

TWO OBSERVATIONAL TASKS FOR 2006/07



Foundation Stage Profile

SUPPORTING THE MODERATION OF PRACTITIONERS' JUDGEMENTS



SureStart

What are these tasks and what are they for?

The Local Authority (LA) has a statutory duty to ensure that judgements made by practitioners are both accurate and reliable. One way to achieve this is through helping colleagues share their understanding of the scale points within the various aspects of the Profile. The meeting last year provided an opportunity for practitioners to share their understanding of scale points within Personal, Social and Emotional Development and Knowledge and Understanding of the World. The two activities for the 2006/07 academic year are intended to help you share your understanding of the scale points within Communication, Language and Literacy and Creative Development.

In most cases practitioners will be able to make judgements in relation to the various scale points from their knowledge of each child as s/he develops through on-going learning and teaching. Other contributors will also be involved in the assessment process i.e. the child's parents or carers, the child, practitioners from previous settings, support staff. Views from all these stakeholders may provide an invaluable source of evidence when 'next steps' are discussed.

It is not necessary nor indeed desirable to use prescribed tasks to make the majority of your judgements. The majority of observations should be made when children are working independently. *The tasks described in this booklet are for moderation purposes.* It is when colleagues require additional information to support their on-going judgements that it is often helpful to carry out one or two more formal observations in specific contexts in order to 'fill in the gaps'. Planned observational assessments, however, should still be seen by the children as part of normal curriculum provision.

Both of the suggested activities are based on the examples included in the initial Profile Handbook. Feedback from practitioners suggested that it is beneficial to revisit earlier tasks as this provides an opportunity to 'draw on previous experience'.

The task titles should be treated merely as suggestions. Provided the observations are planned around the identified key scale points for Communication, Language and Literacy and Creative Development it does not matter what contexts are actually used.

Whilst they have been chosen primarily because they help to assess C.L.L. and C.D., clearly judgements relating to additional scale points are also possible. However, any additional scale point evidence will not determine a school's 'accuracy of judgements' at the 2006/07 moderation meeting. Only key scale points are used to judge whether a school's overall results can be validated.

When should I plan to carry out the tasks and how many groups of children do I need to observe?

The tasks have been provided prior to the summer break to allow time for them to be planned as 'on-going' activities into Autumn and/or Spring term topics. The outcomes of the activities will form the basis for moderation in the summer term.

For moderation purposes it is only necessary to observe one or two groups of children as they carry out a task.

By completing these two tasks and the related observation forms you will also be generating further examples to extend your portfolio of evidence in support of your school's judgement making process.

How should the two prescribed tasks be carried out?

The guidance below was compiled following discussions with colleagues. It would be viewed as good practice to:

- restrict the number of children to be observed to a maximum of six, although a group of four is more manageable
- vary the 'make up' of the groups from time to time e.g. by attainment and/or friendship groups
- recognise that it is also acceptable to 'join in' the activity by posing questions to probe children's thinking without actually 'giving the answers' e.g. "Tell me what you are doing ..." "Why have you done it that way?" It is also acceptable, if necessary, to remind children about any aspects of the task that have been set.
- moderate/share the approach taken by another adult e.g. arranging for a teaching assistant to observe the class teacher carrying out the observation first
- ensure that the task has been planned into a meaningful context e.g. through the use of a story or linked to the current theme
- for the purposes of the statutory moderation activity restrict your comments/judgements to the identified key scale points
- consider the use of a grid to record further observations of children undertaking the same task/activity
- include additional evidence where possible through the use of photographs, tape recordings, actual examples of children's work, outcomes of parental consultations etc.
- view the task as a potential learning opportunity when it is clear that no further information would be gleaned providing opportunities for children to experience further success through appropriate support but do not record further outcomes of achievement after the initial assessment was terminated.

Feedback from previous moderation meetings has shown that carrying out an observation with a second group of children often helps the practitioner to observe with a greater insight and respond to children's comments more effectively.

