

Date of Baseline Visit:

Name of School: Victoria Road

Name of Teacher: redacted

Discussions from Baseline visit:

One mixed class (14 reception and 14 year ones) including 2 HLD (Y1) with support and ESO and one pure reception (29 - younger half). Of the pure reception class they feel they have come in very low (some not knowing basics like colours or recognising numerals 1-5). Many come from Shorties Soft Play. 18 girls and 11 boys in the pure reception class. Looking at basic PSE skills. Aims: to make links with pre school provider. Language Link: Lots who have come out as low. 11 come up needing input. Many around 50 percentile. Requirement for guided reading from first week - from redacted. Record keeping: Smart photo albums on iPhoto and folders for each child. Trying to do more long observations this year (group observations) Sheets in for prime and specific and highlighting where the child is. Don't use the class record sheets. They put everything on excel. Adding the characteristics of effective learning more this year on the long observation sheet. Outside: Direct access to outside for both classes. No adult supervision outside. Limited use at the moment.

Any Actions :

Actions:
Alter classroom layout, more observation and role model, take out the previous expectations e.g. guided activities, guided reading will start after half term.

Date of Moderation Visit: Thursday 11th May 2017

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?

Language Link evidence has been used to develop groups who have received additional support. This seems to have been successful in raising attainment. Baseline put onto ages and stages tracker. Objectives added to the evidence and annotated. These are used to feed into planning and next steps. Every few weeks tracker sheet is updated (colour coded by term). Whole school assessment electronic tracker on. Pupil progress meetings with Head in Nov and March to discuss interventions and strategies which may be needed. Evidence profiles go home but the grids stay in school.

End of year percentage achieving GLD in 2017

Overall : estimated 50-60% with Literacy and Numeracy
Boys
Girls

Comparison to GLD 2016

Overall: 50%
Boys
Girls

<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"> ▪ <i>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)?</i> ▪ <i>How do other EYFS practitioners contribute to evidence gathering and assessment judgements?</i> ▪ <i>Do other members of the setting/wider community (e.g. school meal supervisors, office staff, SLT, etc.) make a contribution?</i> ▪ <i>Is there evidence of learning discussions and sharing observations with children, talking to them about their significant achievements and next steps</i> ▪ <i>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</i> 	<p>Stay and Learn at least once a week. Pure R do it every morning and follow a different programme of activities and come in to read each afternoon. 2/3rds participation.</p> <p>Parents can contribute to books through this. CT is modelling observation techniques to support parents making own observations.</p> <p>Mixed y1/R not as often because of the constraints of Y1. Pure R key worker system with SESO and they contribute evidence.</p> <p>Children are offered opportunities to reflect on their learning and put their work into their colour box to go in their special book.</p> <p>Starting to work more with local nurseries and work is ongoing to build links and support a better knowledge of ages and stages.</p>
<p>What internal moderation takes place to gain consistency of EYFS judgements</p>	<ul style="list-style-type: none"> ▪ <i>Who is involved?</i> ▪ <i>How often?</i> ▪ <i>What documents are used? (e.g. Development Matters, Reading Assessment focuses, Letters and Sounds).</i> ▪ <i>What links are made with feeder or receiver settings, to support transition and moderation <u>between</u> other settings? How is this working?</i> 	<p>Within the team during shared PPA. This has helped the team dynamics and internal moderation between Y1 and EYFS.</p> <p>5 Phonics groups across R and Y1 support constant moderation and assessment.</p> <p>Plan from development matters. Strong 6Rs links with CoEL.</p>
<p>What evidence is used to support judgements?</p>	<ul style="list-style-type: none"> • <i>Short observations</i> • <i>Extended observations</i> • <i>Focus on new learning</i> • <i>Cross referenced to Development Matters statements</i> • <i>Where appropriate, identifying next steps</i> • <i>Links to characteristics of effective learning</i> • <i>Unique to child</i> 	<p>Mixed y1/R use mainly incidental obs. Having a specific time hasn't worked due to the needs of the class. Pure R using the longer obs sheets with the objectives around the edge. Longer obs show next steps where appropriate.</p> <p><i>Aware that observations should be about new learning.</i></p> <p><i>Have a sticker pack per child and this can show where gaps in observations are. (Not for CoEL at the moment but CoEL is often mentioned on observations.)</i></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"> ▪ <i>What have you changed/plan to change as a result of any of these sessions?</i> <ul style="list-style-type: none"> - September - FS Assessment Briefing - October - baseline moderation - February - reading - May - transition ▪ <i>Which practitioners attended?</i> 	<p>Attend all Southern schools moderation meetings. SESO's don't usually attend these but do attend training which is within work hours.</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><i>List of training</i></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 ▪ <i>Which practitioners attended?</i> ▪ <i>What issues raised during the training impacted on your setting's current practice?</i> ▪ <i>Are there any specific issues raised during the training that still need to be addressed?</i> 	<p>yes yes (in the process of setting one up)</p> <p>Yes SESO attendance</p> <p>Exemplification materials would be useful.</p>
<p>Possible action points for continuous improvement</p> <ul style="list-style-type: none"> ❑ <i>Ensure that Development Matters is used/referred to during internal moderation meetings and when finalising judgements</i> ❑ <i>Ensure that all three areas of Characteristics of Effective Learning are referred to.</i> ❑ <i>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.)</i> ❑ <i>Further develop opportunities to involve children in their assessment by encouraging them to talk about and review their own learning</i> ❑ <i>Further develop internal EYFS moderation processes within setting</i> ❑ <i>Develop links with feeder/receiver settings to establish joint moderation (and support transition)</i> ❑ <i>Further develop and plan for specific/target groups of children – e.g. by ethnicity, gender, SEN, EAL, more able...</i> ❑ <i>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</i> ❑ <i>Arrange follow-up meeting between Headteacher/Manager, EYFS Leader, Assessment Leader and EYFS and Year 1 Practitioners to discuss outcomes of EYFSP moderation</i> 		<p>Continue to work on the action plan to work with the local nursery providers. Developing a school readiness expectation sheets and developing an understanding of ages and stages of development.</p> <p>Link the 6Rs to characteristics of effective learning.</p>

