

BY JESSICA MOONEY

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# SUPPORTING COLLEAGUES IN DEVELOPING EFFECTIVE BASELINE ASSESSMENT

## EYFS CONTEXT

- ▶ St James' serves a community in an urban area with high levels of deprivation, our children arrive at St James' below average. We have 67 children attending our early year's setting. Our nursery building is separate from the main school building but both the reception and nursery children share an outdoor learning space.




# GATHERING INFORMATION


- Liaise with preschool settings regarding the child’s development, interests and needs
- Converse with parents about the child’s overall attitude about beginning school and their child’s likes/dislikes
- Preschool visits
- Transition conversations with teachers/key workers
- Transition days
- Parent/child perspective ‘I can...’ booklets and aspects they find difficult

Name	Nursery Home often	Likes? dislikes?	Adverse Allergic information	Speech and language	Teasing	Things child aware of	Leads
★		Arts and crafts					
★		Imaginative play					
★		Various			SCRE help required		PCISG safer
		Explains Cuddlers	Dislikes...			Play dough - doesn't like it! Cuddler and all support required as doesn't converse/obey/helpful	
★	White Christs Nursery	Role play Reading Writing Vocabulary Prayers Rucki Bell			Wiping	Super star Friends, children, shops, other things and shares. Takes care of little Great helper	
★							

Preschool Setting Transition Document



**St James' C.E. Primary School**  
Committed to excellence; Inspired by Christ



All  
About  
Me

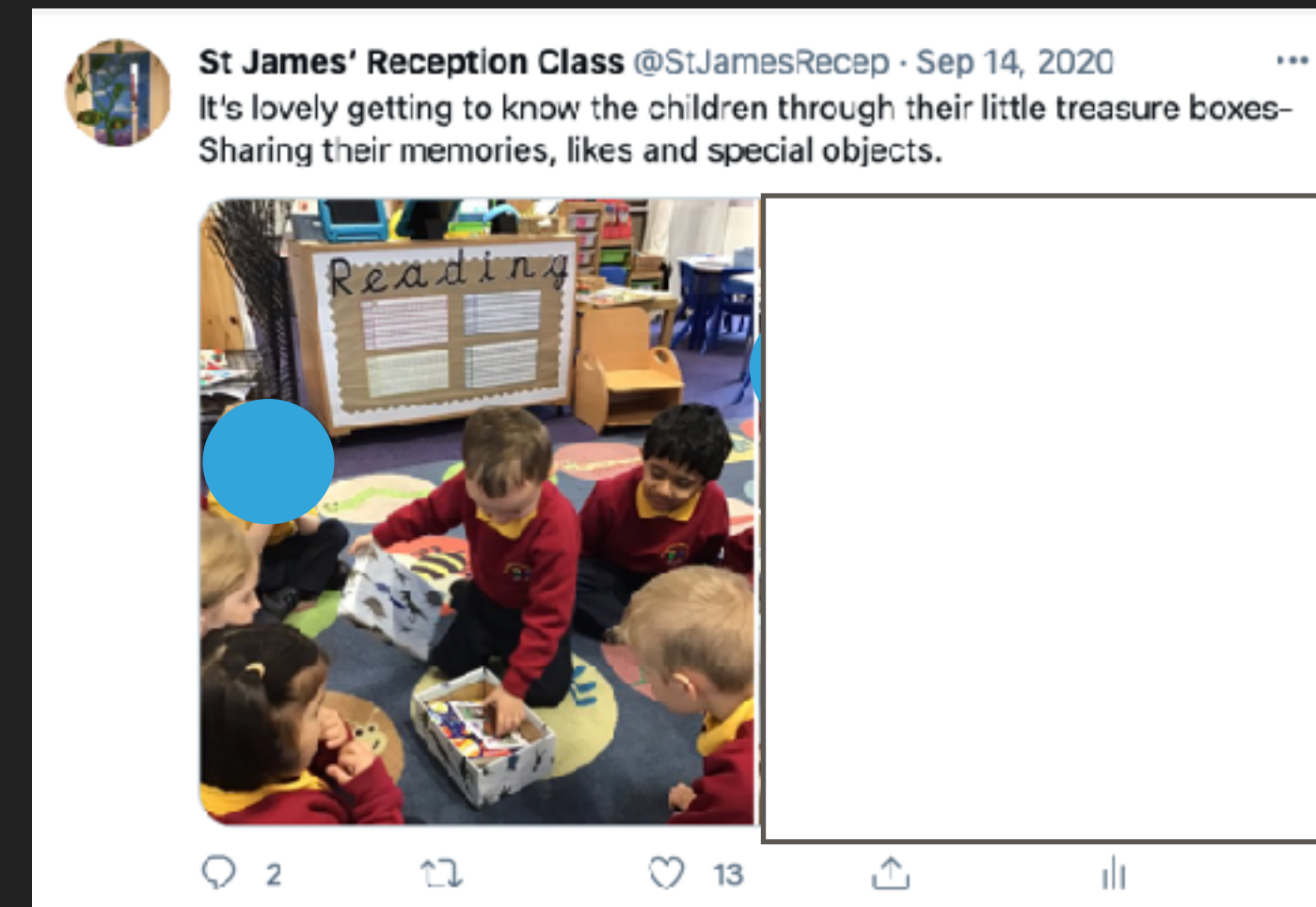
This is me! Draw a picture of yourself here.

