

**Preparation for the New Early Years Statutory Framework**

**Supporting colleagues in developing effective baseline assessment**

**CASE STUDY PROFORM**

<b>BASELINE ASSESSMENT – Procedures and Practice</b>	
<p><b>Name of School:</b></p> <p><b>School Context:</b></p> <p><b>Early Adopter School – YES</b></p> <p><b>Name of Practitioners:</b></p>	<p>13009 St John Southworth RC Primary School, Nelson.</p> <p>A Catholic school with a high proportion of children of the Muslim faith. Approximately a third of the school are of White British Heritage, a third are of Asian Heritage and a third are of Eastern European Heritage. A high proportion of children enter Reception Class below age related expectations. Children make rapid progress and the cohort exits just below national standards. By Year 2 majority of children achieve age related expectations in line with national averages. Phonics Screening results in Year 1 are in line with National Expectations.</p> <p>Dee Whittaker</p>
<p><b>EYFS Context</b> (e.g. numbers of children, nursery/reception/mixed aged)</p>	<p>30 Reception Age Children</p>
<p><b>What we do and how we do it - procedures for establishing baseline information – (including prior to entry, and on-entry to setting, timeline/scales for collecting baseline information)</b></p>	<p>New Parents Evening takes place in the Summer Term. Parents directed to the school website where they can introduce the school to their child through short videos including A Day in the Life of EYFS at St John Southworth School plus meet the staff videos and story time recordings.</p> <p>20 minute individual meetings in the learning environment between Teacher, TA’s, parent and child take place over first 2 days back in school (Autumn Term).</p> <p>2 sessions stay and play sessions (1 adults stays with child).</p> <p>Part Time for 1 week morning or afternoons.</p> <p>Teaching of Phonics and Maths begins at first part time session without parents (short 10 minute carpet sessions/ small group adult led).</p> <p>First half term is spent getting to know the children, observing, guided play, building relationships, establishing boundaries &amp; routines. This occurs alongside beginning to teach the children key knowledge and skills.</p> <p>(Transition process is adapted &amp; flexible to meet the needs of the individual)</p>
<p><b>The nature and type of information we collect</b> (areas of learning, CoEL, observations, formal assessments, specific assessments e.g. WELLCom,</p>	<p><b>Information gathered at Teacher/Parent/Child meetings include:</b> Family dynamics, Comments on Behaviour, Medical needs or concerns, Self care skills, Communication (languages spoken, any concerns, any SaLT input), Child’s Interests (favourite things).</p> <p><b>Information gathered at Nursery Visits includes:</b> Attendance info, Comments on behaviour, Parental engagement,</p>