It is not necessary to use any of the recording formats that have been included within this booklet. Alternative versions can be found in the LA's, 'Early Years Curriculum Development for the Foundation Stage, Assessment, Recording and Reporting' guidance. An electronic copy of the Task Booklet will also be available via the LA's Schoolsonline website.

Whichever approach is adopted **it is important that there is clarity regarding the actual judgements made and the evidence used to identify a scale point/s** within an aspect of the Profile.

Support visits during the 2006/07 academic year

This year cluster groups have been amended in order to strengthen the links that exist between schools grouped around the Children's Centres. This means that a few schools will receive a further visit during the 2006/07 academic year even though they were visited last year whilst some will not receive a visit for the second consecutive year. **The visit is not designed to focus on the moderation of judgements.** Primarily it will be used to discuss the practice and processes related to the observation of children and the quality of day to day learning and teaching. The validation of a school's results depends on the outcome of the moderator's visit **and** the statutory moderation meeting. *Schools who are not due a visit this year may request one at any time.*

Cluster Support Meeting

Once again there will be an opportunity for all practitioners to meet with their moderator and other colleagues early in the Spring term. Two half day Profile Support meetings have been arranged for all practitioners. This year we are encouraging schools with a maintained nursery class to attend with their colleagues from Reception in order to strengthen / moderate in house judgements. The first will be on Tuesday afternoon, January 23rd 2007 and the second (a repeat) will be on the morning of Wednesday, January 31st 2007. You are free to attend either of these sessions. Both will be held at the Professional Development Centre, Hindley. Please book on one of these sessions in the usual way by contacting staff at the P.D.C.

The Statutory Moderation Meeting

After listening to colleagues' views it has been agreed to use two venues again for the 2006/07 Moderation Meeting.

The first meeting will be held at the **Quality Hotel**, River Way, Wigan. This has been arranged for Wednesday, May 16th 2007. This moderation meeting will be for practitioners in A3 B3 A5 B5 A6 B6 A7 B7 (See appendix B)

The alternative meeting will be held at the **P.D.C.**, Hindley. This has been arranged for Wednesday, May 23rd 2007 and is for colleagues in A1 B1 A2 B2 A4 B4 (See appendix B)

Please bring;

- **three examples of your recorded observations (at least one of either task)**
- **a photocopy of one completed evidence form and task outcome if appropriate (this will be retained to verify that statutory moderation has taken place).**

Again please book on one of these sessions in the usual way by contacting the staff at the P.D.C.

All of the above dates and venues will also be advertised on the Early Years Website.

Moderation Task 1

Focus: 

SHARING AND RECREATING A POEM, RHYME OR SONG
(or an alternative title)

Key scale points:

Communication, Language and Literacy:

LCT 4 Listens with enjoyment to stories, rhymes and poems, sustains attentive listening and responds with relevant comments, questions or answers.

LCT 5 Uses language to image and recreate roles and experiences.

LCT 6 Interacts with others in a variety of contexts, negotiating plans and activities and taking turns in conversation.

LCT 7 Uses talk to organise, sequence and clarify thinking, ideas, feelings and events, exploring the meanings and sounds of new words.

LCT 8 Speaks clearly with confidence and control, showing awareness of the listener.

Please note if the moderation task is done early in the year it will be more likely to cover LCT 1,2 or 3

**NOT REQUIRED
FOR MODERATION**

Possible links to other areas of learning:

Personal, Social and Emotional Development:

DA 7, DA8, SD 4, SD9

Communication, Language and Literacy:

LSL1, LSL2, R4, R6, R7

Resources:

- Poster or big book of a well-known poem, nursery or song, which is familiar to children
- Glove and/or finger puppet

Outline of activity:

Look at the rhyme together. The children may want to comment on the illustrations or what the poem/rhyme is about. Share the poem with the group, encouraging them to join in with the repetitive and rhyming phrases.

Discuss the poem with the children, allowing them to relate to their own experiences. Encourage them to talk about how the poem makes them feel, or about how the characters in the poem feel (e.g. how Humpty Dumpty felt after his fall. What would the children want to give him to make him feel better?)