Name.....

Child Booklet



# SETTLING IN



# Story Time



# Story Time





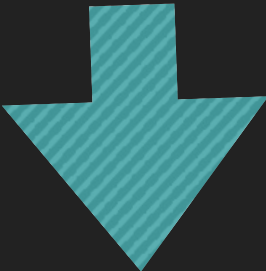
# ESTABLISHING BASELINE ASSESSMENTS 6-8 WEEKS

•Practitioners set up the class room with accessible and familiar activities and resources-home corner, construction boxes, small world figures, play dough, water tubs. Children are encouraged to choose and taught about sensible amounts, sharing and turn-taking. Teachers introduce the learning environment and observe how the children respond to the rules and boundaries of the classroom.

Small group 'listening' activities are introduced such as the 'Treasure Box' activity to encourage interaction, communication, turn-taking and sharing skills.

•Adults observe attitude's towards learning when the children are accessing the provision and levels of play including their ability to interact with other children. Attitudes towards group tasks are observed, e.g. setting up obstacle courses outside. Levels of independence are monitored, for example can they use the resources appropriately or do they need showing first before they engage in the task independently? Do they need to be directed throughout the task or do they show some independence? Are they reliant on the adult to do everything for them or do they show some initiative? Do they always need the adult's attention or do they show some levels of independence?

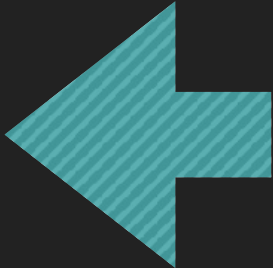
Slimmed-down timetable to allow for uninterrupted learning. Group work includes phonics/reading/circle time/counting



• When the children are settled they are encouraged to utilise the resources and equipment in expressing their own creative talents. Practitioners observe the children accessing these activities and interact with them. This gives good insight into the child's attention, concentration, communication, attitudes and their creative abilities. Notes are written up afterwards not in the moment.



• Some children show repetitive behaviours, consequently their abilities in some areas might not be clear. For example some children repeatedly choose the same 'chasing' games outside or construct the same models in the building area. 'Mini-Me's' are introduced and the children are encouraged to choose a different area to play in the classroom. This is the practitioners opportunity to home in on the areas of learning that need clarity for example do they contribute ideas to the role play? Can they choose a book for the adult to read? Can they respond to what they hear and keep the play going in the small world area?



