

ADULT INITIATED TASKS AND ON-GOING OBSERVATIONS FOR 2007/08



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 Communication, Language and Literacy and Creative Development. The two activities for the 2007/08 academic year are intended to help you share your understanding of the scale points within Mathematical and Physical 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.

The National Assessment Agency's position on the process of assessment is that evidence is collected as an on-going process through:

- The practitioner's knowledge of the child
- Information from a range of contributors
- Observation of self-initiated activities
- Collection of anecdotal *significant moments*
- Focussed Assessments

When making a judgement for the FSP, practitioners should draw on at least 80% of evidence from knowledge of the child, observation and anecdotal assessments, and no more than 20% of evidence from adult directed or focuses assessments.

There are changes this year to the way in which moderation will be undertaken.

This year there are two very different moderation tasks.

Task A is based on Mathematical Development and follows the moderation process with which practitioners are already familiar. This task is for moderation purposes only and is based on the examples included in the initial Profile Handbook.

The task title should again be treated as a suggestion. Provided the observations are planned around the identified key scale points for Mathematical Development it does not matter what context is actually used. Judgements relating to additional scale points are also possible but for the purposes of the moderation exercise only the key scale points will be used to judge whether a school's overall results can be validated.

Task B is based on Physical Development and will provide practitioners with the opportunity to discuss judgements made about 2 children gathered over the two terms (i.e. Autumn and Spring) prior to the moderation meetings. There is no adult initiated task to complete. Instead you are asked to collect information from a range of contributors including recorded anecdotal significant moments.

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

Task A has been provided prior to the summer break to allow time for it to be planned as part of '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 this task and the related observation form 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 prescribed task A 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.

Task B – Physical Development

This task will enable practitioners to use on-going observations and assessments already done as part of their good practice.

Practitioners are asked to identify two children at the beginning of the academic year and to collect evidence relating to those children's achievements in Physical Development drawn from:

- The practitioner's knowledge of the child
- Information from other contributors where appropriate
- Observation of child-initiated activities
- Collection of anecdotal information about *significant moments*
- Focussed Observations

Support visits during the 2007/08 academic year

The cluster groups for this year remain the same in order to strengthen the links that exist between schools grouped around the Children's Centres. The clusters are shown at the end of this booklet. All schools in clusters B1 – B7 will receive a visit this year along with a small number from those in the A Clusters. Whilst the timing of the visit is negotiable please remember it is not designed to focus on the moderation of judgements. Primarily it will be used to discuss 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 outcomes of the moderator's visit and of the statutory moderation meeting. Schools not due a visit this academic year may also 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 22nd 2008 and the second (a repeat) will be on the morning of Thursday, January 31st 2008. 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 online in the usual way.

The Statutory Moderation Meeting

The purpose of the Statutory Moderation Meeting is;

- to provide an opportunity for practitioners to agree judgements they have made about children's achievement of scale points with other colleagues
- to ensure that judgements are in line with national expectations

Clearly practitioners hold a wealth of information about individual children that it is impossible to share at the moderation meeting, therefore the moderation that takes place is moderation of the evidence (i.e. observation notes, photographs, children's work etc) brought on the day.

The first meeting will be held at the **Quality Hotel**, River Way, Wigan.

This has been arranged for Thursday, May 15th 2008.

This moderation meeting will be for practitioners in A3 B3, A5 B5, A6 B6 and A7 B7 (See appendix B)

The alternative meeting will be held at the **P.D.C.**, Hindley.

This has been arranged for Thursday, May 22nd 2008 and is for colleagues in A1 B1, A2 B2 and A4 B4 (See appendix B)

Please bring;

- **two examples of your recorded observations for Task A**
- **a photocopy of one completed evidence form for Task A and any other outcomes if appropriate**
- **the collated evidence for Task B, achievement of scale points in Physical Development relating to two other children.**

Again please book on one of these sessions in the usual way. All of the above dates and venues will also be advertised on the Early Years Website.