Encourage children to act out aspects of the poem/rhyme, for example using finger puppets. Suggest that they work as a group and decide amongst themselves how to do this. They may wish to perform their work to you or perhaps another group of children.

Discuss how the children could use the poem to make their own version, substituting words, rhymes and/or

characters. Collect ideas from the group about a different version. Help the children to subsequently organise their ideas and develop them with the practitioner acting as the scribe.

Introducing the activity to the children – stating the learning objective and the success criteria

“We are going to read this rhyme together and talk about it. Then I want to see how well you can act out the rhyme with the finger puppets or make up your own version.”

Assessment opportunities:

Communication, Language and Literacy

Does the child remember previously sharing the poem/rhyme?

Does s/he focus on the poem, even if not joining in?

Does s/he join in with spoken words or actions depicting the rhyme or respond to the rhythm as the rhyme is spoken?

Does the child offer comments/opinions about the poem, relating to their own experiences or the illustrations?

Does s/he use language to recreate aspects of the poem?

Does s/he use some of the language of the poem when acting it out in a small group?

Does the child interact and negotiate when planning the retelling of the poem, or helping to create a new version?

LCT 4, 5, 6, 7, 8

Does s/he follow the words on the poster when sharing the rhyme?

Does s/he retell the narrative in the correct sequence?

R 4, 6, 7

Personal, Social and Emotional Development

Does s/he contribute during the group discussion, or when acting out the poem together?

Does s/he sustain concentration over the period?

DA 7, 8

A CASE STUDY

Focus: 

SHARING AND RECREATING A POEM, RHYME OR SONG

Curriculum context:

The nursery rhyme, 'Mary had a little lamb'.

How the activity was introduced and the success criteria made clear:

First of all we talked about rhyming words and pairs of words that do/do not rhyme. I told the children that we were going to read the (Mary had a little lamb) rhyme aloud together. After this part of the activity I asked if they could change the ending of the rhyme.

Brief outline of adapted activity:

- Children identified words that do and do not rhyme.
- I held up a big book of nursery rhymes and we discuss the picture – some of the children guessed that the rhyme was, 'Mary had a little lamb'.
- All the children joined in saying the rhyme out loud.
- The children discussed their pets and how they would have felt if they had followed the children.
- We also discussed the word 'rule' and its meaning and why there are rules.
- We acted out the rhyme as a group with children taking different roles.
- Finally we discussed how to make our own version of the rhyme.

Observations – what the child/children said and did:

Peggy: *from the illustrations thought the nursery rhyme was Little Bo Peep. She said she would feel happy if her rabbit had followed her like the lamb in the rhyme.*

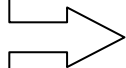
Chelsea: *thought the rhyme was Baa Baa Black Sheep. She said the 'rule' means (in this context) 'No pets allowed in school' (SD 6). She enthusiastically took turns in the conversation offering ideas on how to act out the poem using finger puppets (LCT 5, 6). She suggested replacing 'lamb' and 'fleece' with the words 'dog' and 'fur' (LCT 5).*

Ben: *listened attentively and then immediately recited the poem to everyone when he saw the illustration (LCT 4). Said that he felt happy when his cat follows him into the garden. Commented that there are rules 'So children don't get hurt.' (SD 6). He used his puppet to say 'Hello' to the other children's puppets (LCT 5). He took the lead in clarifying ideas on how to act out the poem (LCT 7).*

Jane: *followed the words of the rhyme in the book with her finger as it was read aloud (R 4). She was happy to negotiate ideas when acting out/developing an alternative version of the poem (LCT 6).*

Martin: *managed to concentrate initially whilst reciting the poem but his attention wavered. He went off the topic when he started to discuss details of the poem.*

Focus:



SHARING AND RECREATING A POEM, RHYME OR SONG

A large, empty rectangular box with a black border, intended for students to write or draw their responses to the focus activity.

Observer.....

Date



Record of observations

Date:

Curriculum context:

How the activity was introduced and the success criteria made clear:

Brief outline of adapted activity:

Observations – what the child/children said and did:

Observer

Moderation Task 2

Focus: 

MAKING A MINI – BEAST
(or an alternative title)

Key scale points:

Creative Development:

CD 5 Explores colour, texture, shape form and space in two or three dimensions.

