

Date of Baseline Visit: 19th October

Name of School: St Johns

Name of Teacher

redacted

Discussions from Baseline visit:
15 children in class. 2 children from PSAC -mainly in 22-36m.
No issues collecting evidence, confident to scale point and use new systems. Most children are 40-60m for prime areas and 30-50m specific areas for baseline.

Any Actions :

To develop more focus writing sessions in continuous provision to model expectations.
To give emergent writing more of a purpose.
Develop a system of focus learning. Set star challenges etc within continuous provisions.

Date of Moderation Visit: Tuesday 13th June

Background:

<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>How is the progress and attainment of children tracked?</p>			
<p>End of year percentage achieving GLD in 2017</p>	<p>Overall Boys Girls</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 Elklan 	<p>Class teacher is main contributor to the profiles. ESO takes photos to add to profile. PPA cover contributes when appropriate. Dinner staff plus other adults around school inform class teacher of positive observations that are then included. parents contribute through discussion with class teacher.</p> <p>Parents are aware of learning taking place during the term and are encouraged to share activities that have taken place at home.</p> <p>Sound book is a good communication tool between home and school and encourages parents to engage in suggested activities to support child.</p> <p>Stay and play sessions and informal chats with parents before or after school also contribute to profiles.</p> <p>All children are aware of learning journeys and parents are encouraged to take them home as often as they wish. Children contribute to discussions and enjoy looking at their learning journeys.</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>Discussions with Headteacher - lots of involvement. Informal and more formal discussions having taken place.</p> <p>Dept Headteacher has observed sessions and feedback from those has contributed to discussions about children's learning and development.</p> <p>Discussions with Yr 1 practitioner for transition.</p> <p>Feeder settings - transition meetings/visits. Informal chats. PSAC information very informative.</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>Lots of evidence to support judgements. Each profile is unique to each child and demonstrate a solid understanding for each child.</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? - September - FS Assessment Briefing - October - baseline moderation - February - reading - May - transition ▪ Which practitioners attended? 	<p>Class teacher attends all training provided. Would be useful for ESO's working in Foundation stage to attend training to support developing aspects of the FS curriculum.</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>Class teacher attends all training provided. Would be useful for ESO's working in Foundation stage to attend training to support developing aspects of the FS curriculum.</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>Encourage ESO's to contribute to profiles. Support quality observations through attendance at training sessions.</p>

Classroom Observations:-

Child A - redacted

When we entered the classroom was engaged in focus group making play dough in staff room.

Child B - redacted

When we entered the classroom was engaged in focus group making play dough in staff room.

Child C - redacted

Engaged in focused activity. Creating HF words using playdough. Then writing words and reading HF words in a sentence. Group lead by ESO.

Focused attention. Listening to peers involved in focused activity with her. Not distracted when other children reentered the classroom - maintaining concentration and focus.

Engaged in independent learning. Organising activity with peers. Very enthusiastic and engaged with activity . Lots of ideas when engaging with peers.

Engaging in independent learning. Using bark and pot of mud and water. "I'm going to test this. I'm going to put it in the water and see what happens. It floats!" "let's put sand in too and see what happens. It all mixes up."

Peer assisted in reading HF sentence and Freya was really pleased being able to read it.

Lots of lovely language and ideas shared.

Mud then spread out on a tray. Adding more sand to make it dry. then found a jug to collect some water.

Characteristics of Effective Learning:

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Age and Stage of Development:

Child A

Age and Stage of Development:

Child B

Age and Stage of Development:

Child C

Prime Area - Listening and Attention
Secure exceeding.

Prime Area - Listening and Attention
Developing ELG

Prime Area - Listening and Attention
Secure 40-60m

Specific Area - Number
Beginning ELG.

Specific Area - Number
Secure 40-60m

Specific Area - Number
Beginning 40-60m

Teacher Comments:-

Child B

Child C

Excellent general knowledge. Spoken to a lot by adults at home. Explanations clear and detailed.

Still developing knowledge of terms of a conversation. Learning when to take turns when discussing and taking part in conversations. Listening skills are developing well.

From PSAC. Delightful engaging. Made HUGE progress over year. Not making eye contact when talking to unfamiliar adults. Lots of modelling of language needed. Can be very 'random' in dialogue with peers.

Moderator Comments - Judgements Agreed / Disagreed

Agreed

Agreed

Agreed

redacted

Signed (Moderator)

Signed (Headteacher)

Signed (Class Teacher)