•By this point relationships are formed and the children generally feel relaxed and trust the adults in the classroom. Adult-initiated activities are introduced to address gaps in our assessments, e.g. scissor/pencil control, phonics and mathematical abilities.



# PROVISION



Reading Area



## Classroom Areas



Small World



Writing



Construction



Creative Area



# INFORMATION AND HOW WE RECORD

Home Corner

✓ Jessica Mooney

04/09/2020 (updated 21:35)

preparing a meal in the home corner.

Teacher "That looks delicious!"

"It's tomatoes"

Teacher "Any other ingredients?"

"yeah these (pointing to the grapes) and burgers"

Teacher "Lovely, I have something sweet to eat after my burger. Who does the cooking in your house?"

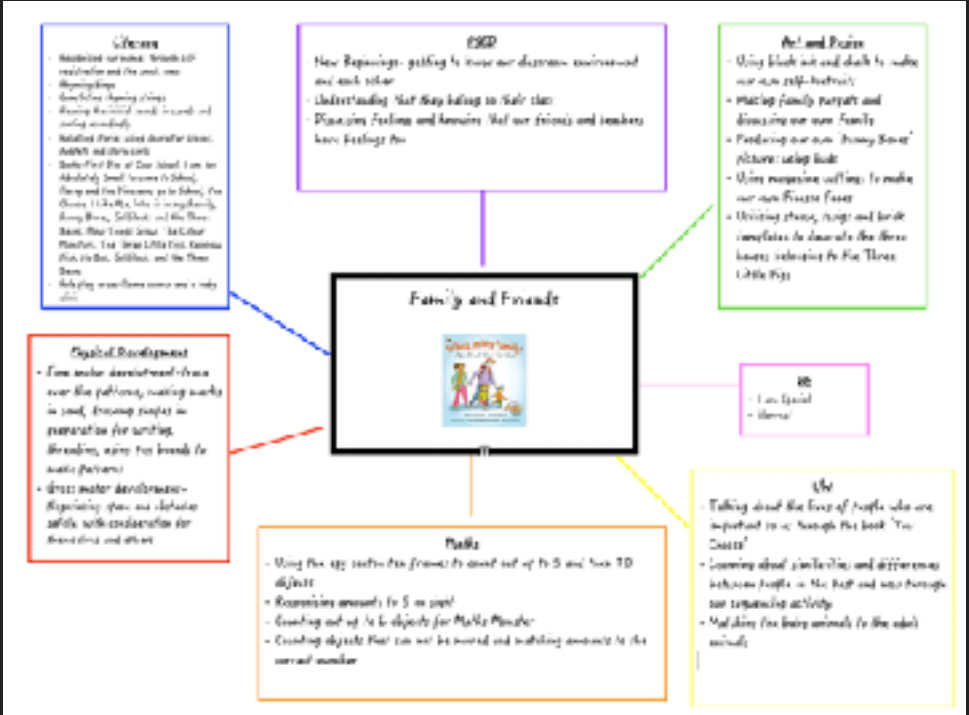
"My mummy and she helps me to say my prayers at night"

pretended to move the pan back and forth on the hob.

"And guess what I have brown walls on the outside of my house. I live with my brother, sister, mummy and daddy and me. My gran comes to play"

began to sing "Washing the cucumbers" repeatedly as she rinsed them under the tap.