CD 8 Expresses and communicates ideas, thoughts and feelings using a range of materials, suitable tools, imaginative and role play, movement, designing and making and a variety of songs and musical instruments.

Please note if the moderation task is done early in the year it will be more likely to cover CD 2/3

**NOT REQUIRED
FOR MODERATION**

Possible links to other areas of learning:

Mathematical Development: SSM 6

Knowledge and Understanding

of the World: KUW 4, 7

**Communication, Language
and Literacy:** W 5, 6, 7, 8

Resources: N.B. all materials to be readily accessible to the children to enable choice

- Playdough or clay, wood, card etc.
- Cutters/range of modelling tools
- Selection of collage materials e.g. matchsticks, beads, buttons, pipe-cleaners
- Writing materials (card and markers)
- Computer with basic art software package
- Selection of text with pictures/photographs of min-beasts (available for the children to refer to if they so wish)

Outline of activity: Small groups working independently/discussion in pairs or small groups

Following an activity to familiarise the children with a range of mini-beasts (through observation in the school grounds or through the use of non-fiction books or a discussion of photographs) invite the children to make a model/collage/picture of a mini-beast. The children should be allowed to choose from a variety of accessible tools and materials and to complete their work independently.

Encourage the children to talk about their finished models/pictures e.g. the segments of the body, the number of legs, the wings, the eyes etc. and about how they made them. This talk can be in pairs or small groups.

Look again at the non-fiction books and discuss the use of captions to show what is in the pictures. Model how a label or caption can be written for a display and suggest that the children write one for their own work.

Introducing the activity to the children – stating the learning objective and the success criteria.

“I would like you to make a mini-beast. You can use the books to help you if you wish. I would like to see how you use different materials and tools.”

Assessment opportunities:

Creative Development

Do the children choose colours or materials to create particular effects?

Do they explore different combinations of colour, texture or media?

Do they make good use of form and shape?

Can they describe the effects they were trying to create or why they used particular materials or tools?

Do they consider adaptations or improvements?

Do they make any aesthetic judgements?

Do they capture their ideas, thoughts and feelings in their creative work? **(CD 5, 8)**

Mathematical Development

Do they use language such as **‘bigger’**, **‘round’**, **‘curved’**, **‘shape’** etc. when describing their creative work? **(SSM 6)**

Communication, Language and Literacy

Do the children write an appropriate label or caption? **(W 5, 6, 7, 8)**

A CASE STUDY

Focus: 

MAKING A MINI – BEAST
(or an alternative title)

Curriculum context:

In Numeracy we had just done some work on seasons and months of the year. The link was made from that activity to this by discussing what happens to animals, birds and mini-beasts in winter.

How the activity was introduced and the success criteria made clear:

I told the children that I would like to think of just one mini-beast and make me a picture or model of that mini-beast. I said I would make a display of their work so they needed to think while they were working about what they were going to say on the label to go with their mini-beast.

Brief outline of adapted activity:

- Talked about the mini-beast we could remember from the summer time.
- Discussed what they looked like, what they did, where we would have found them etc. Used pictures to support and prompt the discussion.
- Introduced the idea of the activity to the children.
- Introduced the children to the range of materials available for them to choose to work with.
- The children selected their materials and began working.
- Continued discussions with individuals about their mini-beasts as they worked.
- Children supported where necessary in producing captions to accompany artwork.

Observations – what the child/children said and did:

I decided also to use the activity to assess SSM 4 and 6.

