

CASE STUDY PROFORM

BASELINE ASSESSMENT – Procedures and Practice	
Name of School:	Asmall Primary School
School Context:	Asmall is a small school situated in the town of Ormskirk. It is a single form entry with an intake of 20 pupils per year group. Our children’s backgrounds range from deprived to affluent. Our children generally enter reception at age related expectations or below.
Early Adopter School – YES/NO	Early Adopter School.
Name of Practitioners:	Linzy Stockton, Ellen McNulty and Dawn Lea.
EYFS Context (e.g. numbers of children, nursery/reception/mixed aged)	20 children in our reception class. Majority of the children come from the onsite nursery that is managed by Linzy Stockton the EY lead. Open plan setting with close links with the nursery. We have a shared EYFS outdoor area
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)	<p>Before the summer holidays.</p> <ul style="list-style-type: none"> • Close links with our nursery. Visits to the children in our nursery and others • Meeting with key workers (onsite nursery) sharing of recent assessment. Hand over information regarding interests etc. Request transition information from other settings and talk to key person on nursery visit. • Welcome meeting for parents. • Children are provided with 4 visits into the class prior to September. Parents are encouraged to stay for the first one to help children settle and to talk to staff. During these visits stay interact with the children getting to know them and learn about their interests. • Children complete All About Me’s and Parents, How My Child Learns? <p>From September</p> <ul style="list-style-type: none"> • Home visits in September. This provides the children with the security of knowing our faces before they come to school after the long summer break. We chat to the children, they share their all about me and draw a picture for the wall in school.

	<ul style="list-style-type: none"> • Staggered start in September with half the class at a time for a few days. • Parent phonic meeting in September. <p>Routine</p> <p>We introduce routine from the start. Circle time at the start of the day, phonics before lunch, number time after lunch and finish the day with a story. All other parts of the day adults interact with the children, gaining an understanding of where they are up to in their learning and development. Forming observations that contribute towards the overall baseline judgements. (These observations are limited and do not take us away from time with the children.)</p> <p>Baseline and Curriculum</p> <p>Our baseline judgement is formed by the October half term. It does not stop us from starting to teach phonics and maths with some 'topic/curriculum activities.</p> <p>All topics come from children's interests. The first half term we ensure the children get to know the core provision that they will have access to all year. The children are taught how to look after each area. Where the resources belong and how they are used appropriately.</p> <p>Communication with parents.</p> <p>We use the app Class Dojo to keep parents updated. They can also send us magic moments. That can be celebrated in class.</p>
<p>The nature and type of information we collect <i>(areas of learning, CoEL, observations, formal assessments, specific assessments e.g. WELLCom, information from parents / other providers or agencies</i></p>	<p>Observations are collected to form judgements alongside talks with parents and nursery settings. We closely observe how the children learn (CoEL) Observations consists of details observations, joint observations, post it notes, photographs. All recorded in their own Learning Journey.</p>
<p>How we record this information and</p>	<p>Learning journeys - . Observation and picture. Each half term we discuss each child and form a judgement if they are</p>

where it kept	on track or not on track. The children who are not on track we look and what can be implemented to support them.
Planning for Learning – How the information collected on-entry is used to support planning	
<p>Timetable (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>N.B. feel free to attach an example if appropriate</p>	<p>September</p> <p>8.45- children come into school and get busy in the areas.</p> <p>9.00 (about)- circle time. Key groups time. These groups remain the same all year so it becomes a safe space to talk.</p> <p>9-11.15- get busy time, staff in areas with object lead planning or focused activity in small groups. Outside and roll in snack is also open at this time.</p> <p>11.15- phonics. Small groups taken between 2 staff members.</p> <p>12.00- Lunch</p> <p>1.00- number time. Half of class other half core strength/fine motor/music and singing. Then groups switch.</p> <p>1.30-2.45- get busy time, staff in areas with object lead planning or focused activity in small groups. Outside and fruit snack is also open at this time.</p> <p>2.45-stories, rhymes and sharing celebrations.</p>
<p>Planning Provision (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>Continuous Provision first half term</p> <p>Children will have access to just the core provision in each area.</p> <p>Second half term.</p> <p>After baseline we look to see what the weakest areas of learning are. (gaps) These are then a focus in the areas of provision. We call this our gap/ strength analysis. We then know that the children will be working on their gaps when accessing provision.</p> <p>Once baseline is complete we know where the children are up to in terms of their learning and development. Children’s learning is then moved forward from their starting points. Provision is enhance through areas for example children playing shops. We could enhance the maths area or role play into a shop.</p>

<p>Documents used to support planning <i>(e.g. Lancashire skills document , any maths/literacy programmes, phonics scheme, any whole school or EYFS curriculum scheme or Lancashire Curriculum Planning Framework)</i></p> <p>Examples of planning can be attached if appropriate, but not essential.</p>	<p>Knowing core provision</p> <p>Lancashire Skills, Curriculum Planning. Letters and Sounds.</p>
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