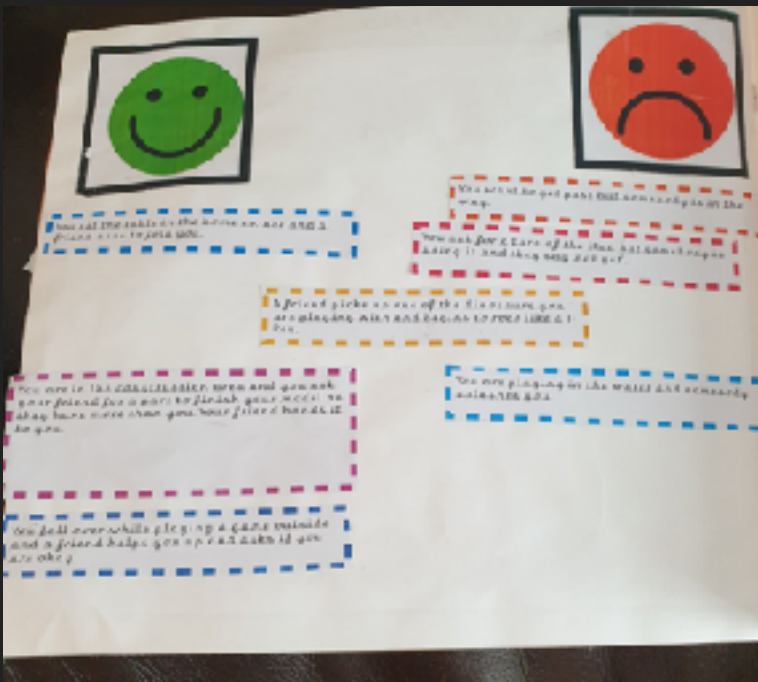
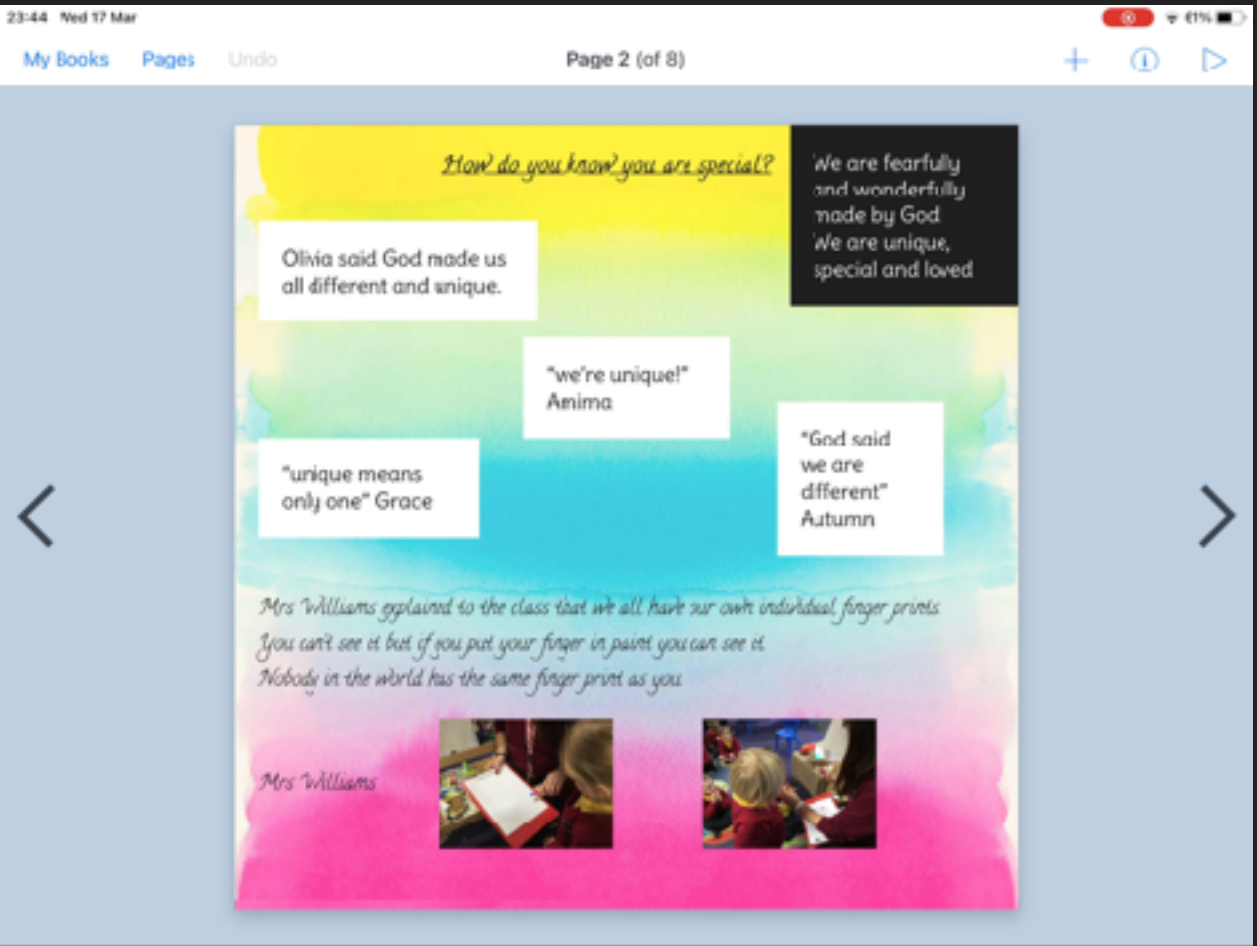
Communication between school and home is shared on our class Twitter page.