<p><i>information from parents / other providers or agencies</i></p>	<p>Observations of child in familiar play setting, Key Worker Comments, Child's Interests, Medical Needs, Self Care skills, Communication (as at home visit). Nursery report collected which includes Development Matters information &amp; Characteristics of Effective Learning displayed by the child.</p> <p><b>Formal Assessments:</b> Reception Baseline Assessment, WELLCom (aim to complete formal assessments within first 4 weeks).</p> <p><b>SEN:</b> EHCP's, SaLT Programmes, Extra Transition Meetings &amp; visits, Care Plans, etc.</p> <p><b>Self Portrait &amp; Name Writing</b> – Initial assessment: Each child is asked to draw themselves and write their name to gain information related to physical development, fine motor skills, pencil grip, right/left handed, pencil control, etc.</p> <p><b>Observations through play:</b> Most observations are recorded mentally by the adults but key information is recorded on Post-its, Observation Forms and Photos as evidence to back up verbal knowledge. All staff are involved in the gathering and recording of these key observations.</p> <p><b>Observations via short adult led sessions:</b> support staff are encouraged to record key comments by children during short whole class carpet sessions. Two groups per day will receive an adult led teaching activity and again any key observations will be noted on Post-its.</p> <p><b>Daily Professional Dialogue:</b> Whilst the children are part time there is a half hour period per session, when the children have gone home, when staff can discuss individuals, share observations and build a picture of each child based on the knowledge of all practitioners. Once the children are full time then there is 15 minutes before lunch and 15 minutes at the end of the day where this professional dialogue can occur. This enables the teacher to broaden their knowledge of each individual via the observations and interactions that have occurred with their Teaching Assistants.</p>
<p><b>How we record this information and where it kept</b></p>	<p>Observation Forms, Photographs, Children's Work &amp; Post-it's are collected and form a group learning journey. The children are split into 3 diverse, mixed ability key worker groups and there is one learning journey for 10 children. The majority of evidence gathered in the Learning Journey is through child led learning (70%) but some is recorded through adult led session too (30%). The children have individual English &amp; Maths Books which contain adult led (small guided groups) and child led (through continuous provision play) evidence of learning in the form of children's work, photographs, observation forms and post-its. Characteristics of Effective Learning are highlighted throughout all evidence collected alongside knowledge and skill development.</p> <p>Home visit, Nursery Visit and Nursery report information is stored in a Lever Arch file in a locked cupboard within the EYFS environment as it is referred to throughout the year. It is then moved to the Central Records for each child located within the School Office.</p> <p>Any significant documents are scanned onto CPOM's.</p>
<p><b>Planning for Learning – How the information collected on-entry is used to support planning</b></p>	

<p><b>Timetable</b> (e.g. what would be included in the class timetable on-entry to nursery / reception to support assessments and planning for learning across areas of learning and CoEL)</p>	<p>See attached on entry timetable.</p> <p>1 session of formal PE (FUNDAMENTAL MOVEMENT SKILLS) is delivered in the hall and then the skills are practiced in the outdoor environment in a less formal way throughout the week.</p> <p>We have a continuous day so do not stop for playtimes only LUNCHTIME.</p> <p>We join whole school assemblies and worship when it is felt that the children are able to engage with and gain knowledge and understanding from these sessions.</p>
<p><b>Planning Provision</b> (how the on-entry information collected supports provision planning – e.g. adult focused activities, learning environment indoors and outdoors, enhancements, role of the adults, topic focus, children’s interests, texts used etc.)</p> <p><b>Documents used to support planning</b> (e.g. Lancashire skills document , any maths/literacy programmes, phonics scheme, any whole school or EYFS curriculum scheme or Lancashire Curriculum Planning Framework)</p>	<p>Planning support documents used: Lancashire Skills Document, Lancashire Maths LAPS, Key Learning for EYFS CLL, Read Write Inc Phonics.</p> <p>We have a Half Termly Topic Based approach which is flexible and incorporates the children’s own interests wherever possible as this works well for our children. 1 Maths and 1 English adult focused group are delivered daily along with a 20 minute Phonics session and a 15 minute session linked to another area of the curriculum. All other elements of the curriculum are delivered through planned and in the moment enhancements to continuous provision.</p> <p>We devised a Quality Texts Overview which links Fiction, Non-fiction and Poetry to each topic area and these core texts are a focus across the curriculum.</p> <p>Distinct areas can be seen in provision but there is a conscious effort made to ensure that all areas provide opportunities to develop the Prime Areas plus English and Maths. The indoor and outdoor areas are planned to provide different and unique learning opportunities whilst still incorporating the development of key skills throughout.</p> <p>One adult will deliver the adult led session to a group whilst the other 2 adults interact with the children in provision. All adults receive regular training and updates on current best practice with regards to quality interactions through play.</p> <p>The other adults will also be involved in delivering formal intervention groups such as WELLCOM and SaLT. Interventions are delivered within the EYFS environment and within provision wherever possible.</p> <p>An overview of enhanced provision is created for indoors and outdoors and this is changed as and when it is felt that a particular area isn’t getting much ‘traffic’ and to meet the needs of the children in response to ongoing assessment.</p>

