

<b>Name of School:</b> St Mary's RC Primary	<b>Date of Moderation Visit:</b> 16/5/19
<b>Name of Moderators:</b> redacted	
<b>Name of Teacher:</b> redacted	
<b>Name of SESO:</b> redacted	
<b>Recommendations from Baseline visit:</b> Review Language Link - re group of 8 identified children Review and develop learning environment Look at the boys exceeding in reading — begin GR sessions	

<b>Date of Moderation Visit: 16 /5/19</b>			
<b>Background:</b>			
<b>How does your early years setting assess and how are the assessments used?</b>  <b>How is the progress and attainment of children tracked?</b>	<ul style="list-style-type: none"> <li>▪ Make systematic observations (predominantly during child-initiated experiences) and assessments of each child's achievements, interests and learning styles</li> <li>▪ Use of extended observations</li> <li>▪ Use of observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for each child, in relation to Development Matters</li> <li>▪ Match observations to expectations of the Early Learning Goals (see EYFS Class Assessment Record and EYFS Individual Pupil Grid on itslearning)</li> <li>▪ What reference and evidence is gathered about the Characteristics of Learning? Does this match the overall attainment of the child?</li> <li>▪ EYFS Tracking (considering age and stage within ELG, Exceeding descriptors, National Curriculum and GLD)</li> <li>▪ What percentage are expected to achieve GLD?</li> </ul>	Observations are in the main child led — then these are used to inform planning for gaps and for moving children on with focus groups / adult input.  Class lists with EYFS statement used as tick sheets. Informal comparison of notes / conversations with SESO on daily basis — to identify next steps / needs.  Fewer long observations — time element / staffing were mentioned as reasons.  Individual EYFS pupil grid sheets used. Individual CoEL sheets highlighted.  Tracking has identified need to focus on Reading / writing / GR sessions and identified plans for topics to address gaps.  70% expected to achieve GLD.	
<b>End of year percentage achieving GLD in 2018</b>	Overall Boys Girls	<b>Comparison to GLD 2019</b>	Overall 70 % Boys 35% Girls 21%

<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 Eiklan</li> </ul>	<p>Parents - open ended tasks sent home in learning log — sent home every 3 weeks, Parental involvement and comments, then shared and celebrated and added to Learning Journey.</p> <p>SESO observes and contributes daily. PPA teacher — music / PE comments in learning journey</p> <p>Informal feedback from dinner staff — re diet, knife / fork, play behaviour</p> <p>On-going talk with children using 'Have a go hero' capes - talk about child's effort more important than end product Children bring in items / learning / news from home - daily sharing opportunities - choose to put items in their special book ( L Journey) Children access Learning Journey regularly.</p>
<p><b>Do the practitioners have a thorough knowledge of the children?</b></p>		<p>Lots of anecdotal evidence regarding individual children's needs — covering social, emotional, language, physical/health. Use of feedback from parents, conversation showed good background knowledge of children and their family background.</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>FS take part in whole school writing moderation - FS incidental writing has been collated into a school file. There have been whole school GR observations / feedback / moderation Learning walks by other staff. Any whole school moderation now includes FS too.</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>More daily short observations than extended. Use of EYFS framework, Reading AF, L &amp; S, Language Link. Have Benchmarked some children.</p>
<p><b>Is the child initiated / adult ratio appropriate?</b></p>		<p>Mornings more adult led / group focus, more child initiated pm. Staff feel that there is a balance.</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>Using individual child grids — both teacher / SESO input Attitudes to learning / 6Rs link — reported to parents end of year, plus ongoing informal feedback, majority of parents pick up / can feedback to them easily — parents now seem more interested / supportive of how child learns.</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>Teacher to most and to EYFS coordinators' meetings, SESO has been to some — school is usually represented in some way and staff always feed back.</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 - cancelled</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>Words in the Woods</p> <ul style="list-style-type: none"> <li>- Developing Talk for Writing</li> <li>Transition Forum</li> <li>- Foundation Stage Co-ordinators</li> </ul> <p>Teacher and / or SESO</p> <p>Confidence to award an aspect of learning — how much evidence is required? ( to discuss 'best fit')</p>