Grant: *chose to work with 'Colour Magic' to create a picture of a beetle. He talked about his beetle as he worked, using vocabulary such as 'oval', 'cube', 'rectangle', 'square' (SSM 6). He explained that he had chosen a dark block of colour on the body because it was, "Hard, like an egg shell". (CD 5) He was able to name the different parts of the body he had drawn (wings, head, mouth).*

Carla: *chose to work with playdough. She made a ladybird, selecting and using the appropriate colours. She said that the ladybird had black circles on its body. (CD 8; SSM 4, 8).*

Ian: *made a snake from playdough. He said that he thought this was good choice, "... because playdough is soft and easy to bend." (CD 5) He told us that the snake was poisonous and could eat you.*

Billy: *chose a cylinder (which he called a circle) because it was, "... a good shape for the body of his mini-beast". He elaborated further that he used pipe cleaners for the legs because, "...they needed to be straight." And beads for his eyes and mouth "... because of their shape". (SSM 4; CD 5, 8)*

Mo: *wanted to make a butterfly with "... shiny bits". She experimented by picking up lots of different materials and finally chose a jointed egg box to make the wings. She coloured a pattern in the 'troughs' of the egg box and carefully copied the pattern she had made onto a piece of paper that she could stick on the side, so she knew they had to match. She was able to reflect and suggest improvements that she could make to her model. She showed Carla how her butterfly would float from flower to flower. (CD 5, 8)*

Curriculum context:

How the activity was introduced and the success criteria made clear:

Brief outline of adapted activity:

Observations – what the child/children said and did:



Record of observations

Date:

Curriculum context:

How the activity was introduced and the success criteria made clear:

Brief outline of adapted activity:

Observations – what the child/children said and did:

Observer

Alternative recording formats

Appendix A

Task Title: Area/s of Learning:					
Names	Objectives				Comments on individual children

- achieved
 not achieved
 exceeded expectation

General notes of the observation

Date

Signed

Record of Prescribed Task

Date.....

Task title: Key objective/s:	
Child's name	What the child said/did/produced
Child's name	What the child said/did/produced
Child's name	What the child said/did/produced
Child's name	What the child said/did/produced
Child's name	What the child said/did/produced
Child's name	What the child said/did/produced
Child's name	What the child said/did/produced

Signed

GROUPINGS FOR 2006/07

CLUSTER 'A' GROUPS FOR FOUNDATION STAGE PROFILE

Clusters A1 – A7 will receive a school visit in 2006/7.

CLUSTER CC EAST A1

Audit Moderator: Chris Groves
[St. Luke's C.E. Primary, Lowton]

107 – Meadowbank Primary
108 – Parklee Primary
206 – Chowbent Primary
314 – St Michael's CE Primary,
318 – Atherton St George's CE Primary
319 – St Philip's CE Primary,
320 – St Richard's RC Primary, Atherton
368 – Holy Family RC Primary Boothstown
472 – New Green Hall School

CLUSTER CC CENTRAL A3

Audit Moderator: Anne Kirkpatrick
[Newton Westpark Primary]

101 – Abram Bryn Gates Primary
111 – Hindley J&I Primary
147 – Platt Bridge Community School
209 – Ince St Mary's CE Primary
301 – Abram CE Primary
337 – Holy Family Catholic Primary (Platt
Bridge)

CLUSTER CC WEST A5

Audit Moderator: Sue Chambers
[Garrett Hall Primary]

130 – Beech Hill Community Primary
309 – Aspull Holy Family RC Primary
310 – Our Lady's RC Primary (Aspull)
325 – St David Haigh & Aspull CE Primary
334 – Sacred Heart Catholic Primary, Wigan
340 – St William's Catholic Primary
393 – Aspull Church School
395 – Canon Sharples CE Primary

CLUSTER CC WEST A7

Audit Moderator: Jayne Challiner
[Quality and Inclusion Team]

133 – Marus Bridge Primary
138 – Wigan Worsley Mesnes CP
385 – St Jude's Catholic Primary
488 – Hope Early Years Centre

CLUSTER CC EAST A2

Audit Moderator: Lisa Morgan
[All Saints R.C. Primary, Golborne]

114 – Leigh Central Primary
116 – Newton Westpark Primary
215 – Leigh Westleigh Methodist Primary
321 – Bickershaw CE Primary
346 – Leigh Sacred Heart RC
353 – Leigh St Peters CE Infants
355 – Twelve Apostles Catholic Primary
356 – Westleigh St Paul's CE Primary

CLUSTER CC CENTRAL A4

Audit Moderator: Janet MacGowan
[Hindley Sure Start Nursery]

