

Name of School: Sulby

Date of Moderation Visit: 23.5.19

Name of Moderators: redacted

Name of Teacher: redacted

Number of years Experience: redacted

Name of SESO: redacted

Number of years Experience: redacted

**Recommendations from Baseline visit:**

To continue to develop Maths Mastery in Reception.

To screen all children for Language Link as recommended by advisor.

To continue to develop outdoor area to make it more accessible to children to encourage independence.

**Date of Moderation Visit: 23/5/19**

**Background:**

**How does your early years setting assess and how are the assessments used?**

- 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?

**How is the progress and attainment of children tracked?**

Observations - spontaneous mainly. Sometimes planned. Feel that long observations don't work for them from trying them in past.  
Phonics observations made through teaching.  
Checklist books for Phonics that go through KS1.  
Some observations are coded to link them back to the document but others are not as staff feel they are confident enough in using the document to know what they link to. "Stickies" have a prime area on them so they are always linked to one of these.  
CoEL are embedded through the school values. Staff know exactly where children are with these.  
Children are tracked on whole class lists for each ELG.  
Progress meetings with Headteacher.

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

Overall : 85.7%  
Boys 78.6%  
Girls 100%

**Comparison to GLD 2019**

Overall 94% (This data currently excludes a child that is hoping to repeat EYFS).  
Boys 90%  
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>Teacher, SESO, Head (he will look at evidence and discuss it with the teacher), IOM college student, supply teacher where appropriate. Parents comments within Reading Record can influence profile judgements as well as verbal communication. Parents talk to the staff a lot and share a lot of information.</p> <p>Conversations with children in the moment about their tasks they have just completed or what they are doing during child initiated learning. First/then board was needed and used at the beginning of the year but no other uses of communication needed with this cohort of children.</p>
<p><b>Do the practitioners have a thorough knowledge of the children?</b></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>Reception staff discuss with the Y1 teacher informally throughout the year. Y2 teacher has been teaching Reception in the past so also discuss there. Teacher and SESO discuss judgements and children regularly. Higher ability writing has been moderated by Y1 teacher also. Exemplification documents are used. Letters and sounds are used. All children do Guided Reading from the beginning of Reception using whole school assessment focuses. Both adults do Phonics and Guided Reading and swap groups. Visit all nurseries — both teacher and SESO. This has already started this year. Main feeder nursery is nearby and lots of communication. Intake information morning done in early May. Very informal - sitting round in a circle for a chat. Y6 children involved to share information about the school. School have a transition notebook to make notes in for all new children. After TT, every Thursday there is an open door drop in for an hour every morning, with or without parents. Butterflies send an adult up with them too — find this works really well to settle.</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>The short observations in profiles, photos, stickies, pieces of work. The profile gets sent up through the school as a Record of Achievement to go home in Y6. Topic books for some topics (other evidence included in other booklets), Learning Partner Journal, Learning Adventure books (bit like a news book), Morning challenge writing books, Morning challenge handwriting books, letter formation booklets, Reading Records, GR logs.</p>
<p><b>Is the child initiated / adult ratio appropriate?</b></p>		<p>Whole class — handwriting input after lunch, Maths after lunch, phonics. Spread throughout the day and before/after a transition time. Child initiated the rest of the time. Intervention groups run alongside some whole class activities.</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>Mainly teacher knowledge. Reports contain a box that allows teacher to comment on the CoEL.</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>Led sessions for these.</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>SESO and Head attended SALT. Teacher and Head attended Early Excellence. Teacher attended May FS Co-ordinators.</p> <p>Teacher feels that through attending these sessions it has embedded current knowledge and has sparked professional discussions amongst staff in EYFS.</p>

<p><b>Evaluation of recommendations made at the last Moderation visit (October 2018)</b>  Continuing to implement Maths Mastery planning. Teacher is enjoying teaching this way and the learning discussions this has led too. Staff within school have been across to do training and will be having a Maths Development day. All Language Link assessment completed on all children. Only one requiring intervention — so carried out by SESO - this included children with speech difficulties too.  Still working on Outdoor Area. Teacher and Head have further plans to develop.</p>	Teacher signature _____ Date _____
<p><b>Strengths</b>  Experienced and knowledgeable in using the profile and Development Matters statements.  Good interactions and relationships with all children from both staff.  Good working relationship between Teacher and SESO.</p>	Moderators signature _____ Date _____
<p><b>Recommendations for next 12 months (to be followed up by Link Advisor)</b>  Investigate back classing for identified child.  Continue to develop Outdoor Area that allow children to manage their own risks.</p>	Headteacher Signature _____ Date _____
<p><b>Teacher comments on the visit</b></p>	FS Advisors Signature _____ Date _____

**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>Child came into the Outdoor Area with a measuring worm with a tube stuck on it. When asked what it was he went shy and held the support's hand and hid behind her. Then he waved the stick and said "Abracadabra, you're a frog," then repeated for an owl then an astronaut then dragged support away. Seen by other moderator inside and he was looking at a book with support. Talking lots about what was in the pictures. Could only understand some of the speech because she could see the context of the books.</p> <p>Characteristics of Effective Learning:</p> <p>Very involved in what he was doing. Determined to fill the jug up despite it had big holes in it.</p>	<p>Child was in the water tray with two other boys, filling a large jug with a small jug. He was very overpowered by the other two boys and didn't speak very much. The other children asked the questions for him. He did say he had a big brother and was able to converse with the moderator while still continuing to carry on with his activity while talking/listening. Was about to say where his favourite area was but was interrupted by another child. Seen by other moderator in the playdoh area and he was starting to tell me about the cupcakes he was making. Again another children talked over them.</p> <p>Characteristics of Effective Learning:</p> <p>Engaging in open ended experiences and making magic wand from other objects. Focussed on book for a reasonable amount of time.</p>	<p>Child was in the Number Area and was placing out the number tiles. Read all the numbers out, mostly correct and did say correct ones when asked to double check. Then jumped from tile to tile from 0 to 20. She then came with me over to the chicks and explained that the line on the floor was to stop the children getting too close to the incubator and eggs. She told me about the incubator and eggs rotating and the heat lamp. She pointed out different chicks and told me how one had died.</p> <p>Characteristics of Effective Learning:</p> <p>Continued right to the end with the numbers, moving them around when she couldn't jump far enough. Problem solving when positioning them correctly.</p>
<b>Age and Stage of Development: Mainly 30-50 and beg 40-60</b> <b>Child A</b>	<b>Age and Stage of Development: Exp/Exc in all areas except Literacy and Numeracy</b> <b>Child B</b>	<b>Age and Stage of Development: Exc</b> <b>Child C</b>
<b>Teacher Comments:-</b>		
<b>Child A</b>	<b>Child B</b>	<b>Child C</b>
<p>Feel that prime area judgements mostly matched what was seen by the moderators. Through discussion felt that M&amp;H could be slightly higher but this has been a recent development so will look again at this closer to the end point.</p> <p>Child is now giving meanings to marks in his writing and drawings so will continue to consider this before the end of the year.</p>	<p>Child was confident enough to converse with adults and share some information. Writing will continue to be monitored as he is now beginning to write sentences that can be read by others.</p>	<p>Evidence seen matches judgements by children.</p>
<b>Moderator Comments - Judgements Agreed</b>		
Agreed	Agreed	Agreed