Task A

SHARING OUT FRUIT/DRINKS/BISCUITS AT SNACK TIME/PARTY OR OTHER OCCASION

Key scale points:

Mathematical Development:

- C6 In practical activities and discussion, begins to use the vocabulary involved in adding and subtracting
- C8 Uses developing mathematical ideas and methods to solve practical problems

THESE ARE NOT REQUIRED FOR MODERATION

Links to other areas of learning:

Personal, Social and Emotional Development:

ED 5 (Emotional development)
Has a developing awareness of own needs, views and feelings and is sensitive to the needs, views and feelings of others

SD 4 (Social development)
When working as part of a large or small group, the child takes turns and shares fairly

Communication, Language and Literacy

LCT
(Language for communication and thinking)

LCT 6 The child interacts with others, taking account of what they say and using language to negotiate plans and activities

Physical Development

PD 7 Handles tools, objects, construction and malleable materials safely and with basic control

Resources:

- Fruit e.g. bananas/peeled oranges/biscuits/snack bars and/or drinks (depending on the school's preference)
- Suitable knives (if required) for children to use under adult supervision

Outline of activity: small group (up to 4 children)

A group of children are asked to work together in order to prepare snacks/drinks for a larger group, deciding how to share out the snack/drink fairly.

Introducing the activity to the children - stating the learning objectives/intentions and the success criteria

"I want you to share out the biscuits/fruit/drinks. You will need to talk about how you are going to do it. I will be looking to see if you can share them out fairly so that everyone will get the same."

Assessment opportunities:

Mathematical Development

- Do the children use their developing mathematical vocabulary such as, '**how many**', '**more**', '**makes**', '**altogether**'?
- Do they solve or attempt to solve problems encountered in real contexts? Do they respond to the practitioner's questions, if used? Do they explore ways of sharing, using their own methods?

(Calculating – C6 – In practical activities and discussion, begins to use vocabulary involved in adding and subtracting)

(Calculating – C8 – Uses developing mathematical ideas and methods to solve practical problems)

It is important to assess individual responses, particularly to the problem-solving aspect of the activity, as some children may work well co-operatively, but may not be able to identify solutions for themselves.

Personal, Social and Emotional Development

- Do they work well together? (Social development 4)
- Do the children listen to the ideas and suggestions of others? (Emotional development 5)

Communication, Language and Literacy

- Do they interact well with each other, negotiating plans and taking turns in conversation? (LCT 6)

Physical development

Do they handle tools and objects safely and with basic control? (Physical development 7)

SHARING OUT FRUIT/DRINKS/BISCUITS AT SNACK TIME OR PARTY

Task A - a case study

Curriculum context:

We had been learning about Diwali and had planned a party to celebrate the festival.

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

I explained that; "I needed some help in getting the food and drinks ready for the Diwali celebration. I know you are all really good at counting so I wondered if you could help? Now it is only fair that everyone gets the same so I would like you to talk to your partner about what you are going to do to make sure that it happens before you start."

Brief outline of adapted activity

- Four children worked in pairs, each pair preparing food and drink for 10 others in the class. (Not all children in the class undertook this task.)
- Each pair was asked to work together to sort out and share drinks, biscuits and smarties for their group.
- The children were encouraged to discuss with their partner what they should do before they started the task.
- I prepared more cups that were needed for each pair but not enough biscuits in order to present a number of problems that would need to be solved e.g. requiring the language of addition and subtraction in order to discuss a solution.

Observations – what the children said and did:

Luke and Phoebe: began talking about the task. Phoebe suggested that Luke should count out the cups and she would share the biscuits. Luke counted the cups and then realised he had put out 1. "Oh 11 take away one." (C6). Phoebe was very industriously sharing the biscuits when she ran out. Both children came to ask for more. I asked them how many more they needed. Phoebe wasn't sure and suggested that I gave her 'a few' and she would give me back the ones she didn't use. They completed the task but did so as individuals, working independently.