Overviews are shared through our class page

Tapestry is used to record observations.  
Parents can upload home learning too.

Maths and literacy books



Interactive subject books

Home learning book



# BASELINE ON TRACK

## A little about me...

B is a little girl who enjoys imaginative play, being read to and writing. She likes being read to and her parents shared that she is particularly fond of Roald Dahl books. She is a confident little girl in many situations but can also be a little shy at times. She attends nursery regularly and enjoys the company of others.

"I like rainbows and I've drawn my school uniform."

## Personal, Social and Emotional Development

B enjoys learning alone and in a group. She is not afraid to initiate activities and shows an interest in what is happening around her. She enjoys taking an active role in her group work and role-playing familiar situations. She possesses a determined attitude and a keen interest in participating in teacher-led activities too. She is a sensitive little girl and prefers one on one discussions. B is a conscientious little girl and takes pride in her activities. She is drawn to children who are a little more reserved than she is and who have similar senses of humour to her.



"I'm sorry to say but the cookie are not ready yet M. Make sure everybody pays for their cookies!"

## Communication and Language

B is a good communicator and possesses the ability to engage in more than one thing at a time. She follows one and two-step instructions and asks for clarity when needed. B enjoys having two way conversations with her friends and likes to lead the conversation. She enjoys singing and rhymes and joins in with repeated refrains during story time. B sometimes uses words such as 'because' or 'and' to extend her sentences. She likes to lead the play and enjoys delegating and giving directions to her friends. B often gets super engrossed in her own ideas and is beginning to take onboard the ideas of others too. She likes to be helpful and needs a little encouragement to part from the adults and play with the children.

"Look what I've done, a poppy."  
Teacher: "That's lovely did you not want to make a red poppy?"  
B: "No I've done a purple one to remember what the animals did in the war"  
Teacher: "What did the dogs do?"  
B: "They 'brindged' treats to the soldiers!"

## Literacy

B writes all the letters in her name. She shows a keen interest in our rhyming and alliterative activities. She has an awareness of beginning sounds and rhyming. B is extremely fond of books and enjoys turning the pages and looking at the pictures. She joins in with repeated refrains and loves to select books for the adults to read. B enjoys talking about familiar stories such as The Three Little Pigs and sharing her understanding of the text.



B: "What rhymes with leg?"  
Teacher: "Peg?"  
B: "Yes. What rhymes with sun, I know, fun!"  
Teacher: "Yes or run!"  
B: "hat-cat"  
M: "rat!"

## Physical Development

B enjoys mark making and drawing pictures. She demonstrates a lateral tripod grasp and shows preference for her right hand. B enjoys colouring, writing and is beginning to show a level of control when cutting around objects. B has an awareness of safety, she works as part of team to carry and arrange the blocks while making obstacle courses outside. B shows a 'can do' attitude when putting on her coat and requires some support in organising her clothing and dressing into her PE kit.



