

Preparation for the New Early Years Statutory Framework

Supporting colleagues in developing effective baseline assessment

CASE STUDY

BASELINE ASSESSMENT – Procedures and Practice	
Name of School:	St Leonards C of E Primary school
School Context:	The school is in a good catchment and most children come into school where they are expected to. Although this is not the case with all the children and more children have not this year due to Covid 19.
Early Adopter School – NO	NO
Name of Practitioners:	Miss Lisa Sweeney and Mrs Danielle Battersby
EYFS Context (<i>e.g. numbers of children, nursery/reception/mixed aged</i>)	40 Reception children. 30 reception children in a straight reception class and 10 reception children in a reception and year one class.
What we do and how we do it - procedures for establishing baseline information – (<i>including prior to entry, and on-entry to setting, timeline/scales for collecting baseline information</i>)	<ul style="list-style-type: none">• Prior to starting school we have an induction evening, parent and teacher 1:1 chats, stay and play sessions for children & parents, we talk to nurseries and parents fill in 'All About Me' information. We also send information packs and gifts both to the children and parents.• We use information from visits, parents and nursery prior to starting at St Leonards.• We baseline for the first 3 weeks.• We continue in certain areas if we do not feel we have enough evidence. We did this in September as we had not managed to baseline all children against the technology element of UTW.• We try to ensure we have a full picture of where all the children are on entry to school including their characteristics of effective learning.
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>)	<ul style="list-style-type: none">• We build up a picture through observations in the areas and activities set up that the children can access and be observed.• We carry out an on entry RWI quick phonics assessment.• We carry out Welcom assessment on all children during the first half term.• Ideas from Lancashire baseline assessment book.• Info sheets from nursery.• All about me from parents.

How we record this information and where it kept	<ul style="list-style-type: none"> We record this on Tapestry app which we use as the children's learning journey's throughout the whole year and assessment sheets that come with the assessments.
Planning for Learning – How the information collected on-entry is used to support planning	
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)	<ul style="list-style-type: none"> Enhanced provision planning for classroom areas and activities set up in the class room. Time for staff to observe Mornings – We focus on observing the primes areas but also mathematics, literacy and phonics to get children into our school routine. PM – More focus on observations in the specific areas.
<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>Documents used to support planning (e.g. Lancashire skills document , any maths/literacy programmes, phonics scheme, any whole school or EYFS curriculum scheme or Lancashire Curriculum Planning Framework)</p>	<ul style="list-style-type: none"> We plan on our enhanced provision plan and what we will put in the areas to observe where the children are on entry. This is the approach we use both in and outdoor. We use ideas from Lancashire baseline assessment book. We also use the big WellCom book and RWI scheme for phonics. We enhance areas so we can find out all about the children, any interests we have been told about or observe. We have a loose theme of 'All About Me' in the first half term as the children enjoy talking about and learning about things that are familiar to them. Once we have completed the on-enty observations, the assessments feed into our planning and identify what the children's next steps are in their learning. Our on-entry observations and assessments also identify interventions that will be needed for children within the cohort. They can also identify if any referrals for children need to be made.