training that still need to be addressed?</li> </ul>	<p>Coordinators attended, Early Excellence.</p> <p>Prefer 'off island' training.</p>

<p><b>Evaluation of recommendations made at the last Moderation visit ( )</b> A complete judgement could not be made and the data grid filled in due to lack of overall data provided.</p>	<p>Teacher signature _____ Date _____</p>
<p><b>Strengths</b> The classroom environment and outside was set up very well to allow the children to become and remain engaged in activities which covered the whole FS Curriculum.</p>	<p>Moderators signature _____ Date _____</p>
<p><b>Recommendations for next 12 months (to be followed up by Link Advisor)</b> Further discussions/training for Maths Mastery and linking with profile. Consider evaluating the purpose and effective use of evidence recorded and collected. Recording 'new learning'</p>	<p>Headteacher Signature _____ Date _____</p>
<p><b>Teacher comments on the visit</b></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 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

<b>Classroom Observations:-</b>		
<b>Child A</b>	<b>Child B</b>	<b>Child C</b>
<p>Using iPad to take a picture of maths activity. Asked for help as unsure how to use iPad. We discussed best way to get all of activity sheet in the photo. Then moved to make a pattern train with numicon. Started counting holes.</p> <p>I've got a 7, 7, 7, 7 and a 6. Then selected 10 numicon and a 4 piece.</p> <p>"Im going to make 38 in different ways. 3 10's and 2 4 pieces.</p> <p>Characteristics of Effective Learning:</p>	<p>Characteristics of Effective Learning:</p>	<p>"Let's catch a duck. I've got 1 now a 7"</p> <p>"I want to catch no 8....."</p> <p>Characteristics of Effective Learning:</p>
<b>Age and Stage of Development: Child A</b>	<b>Age and Stage of Development: Child B</b>	<b>Age and Stage of Development: Child C</b>
<b>Teacher Comments:- Child A</b>	<b>Child B</b>	<b>Child C</b>
<p><b>re</b> - Lots of relationship building needed. Jan/Feb time confident and blossomed.</p> <p><b>red</b> - Low baseline. Immature. Once settled enjoys school and realised that learning is exciting. Developing fine motor/handwriting.</p>	<p><b>re</b> - Discussion about H and SC. Reduced dairy due to soiling. Not aware of when he need the toilet. Mindset of 'easy'. Needs to reminded to be encouraged and motivated. Laid back and chilled about everything. Made lots of personal progress.</p> <p><b>red</b> - Older siblings, breakfast club. Self sufficient. Amazing growth mindset. Reflects and improves own learning. Well rounded, grown up.</p>	<p><b>re</b> - Exceeding in writing now, Feb ELG but M and H was 40-60m. August born. Very able sight reader, needs lots of embedding of phonics , etc. Matured a lot since Feb.</p> <p><b>red</b> - Very able, reluctant writer to begin with. Reading high, working on comprehension. Working on characters in play, likes facts -esp solar system. Water, block play — lego to build, number.</p>
<b>Moderator Comments - Judgements Agreed / Disagreed</b>		
Agreed (but only through discussion as current data not provided)	Agreed (but only through discussion as current data not provided)	Agreed (but only through discussion as current data not provided)