Ciara and James: followed P and L's idea of how to distribute the task. James shared out the smarties and decided that he had enough to give everyone two each (C8) with "some left over". Ciara counted out 11 cups and said, "Too many, take one away" (C6). The food was successfully shared out but I had to ask them to check how many plates of food they had (too many had been prepared). Ciara realised that there were 11 plates and said, "Oops, too many, like the cups". They achieved the correct number. However, they also worked as individuals and did not listen to each other's suggestions.

Ihsaan and Lewis: Despite gentle reminders they found it very difficult to work together. Ihsaan ended up with six plates while Lewis had 5. They reasoned that they could do "half each". Lewis needed a lot as he actually found the 1:1 correspondence difficult. Ihsaan was able to count out the correct number of biscuits and sweets to go on his plates and matched the appropriate number of cups. I intervened again to encourage them to work together as I felt this would offer Lewis some support for the counting, but they could not do this and reverted back to working independently. I had to actually work with them in order to complete the task therefore it was not possible to award any scale points. All the children were able to handle the materials with control (Physical development 7) and all knew that they should wash their hands before dealing with food and drink.

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:



TASK B

The Scale Points within Physical Development

You are required to collect evidence for two children throughout the year.

<p>1. Moves spontaneously, showing some control and co-ordination.</p>	<p>4. Moves with confidence, imagination and in safety. Travels around, under, over and through balancing and climbing equipment. Shows awareness of space, of self and others.</p>	<p>9. Repeats, links and adapts simple movements, sometimes commenting on her/his work. Demonstrates co-ordination and control in large and small movements, and in using a range of tools and equipment.</p>
<p>2, Moves with confidence in a variety of ways, showing some awareness of space.</p>	<p>5. Demonstrates fine motor control and co-ordination.</p>	
<p>3. Usually shows appropriate control in large and small scale movements.</p>	<p>6. Use small and large equipment, showing a range of basic skills.</p>	
	<p>7. Handles tools, objects, construction and malleable materials safely and with basic control.</p>	
	<p>8. Recognises the importance of keeping healthy and those things which contribute to this. Recognises the changes that happen to her/his body when s/he is active.</p>	

Examples of 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 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

Foundation Stage Profile - Aide Memoir

Good Practice Indicator	
Aspects of areas of Learning (or profile scales) are covered by the provision and resources	
Resources and planning support children's learning and motivate children to participate	
Planning is used effectively and is based on evaluation and observations	
Resources, equipment and displays support and celebrate inclusion and diversity	
Resources are accessible to the children (e.g. storage units well positioned and well labelled, etc)	
The organisation of the environment promotes children's independence	
Planned observations take place	

Aspects of this aide memoir will be used by your moderator to discuss the quality of the provision that is provided.

CLUSTER 'A' GROUPS FOR FOUNDATION STAGE PROFILE

A small number of schools in Clusters A1 – A7 will receive a school visit in 2007/08.

CLUSTER CC EAST A1

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

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

**Audit Moderator: Lorraine Melling
(St Wilfrid's Catholic Primary School)**

107 – Meadowbank Primary
108 – Parklee Primary

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 Lorraine Melling
(St Wilfrid's Catholic Primary School)**

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: Karen Roberts
[Meadowbank Primary School]**

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: Claire 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 Bernadette's RC
365 – St Marie's Catholic Primary

CLUSTER 'B' GROUPS FOR FOUNDATION STAGE PROFILE

Cluster B1 – B7 will receive a school visit in 2007/8

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
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: Karen Roberts
[Meadowbank Primary School]

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

Audit Moderator: Lorraine Melling
[St Wilfrid's Catholic Primary School]

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: Claire 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: Lorraine Melling
[St Wilfrid's Catholic Primary School]

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