## Mathematics

B enjoys the pace of maths. She recognises amounts to 3 on sight and is beginning to compare quantities using the language of more, most and the same. B demonstrates good one to one correspondence when counting and knows the last number reached when counting up to 6 objects tells you how many there are. B enjoys experimenting with marks and representing numbers. She shows an interest in shapes and is particularly fond of making her own simple repeated patterns through her art work and using the mathematical apparatus.



B spent quite some time at the writing table outside perfecting her picture.

B: "Look at my picture."  
T: "Wow that is an amazing picture, tell me all about it."  
B: "It's a mountain."  
T: "I like the way you have used little pieces of play dough and coloured them in."  
B: "That's lava, when it gets hot it comes out of the mountain."  
T: "Ah, so is this a volcano mountain?"  
B: "yes."  
B ran inside to show Miss Mooney too.



## Understanding the World

B talks about her family passionately. She is naturally very inquisitive and likes to comment on the aspects she has observed around her. B likes exploring the natural materials in the classroom to make patterns and pictures. She tends to include the features she has spotted in books in her own special pieces of work. She has two pets of her own and enjoys learning about animals.



"This is my family. My brother, mummy, daddy and my two dogs. My daddy fits roofs."

B is searching for 'he' in her book. She managed to find it 13



Embracing learning about penguins for her homework this weekend @StJamesBecro . We even watched Happy



## Expressive Arts and Design

B is an expressive little girl who loves to engage in role play activities. She does not shy away from playing a group and uses props in her play. B is fond of nursery rhymes and listening to music and moves her body rhythmically. She enjoys representing her ideas on paper through her pictures and confidently access the writing utensils and resources to make and create special pieces of work.



B was exploring using the felt tip pens. She said she could make the colour purple and copied what her friend had done. She then decided to make orange, she got the brown and yellow and was surprised that she had made a different colour (maroon). She then found the red and yellow pens and mixed the two to make orange!





# END OF YEAR ON TRACK

## Communication and language Listening, attention and understanding

Teacher: "Do you know what weaving is?"  
B: "Yes it's like when the swan weaved a twig into her nest" B made a link between the weaving activity and the Stick Man story.

## Communication and Language Speaking

"I'm going to take my hat, scarf, gloves, water, coat and some ear muffs to the North Pole"

## Communication and language Listening, attention and understanding

"I'm doing the top and M is doing the base." B and M both spoke through the process of building their castle, instead of just placing bricks anywhere M showed me a pyramid shape and said: "This part is the top" B responded: "We're not going to put that bit on yet, we aren't done building yet."  
B felt 'Happy because it didn't fall down', however at that moment a friend accidentally knocked the structure down. B reacted well and said: "It's okay, will you help me build it again, please?"

## Personal, social and emotional Development Managing Self

After listening to the story of Jonah and the Whale, B asked if she could make a whale. She drew the outline of a whale on a piece of card but she looked a little disappointed with the outcome, B asked if she could draw it again. This time she perfected the whale's tail before adding eyes, a mouth and a blow hole.

## Personal, social and emotional Development Self Regulation

B overheard me asking a child to wait their turn for the step stool. Without hesitation she offered it to the child that was shorter than her and explained that she didn't need it.

## Personal, social and emotional Development Managing Self

B worked very hard to weave the strips in and out of the slits to make her Moses basket. She took on board the technique and listened carefully to the instructions before engaging in the activity independently. Afterwards she offered to help her friends and she was engaged in this activity for a good length of time.

## Personal, social and emotional Development Building Relationships

B and her friends stacked the crates to make an imaginary mountain. After climbing to the summit a few times, B challenged herself to jump off the mountain. She skilfully and confidently jumped off and landed using excellent balance and coordination skills. It was lovely to see B taking turns holding the crates steady for her friend too.

