

## 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>	
<b>Name of School:</b>	Whitefield Infant School
<b>School Context:</b>	Whitefield Infant School is a large 3 form entry Infant School positioned in the centre of Nelson (Pendle – Area East). We are situated in the highest ward for deprivation with 97% EAL children, mainly of Pakistani heritage.
<b>Early Adopter School – YES/NO</b>	Jenny Hutchinson
<b>Name of Practitioners:</b>	
<b>EYFS Context</b> (e.g. numbers of children, nursery/reception/mixed aged)	Whitefield Infant School has places for 90 Reception children and holds a 78 place nursery. Reception classes are comprised of 30 children and they have access to a large shared outdoor learning space. Nursery sessions comprise of AM and PM sessions – 39 children in each session.
<b>What we do and how we do it - procedures for establishing baseline information</b> – (including prior to entry, and on-entry to setting, timeline/scales for collecting baseline information)	As the vast majority of children (around 60 out of the 90 places available) have accessed our school-based Nursery setting, potential baseline information is shared regularly throughout the Summer term prior to the children starting school in September. The nursery teacher meets with each Reception class teacher in order to build a full picture of the whole child. During these meetings, the Nursery Leader discusses assessments, individual approaches to the characteristics of effective learning and peer friendship groups. This rhetoric is ongoing (informally) throughout the academic school year in addition to the specified meeting times arranged in the Summer term. The Nursery Leader shares individual assessment and progression folders with the appropriate Reception Class teacher and the Class teacher gains access to Nursery Summer Term Tracking and Attainment grids/ data analysis. For the children who attend alternative nursery settings, the EYFS Leader visits the children in their Nursery setting in the Summer term prior to starting school in September. During this visit, the EYFS leader acquires essential information from the Nursery Practitioners relating to attainment, progress, friendship groups and family circumstances. Parents are invited to meet the Class teacher in the Summer term to share additional information. Upon entry to Reception baseline assessment is comprised of teacher assessment in the form of formal observations and collated within a 'floor book'.

**The nature and type of information we collect** (areas of learning, CoEL, observations, formal assessments, specific assessments e.g. WELLCom, information from parents / other providers or agencies)

Summer term Nursery assessments assist in informing the early baseline assessments in September, however lots of informal observations are carried out by practitioners when observing children accessing the continuous provision.


Name:		Date:				
Adult Directed		or	Child Initiated			
Area (s) of learning observed:						
PSED	C & L	PD	L	M	UW	EAD
Context for learning (sand tray/role-play etc) :						
<b>Observation:</b> (Note the <u>skill</u> (s)/knowledge the child is demonstrating during their activity/play)						
<b>Assessment:</b> (Development Matters month band)						
<b>Evidence of Characteristics of Effective Learning:</b>						
playing and exploring	Active learning	creating and thinking critically				

To the **left** is an example of an individual observation assessment form, where practitioners write down comments and make assessments judged upon the 'Development Matters' month bands.

To the **right** is an example of an individual observation assessment form judged against the EYFS 'Characteristics of Effective Learning' guidance.

In the first few weeks of term these are collated and placed inside a group floor book. See below.

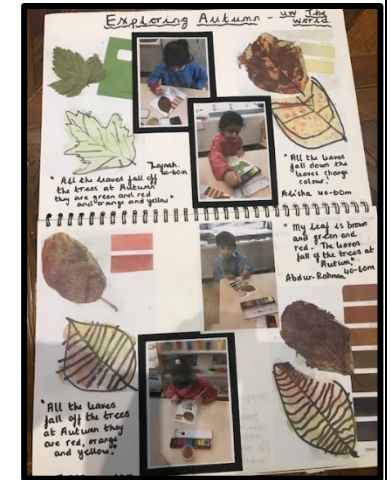
In addition to these baseline assessments, we also assess each individual child upon entry to Reception focussing on basic skills e.g fine motor/ reading/ writing/ number/ PSED skills. We track the children using this format each term to monitor progress throughout the year.

