

Early Years Foundation Stage Moderation Visit Note 2016

Name of school: Pensans Primary			
Headteacher/ setting manager: Angela Clay			
Moderator: Chris Barnes			
Term/ Year Summer 2016	Date of visit 11 th May 2016	Duration of visit 3 hours	
Teacher/ practitioner names: <i>Please indicate NQT/ new to Reception/ years in Reception/ jobshare</i>	Helen Smith, EYFS unit lead	Experience	Experienced but new to Cornwall this academic year
	Sarah Talbot	Experience	Several years
Any children in care? Other contextual notes?	No There are 21 children in each of the two classes. 50% in receipt of PP. Large proportion of children come from difficult family circumstances.		

Please indicate below which ELG's and attainment band (emerging/ expected/ exceeding) were moderated for each of the sampled profiles.

Where practitioner judgements could not be validated for any ELG, please annotate the form and record the detail in the outcomes box.

Characteristics of effective learning	Profile 1	Profile 2	Profile 3	Profile 4	Profile 5
Playing and exploring: engagement <i>Finding out and exploring Playing with what they know Being willing to have a go</i>	Both teachers were able to give a clear description of the sample group's strengths within the characteristics of learning and understood how these link with overall development as well as specific strands of learning and development, with good links being made during subsequent dialogue.				
Active learning: motivation <i>Being involved and concentrating Keeping on trying Enjoying achieving what they set out to do</i>					
Creating and thinking critically: thinking <i>Having their own ideas Using what they already know to learn new things Choosing ways to do things and finding new ways</i>					

(please leave a copy of this page with the school at the end of the visit)

Area of Learning ✓x	ELG		Profile 1 D	Profile 2 O	Profile 3 A	Profile 4 E	Profile 5 M	Profile 6 K	Comments *
Communication and language	ELG 01	<i>Listening and attention</i>	3✓	2	2	2	1	1	
	ELG 02	<i>Understanding</i>	3✓	2	2	2	1	1✓	
	ELG 03	<i>Speaking</i>	3	2	2	2	1✓	1✓	
Physical development	ELG 04	<i>Moving and handling</i>	2	2	2	2✓	1	1✓	
	ELG 05	<i>Health and self-care</i>	2	2	2	2✓	2	1	
Personal, social and emotional development	ELG 06	<i>Self-confidence and self-awareness</i>	3✓	2	2	2	1	1	
	ELG 07	<i>Managing behaviour and feelings</i>	2	2✓	2	2	2 *	1	Review M. He has made excellent progress but ensure evidence now supports 'expected'. Rosie 3 agreed.
	ELG 08	<i>Making relationships</i>	2	2	2	2	1	1✓	Nina 3 agreed
Literacy	ELG 09	<i>Reading</i>	2	3	2	2	1	2	Danielle 3 agreed
	ELG 10	<i>Writing</i>	2	2	2✓	2	1	2*	Danielle some evidence to support 3 and Katie 2, but more evidence in child-initiated situations now needed
Mathematics	ELG 11	<i>Numbers</i>	2	3	2	2	1	2	Some children e.g. Jodie currently assessed as 1: seek
	ELG 12	<i>Shapes, space and measures</i>	2	2	2	2	1	2	

									further evidence to support 2 now
Understanding the world	ELG 13	<i>People and communities</i>	2	2	2	2	1	1	Rosie 3 agreed
	ELG 14	<i>The world</i>	2	2	2	1*	2	2	Provide specific experience to make more accurate assessment
	ELG 15	<i>Technology</i>	2	2	2	2	1	1 ✓	
Expressive arts and design	ELG 16	<i>Exploring and using media and materials</i>	2	2	2	2	2	2	
	ELG 17	<i>Being imaginative</i>	2	2	2	2	1	2	

EYFS Profile judgements	
Are judgements consistent and accurate?	Yes
Is the range of evidence supporting the children's attainment appropriate?	<i>Focus observations / incidental observations / Photos /</i>
Does the evidence match the band descriptor?	Yes
Are assessments based on what children do consistently and independently?	Yes
Is evidence drawn mainly from observation of children engaged in activities they have initiated?	<i>Some further evidence to support assessments of writing and numbers now required</i>
Contributors to the process	
Who contributes to the children's profiles within the school/setting?	<i>Teacher / TA / HLTA / other school staff / external adults</i>
How are the parents' contributions valued and included within their child's profile assessments?	<i>Many parents are reluctant to contribute directly to Learning Journey: some do not have strong literacy skills. Teachers find their daily discussions with parents are more useful in informing assessment and next steps for children. Attendance at specific events (celebrations) etc. is always excellent.</i>
How are the children's contributions represented in the profiles?	<i>Not discussed today</i>
Internal moderation systems (inc HT / SLT / Yr1) & linking with other schools and settings.	
<p><i>A range of systems in place, including:</i></p> <ul style="list-style-type: none"> • <i>Moderation between the two classes, nursery teachers also involved. All teachers are able to talk confidently about all the children on a day-to-day basis</i> • <i>Local cluster (MAT) moderation</i> • <i>Handover day with Phase 1 teachers</i> • 	
Strengths (in relation to observation/ assessment practice)	
<p>e.g. Practitioners' knowledge of the children, quality/ range of evidence.</p> <ul style="list-style-type: none"> • <i>Strong internal moderation systems</i> • <i>Both teachers know all the children well</i> • <i>A new approach to phonics teaching as well as new organisation (including P/D/R) is having a strong impact on attainment</i> • <i>EYFS lead has very strong focus on assessment and monitoring children's progress, including vulnerable groups</i> • <i>Very reflective practice: both teachers are keen to make further changes next year</i> 	

Agreed action points

- Provide extension activities which promote narrative writing for more able writers to support any 'exceeding' assessments.
- Use some adult-directed evidence to ensure assessments for Numbers for children such as Jodie are as accurate as they can be.

Over the longer term teachers wish to:

- Develop more opportunities for children to engage with writing as part of their play: in the role play area, the graphics area, construction etc.
- Review opportunities for children to apply their mathematical skills in their play through an environment that is mathematically rich.

Outcome

Practitioner judgements are **ACCURATE**; in line with exemplification
 Practitioner judgements are **NOT ACCURATE**; in line with exemplification
 Detail:
ref ELG's where judgements could not be validated (see detail on page 2)



Proportion/ number of children reaching GLD at the time of the visit

58%

Present at Feedback	Headteacher	Angela Clay
	Moderators	Chris Barnes
	Practitioner	Helen Smith
	Practitioner	
	Practitioner	

Setting comments on the moderation visit

EYFS teachers felt the visit had been supportive and helpful as well as very fair. They remarked that the visit had provided them with a really good opportunity to reflect on elements of their practice and provision which would support good learning and development as well as accurate assessment.

LA moderation manager details

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 LA Moderation Manager for EYFS
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Moderation manager's comments/ signature

It was a pleasure to visit your school and see hear about some of the changes. I am happy to provide further support at any stage in the future.

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Christine Barnes.