105 – R.L. Hughes Primary
110 – Golborne J & I
140 – Nicol Mere Primary
203 – Bryn St Peter's CE Primary
302 – Our Lady Immaculate Catholic Primary
303 – St Wilfrid's Catholic Primary, Ashton
305 – St Oswald's Catholic Primary
307 – St Thomas' CE Primary, Ashton

CLUSTER CC WEST A6

Audit Moderator: Clair Wadsworth
[Christ Church C.E. Primary]

119 – Orrell Holgate Primary
122 – Orrell Newfold Community
124 – Shevington Community Primary
126 – Shevington Vale Primary
139 – Millbrook Primary School
360 – St James' Catholic Primary (Orrell)
361 – St Bernadettes RC
365 – St Marie's Catholic Primary

CLUSTER 'B' GROUPS FOR FOUNDATION STAGE PROFILE

A small number of Cluster B1 – B7 will receive a school visit in 2006/7

CLUSTER CC EAST B1

Audit Moderator: Chris Groves
[St. Luke's C.E. Primary, Lowton]

207 – Hindsford CE Primary
316 – Sacred Heart RC Primary, Atherton
128 – Tyldesley Primary
366 – St Ambrose Barlow Catholic Primary
367 – St Stephen's CE Primary, Astley
394 – St George's Central CE Primary
218 – Shakerley CE Primary
369 – St John's CE Primary
143 – Garrett Hall Primary

CLUSTER CC EAST B2

Audit Moderator: Lisa Morgan
[All Saints R.C. Primary, Golborne]

115 – Higher Folds Primary
210 – Bedford Hall Methodist Primary
342 – St Thomas' CE Primary, Leigh
343 – Leigh CE Infants
344 – Leigh Christ Church CE
348 – St Gabriel's Catholic Primary
349 – Leigh St John CE Infants
351 – St Joseph's Catholic Primary

CLUSTER CC CENTRAL B3

Audit Moderator: Anne Kirkpatrick
[Newton Westpark Primary]

112 – Hindley Green Primary
327 – Castle Hill St Philip's CE Primary
328 – Hindley All Saints CE Primary
330 – St Benedict's Catholic Primary, Hindley
332 – St Peter's CE Primary, Hindley
333 – Hindley Green St John's CE J&I
334 – Sacred Heart Catholic Primary,

CLUSTER CC CENTRAL B4

Audit Moderator: Janet MacGowan
[Hindley Sure Start Nursery]

117 – Lowton J & I
118 – Lowton West Primary
142 – Gilded Hollins Primary
322 – Golborne St Thomas' CE Primary
323 – Golborne All Saints RC Primary
357 – Lowton St Catherine's RC Primary
358 – Lowton St Luke CE Primary
359 – Lowton St Mary's CE
470 – Landgate School

CLUSTER CC WEST B5

Audit Moderator: Sue Chambers
[Garrett Hall Primary]

113 – Britannia Bridge Primary
131 – Mab's Cross Primary
137 – Woodfield Primary
336 – Ince CE Primary
364 – Standish L'r Ground St Anne's CE
376 – Wigan St Andrew's CE J&I
377 – St Catharine's CE Primary, Wigan
387 – St Mary & St John Catholic Primary
389 – St Patrick's Catholic Primary

CLUSTER CC WEST B6

Audit Moderator: Clair Wadsworth
[Christ Church C.E. Primary]

121 – Orrell Lamberhead Green Primary
127 – Wood Fold Primary (Standish)
132 – Marsh Green Primary
148 – Westfield Primary School
363 – St Wilfrid's CE Primary (Standish)
379 – St Cuthbert's Catholic Primary
382 – St John's CE Primary
386 – St Marks CE Primary
479 – Montrose School

CLUSTER CC WEST B7

Audit Moderator: Jayne Challiner
[Quality and Inclusion Team]

136 – Winstanley Community Primary
373 – Highfield St Matthew's CE Primary
375 – St Aidan's Catholic Primary
390 – Saint Paul's CE Primary, Wigan
222 – St James' CE Primary, Wigan