Name:		Date:		
Area of Learning: PSED – CAL – PD – L – M – UW – EAD				
Practitioner Initial:		Where?		
Observation:				
Characteristics of Learning - How am I Learning?				
<b>Playing &amp; Exploring 'Engagement'</b> <ul style="list-style-type: none"> <li>o Showing curiosity</li> <li>o Exploring</li> <li>o Using senses</li> <li>o Engaged/focused</li> <li>o Showing particular interests</li> <li>o Risk taking</li> <li>o New activity/challenge</li> <li>o Self-Belief</li> <li>o Imaginative/role play</li> <li>o Joining in team work</li> </ul>	<b>Creating and Thinking Critically 'Thinking'</b> <ul style="list-style-type: none"> <li>o Thinking of ideas</li> <li>o Problem solving/logical</li> <li>o Adapting /changing</li> <li>o Predicting/estimating</li> <li>o Ordering/sequencing</li> <li>o Describing</li> <li>o Planning</li> <li>o Evaluating</li> <li>o Collaborating</li> </ul>	<b>Active Learning 'Motivation'</b> <ul style="list-style-type: none"> <li>o Motivated</li> <li>o Enthusiastic/excited</li> <li>o Making choices</li> <li>o Persevering</li> <li>o Attentive/focused</li> <li>o Confident/I can attitude</li> <li>o Self-satisfaction /pride</li> <li>o Energetic</li> <li>o Achieving</li> </ul>		

**How we record this information and where it kept**

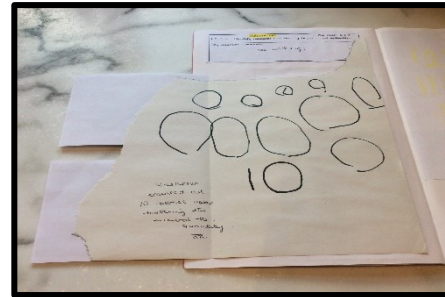


Baseline assessments are recorded onto individual observation slips and placed inside a group floor book. Independent Literacy and Maths observations are placed inside a designated Literacy and Maths book.



Any evidence of independent maths learning is placed onto the 'Maths in Action' display board to keep as evidence and inform future planning/ identifying gaps/

misconceptions that need addressing.



Floor books comprise of children's individual comments, teacher assessments, observations and examples of independent learning. This assessment process begins from baseline and throughout the year.

Initial basic skills on-entry assessments are placed in the back of the floor book and are re-visited each term to ensure every child is making progress.



## 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)



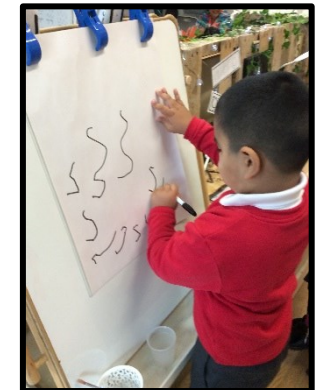
The evidence collated from on-entry baseline assessments informs the Reception planning for the following weeks. If practitioners notice a potential gap in learning then planning is then adapted to meet the needs of the individual class/ group. For example if a particular group of children had displayed misconceptions in relation to number value, then the following week planning may be adapted to include matching numeral to quantity. Teachers begin planning lessons as soon as the children arrive in September and informal observations at baseline provide a basis for future plans and identify any gaps in learning straight away.



**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.)



On-entry assessments allow the practitioners to adapt their learning environment to meet the needs of the cohort of children. For example – ‘child A’ needed more opportunities within class to explore independent mark-making, therefore the mark-making area focussed on pre-cursive handwriting patterns in week 1, followed by



**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)

phase 2 initial phonemes in the coming weeks of exploring the classroom independently, Child A’s Literacy comprised of labelling a model using photograph) by week 4. In addition to classroom environment to address any the indoor and outdoor environments activities geared towards the children’s optimum engagement in self-chosen



weeks. After a few environment learning plan initial sounds (see adapting the gaps in learning, both are enhanced with interests ; this ensures activities.