## Physical Development Gross Motor Skills

B demonstrated accurate underarm throwing as she aimed and threw the medium sized ball into the box.

## Physical Development Gross Motor Skills

B ran at a good speed and jumped over the hurdles as she did so.

## Physical Development Gross Motor Skills

B was determined to perform the longest jump, she swung her arms forward for momentum and did just that!

## Physical Development Fine Motor Skills

B carefully cut around the circle she had drawn to make a 'medal'.

## Physical Development Fine motor Skills



## Literacy Comprehension

"I've made a map. We've been reading the story, 'We're Going on a Bear Hunt'" Pointing to her map B ordered the story events describing the different settings. "This is the green grass, the water, icky mud, the snow storm, the forest- trip trop, then they've gone to the bear's cave. They were scared, they've gone back home, they forgot to shut the door." T: "What did they all say at the end?" B replied with expression: "They were scared! My favourite part of the story is when they found the bear."

## Literacy Writing

B's book...  
"I've made a front cover and back cover and that's what it is called"  
Teacher: "Is that the title?"  
B: "Yeah, this is a bit about the story on the back"  
Teacher: "The blurb?"  
B: "Yeah. It's called 'No don't You do that Baby'."  
Page 1: "She go in mummy's bed"  
Page 2: "'Go back to bed'. 'No' said baby"  
Page 3: "You have to go baby, 'no' she said"  
Page 4: "She went to the toilet and had a wee"  
page 5: "The end"

## Mathematics Number

B showed a fabulous understanding of part, part, whole. She placed the correct number of cubes in each part based on what she could see, she reiterated the parts in the problem and announced the whole. B solved problems involving numbers 4 and 5.



## Mathematics Number

B recalled number bonds to 5 from memory. She used the number balance to check her answers.



## Mathematics

B drew around the 2D shapes to make her wonderful shape picture. B named all of the shapes on her picture and described some of their properties. (Including the three shapes we introduced today, octagon, pentagon and hexagon.)



## Mathematics Numerical Patterns

After our maths input today, B chose to independently write her own 0-20 number line. She planned to cover some of the numbers to play the 'missing number game' with a friend. She rushed outside to show me their work.



## Understanding of the World The Natural World

B drew a map of the polar regions. She included an orca, polar bear, penguin and a blue whale. She wrote the initial sound for each polar animal.

## Understanding of the World The Natural World

"I like autumn because all the leaves fall down and they start to turn different colours like yellow, brown, gold and I actually saw a green one on the floor."

## Understanding of the World People, Cultures and Communities

"I can use these now" (referring to the Chopsticks in the Chinese restaurant role play). "My friend eats with his hand and I use a knife and fork" B was discussing her Muslim family friend.

## Understanding of the World The Natural World

While walking around the school field B spoke about the trees having few leaves because of the time of year. She also spoke about a nest she had spotted in the trees. Additionally, B spotted houses and a newly planted 'baby tree'.

## Understanding of the World People, Cultures and Communities

"A Vicar teaches us about God"

## Expressive Arts and Design Being imaginative

B adapted the Gruffalo story...  
"A mouse took a stroll in the deep dark wood, the fox saw a mouse and the mouse looked good. Where are you going to little brown mouse? I'm having tea with a Gruffalo. A Gruffalo, what's a Gruffalo? Why didn't you know, he has purple prickles all over his back! A mouse took a stroll through the deep dark wood, the bear saw the mouse and the mouse looked good! Come and have dinner in my cave house!"

## Expressive Arts and Design Creating with Materials

B is very proud of her purse. She folded the paper and secured the edges using masking tape, added string which enabled her to wear her 'bag' and cut a slit into the paper and slid the paper into it to secure the flap.

## Expressive Arts and Design Creating with Materials

Making an iPad:  
"That's when you go right, that's when you go left, that's when you turn and that's when you go straight. If you press this you go back to the start."