Classroom Observations:-		
Child A	Child B	Child C
<p>Teacher's view: L&A: Expected exceeding in numbers and listening. On the way with writing. She listens attentively even when out of main room. Showed an ICT activity where she followed multiple step instructions independently. Observation showed sustained listening and involvement in the activity. After the music man she could remember and talk about things she had learned. Loves role play and can listen and respond to other children. Supported by observations. Developed in her ability to compromise.</p> <p>Number: made a toy shop after number input on doubling and halving. She was sharing teddies and counting in 5s to work out how many teddies there were. Meeting 1a in most areas for number.</p> <p>Characteristics of Effective Learning: Proud of achievements, more able to compromise. Picks new ideas up quickly and enjoys challenges. Is aware of and listens to her targets.</p>	<p>M: ELG for listening and number (but a few gaps at the moment) 7D at the moment but moving towards secure.</p> <p>L&A: Quite shy and reserved. Listening and attention shown in child led situations (doga - dog yoga). Also playing in rocket role play and talking and listening to other children making appropriate responses.</p> <p>Number: Strating to get one less but not consistent yet. Unsure on doubling but can do halving. Evidence from adding station. Some independent addition sheets which she has chosen to do. Longer observations from free play. Not on exceeding yet but starting to check off from 7 strands also.</p> <p>Characteristics of Effective Learning:</p>	<p>L: Came from PSAC redacted</p> <p>L&A: 7b/d unpredictable. If engaged (e.g. animals) then he can show more ability. Has listening skills when he is interested. Language is quite good. Expected to be below ELG. Struggles with anticipating key events and staying focused on the theme. Also struggles giving attention to others. Estimated to end on developing.</p> <p>Baseline 5B: Number: Came in not knowing colours, shapes or numbers. Intervention on a daily basis. He can now count to 10 and beyond. Can count an irregular arrangement of objects. Can't estimate yet. Can order number 1-5. Estimated to be 6D at the end of the year.</p> <p>Characteristics of Effective Learning:</p>
Age and Stage of Development: Child A	Age and Stage of Development: Child B	Age and Stage of Development: Child C
<p>Prime Area - Listening and Attention</p> <p>Specific Area - Number</p>	<p>Prime Area - Listening and Attention</p> <p>Specific Area - Number</p>	<p>Prime Area - Listening and Attention</p> <p>Specific Area - Number</p>
Teacher Comments:- Child A	Child B	Child C
see above	see above	see above
Moderator Comments - Judgements Agreed / Disagreed		
Agreed	Agreed	Agreed

Signed (Moderator) _____ Signed (Headteacher) _____ Signed (Class Teacher) _____