<p><b>Evaluation of recommendations made at the last Moderation visit (spring 19 - date)?</b></p> <ul style="list-style-type: none"> <li>• Language Link - children have been assessed and have since passed.</li> <li>• To review the learning environment — ongoing, develop designated areas of provision, have access to outdoor space.</li> <li>• Boys exceeding in reading - have done GR informally / done Shared Reading / also with some some additional children, parental links to develop home support, decided not to put R children with Y1 for GR sessions ( self confidence concerns)</li> </ul>	<p>Teacher signature _____ Date _____</p>
<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• Knowing children well as individuals — their strengths / weaknesses, their characters and traits.</li> <li>• Establishing links and communication to know parents and family background well.</li> </ul>	<p>Moderators signature _____ Date _____</p>
<p><b>Recommendations for next 12 months (to be followed up by Link Advisor)</b></p> <ul style="list-style-type: none"> <li>• Continue to develop the learning environment — clear areas of provision, outdoor area will be available again, looking at extending challenge in CP.</li> <li>• Develop extended observations — especially for Prime areas and to support baseline judgements, extended observation formats have been shared by headteacher.</li> </ul>	<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>Good vocabulary, clear speech. Was taking his time with writing his name, showed good fine motor control and clear letter formation. Explained what he was doing. Listened and responded quietly but appropriately to adult. Could make own choices regarding resources. Handled tools — pen and brush with control. Could plan ahead and tell adult what he was going to do — corrected the adult in conversation. Clear comprehension of activity, showed care and thought.</p> <p>Characteristics of Effective Learning: Enjoying challenge, setting own challenge, concentrating, taking pride.</p>	<p>Investigating in a group at water play activity. Very sensory, spontaneous, immediate response to an event / adult conversation, without thinking it through. Comprehension inconsistent — regarding what being said to him, and making links in learning. Absorbed with sensory experience of pouring, emptying Did listen and respond to adult whilst busy. Hands on experience was his priority - well motivated with exploring. Found the resources he needed and explained what he wanted to do.</p> <p>Characteristics of Effective Learning: active learning, motivation, problem solving, having own / trying ideas, showing liking for certain activities</p>	<p>Happy to show and share resources with unfamiliar adult — though little conversation initially. Encouraged to talk to unknown adult by example set by peer. Then initiated conversation and explained the activity — looking at toy insects, named them, asked unknown adult a question about them listened and responded to how he might find out more about them on i pad, Initiated role playing being insect flying and hiding amongst grass, told others what they like to eat / where they live.</p> <p>Characteristics of Effective Learning: having own / trying ideas, showing liking for certain activities, imagining, making links</p>
<b>Age and Stage of Development: Child A ELG secure</b>	<b>Age and Stage of Development: Child B ELG developing</b>	<b>Age and Stage of Development: Child C ELG developing</b>
<b>Teacher Comments:-</b>		
<b>Child A</b>	<b>Child B</b>	<b>Child C</b>
<p>Very quiet initially, can be a perfectionist — may be why he's reluctant to write — wants to get it right — lack of interest / motivation in writing Articulate Good general knowledge and range of vocabulary.</p>	<p>Use of language and sentence construction / grammar weak, comprehension inconsistent Literacy - a family history Good CoEL - great effort put into his learning, proud of his achievements.</p>	<p>Can achieve — but inconsistent. Home background - Nigeria - family experience of being a focus on the more formal aspects of learning, family expectations were different — now made more aware of significance of creative element / exploring, whole child, active learning , etc.</p>
<b>Moderator Comments - Judgements Agreed / Disagreed</b>		
Agreed ✓	Agreed ✓	Agreed ✓