

**Name of School: St Thomas' Date of Moderation Visit: 18.6.19**

**Name of Moderators:** redacted  
**Name of Teacher:** redacted  
**Name of SESO:** redacted  
**Number of years Experience:** redacted  
**Number of years Experience:** redacted

**Recommendations from Baseline visit:**  
 Extended observations — particularly while finishing baseline and also when looking for CoEL.  
 All new environment in a new school — would like to continue to use the new layout and furniture for CP (attended Early Excellence) for the benefit of the children — to encourage independence and promote individual learning. Talked about follow on training by Early Excellence and date shared.  
 Outdoor Environment - children independently access their own resources rather than setting up for them before school.

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<b>Background:</b>			
<b>How does your early years setting assess and how are the assessments used?</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>	Between teacher and SESO. Planned assessments through activities. ie. retelling stories through role play, playing shop and handling money. Staff make brief notes on an A4 grid. Incidental observations on stickies — stored in a plastic wallet per child. Lots of talking between the teacher and SESO to discuss children and what they have seen. Photos in children's books and some stored on laptops. Learning journeys contain photos with captions on — wording is sometimes a description but also wording from the assessment grids. Examples of writing and pieces of work in there too. Class Assessment Records are used. CoEL are also in assessment file. Teacher knows the children so regularly updates the sheet by going through and checking what she knows they are able to do. Grids to DY are completed three times a year.	
<b>How is the progress and attainment of children tracked?</b>			
<b>End of year percentage achieving GLD in 2018</b>	Overall Boys Girls	<b>Comparison to GLD 2019</b>	Overall 83% Boys 50% Girls 100%

<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>SESO and <b>reda</b> teacher (for a children with EAL). Language teacher helps to translate and explain some rules and expectations.</p> <p>Parents contribute — open door policy and all parents come in every morning. A reading log goes between school and home and most parents write comments in these. One challenge goes home per week.</p> <p>Ancillaries will feedback mainly on social and behaviour — however these staff are joint between the two schools on the campus.</p> <p>Feedback and next steps are given verbally to push the child onto try and do the next thing.</p>
<p><b>Do the practitioners have a thorough knowledge of the children?</b></p>		<p>The teacher and SESO know the children well and feel that having only 6 children helps this. She is able to spend time with children everyday and do adult led activities regularly.</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>Lots of discussion between teacher and SESO.</p> <p>Meets up with another Reception teacher at a nearby school to discuss statements and range of evidence. Informal moderation has taken place with Reception class in campus school.</p> <p>Familiar with Development Matters. Relies on the Class Assessment Records and the statements there. Letters and Sounds followed. Reading assessment focuses used for a group reading session.</p> <p>Most children come from Little Acorns. Teacher to go and visit there. Joint trip has been arranged to Dragons Castle and a picnic in the Villa Marina gardens with the pre-school and current children — they will be in the same class next year. Some home visits if they are new families to the school.</p> <p>Parents meeting took place last week and are shown around the school. Slideshow shows them about how learning takes place. Open afternoon where all children go to their new classes. Parents bringing their children in for one lunchtime where they will get a hot school meal — this is with the children on the shared site so is a larger group of children in the dining hall than they are used to.</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>Stickies, planned assessments.</p> <p>New learning and next steps are considered and shared with the children in child's speak.</p>
<p><b>Is the child initiated / adult ratio appropriate?</b></p>		<p>Yes - lots of child initiated learning was taking place during the observations. Due to the adult:child ratio there is more time available for the staff to interact with individual children.</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>Wording used in some photo captions. Mainly kept in assessment file.</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>See below.</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>All Co-ordinators meetings attended.</p> <p>Transition forums</p> <p>Talk for Writing</p> <p>Early Excellence</p> <p>Speech and Language</p> <p>Positive Behaviour</p> <p>Not always able to attend straight after school due to Teacher in Charge responsibilities and needing to be onsite during clubs and activities.</p>

<p><b>Evaluation of recommendations made at the last Moderation visit (October 2018)</b>          Feel that extended observations aren't needed within this setting as so much time is able to be spent with the children watching interactions.          Children were all accessing the resources independently where possible. Still adapting this to suit the children's needs. Asking the children what they would like.          Children getting their own resources under supervision. They also tell you what they want based on their interested and what they want to make that day.</p>	<p>Teacher signature _____ Date _____</p>
<p><b>Strengths</b>          Know your children very well. Assessments are well planned for.          Good relationship between teacher and SESO with good communication. Have worked together in Reception for a number of years.</p>	<p>Moderators signature _____ Date _____</p>
<p><b>Recommendations for next 12 months (to be followed up by Link Advisor)</b>          Consider extended observations as there will be 12 Reception children.          Consider how to make the learning journeys more manageable next year, especially with more children.</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>On my arrival, came over to me and said she was making pancakes. Said she would be putting golden syrup on them. Playing in the sand area and had been for quite some time. Very focused. Told us she was making birthday cakes for <b>redacte</b> who is going to be <b>re</b>. Discussed making 98 different types of cake. Observer made a sandcastle and she knocked it down. In doing so found a bean in the sand. Said "I founded the last bean". She went outside and confidently shouted "I'm the best bean finder". Confident to chat about her family. Gave the name of her sister and said what year group she was in. When I asked her when she'd be 5 she went over to the birthday display and pointed to her name.</p>	<p>In the playdoh area. Quite reserved and quiet. She did chat a bit and was making snails with the playdoh. She told me the "cookies" went on the shelf when they were ready to be cooked and pointed over to them. Playing with another girl (Year 1) who tended to dominate the conversation.</p>	<p>Playing in the small world area outdoors. Using the characters and the Easter bunny. He has 1009 eggs to hide. One of the children picked up the Postman Pat character and when observer sung the theme tune he did chat a bit about the programme and his favourite character. Along with another friend they asked to swap the house. When I asked them why he told me it was because it had a toilet in the new house. He was playing quite imaginatively. Told me the Easter bunny was getting married and showed me how the church played the wedding song. He then said the bunny had a big sneeze and was knocking all the buildings over when he sneezed. Then said he needed to go to the vet because that was for animals. Tapping me on the arm to get attention to speak.</p>
<p><b>Age and Stage of Development: Exc in all, exp in Read/Wr.</b> <b>Child A</b></p>	<p><b>Age and Stage of Development: Exc in PSED, PD, exp in everything</b> <b>Child B</b></p>	<p><b>Age and Stage of Development: Exc in all but exp in Wr.</b> <b>Child C</b></p>
<b>Teacher Comments:-</b>		
<b>Child A</b>	<b>Child B</b>	<b>Child C</b>
<p>When looking at L&amp;A and Understanding, has considered that the judgments may be slightly too high.</p>	<p>Child can be quite quiet. Has just made the ELG in most areas and feel that with a push next year she will really progress. Feels this child has probably needed the most encouragement this year.</p>	<p>Talked about reading and is going to reconsider his judgment in reading.</p>
<b>Moderator Comments - Judgements Agreed (see grid for alterations).</b>		
Agreed	Agreed	Agreed