



Foundation Stage Profile

**Supporting the moderation  
of practitioners' judgements**

**Two observational tasks for  
2003/4**

## **What are these tasks and what are they for?**

In most cases practitioners will be able to make judgements in relation to the various scale points within the Foundation Stage Profile from their knowledge of each child as s/he develops through on-going teaching and learning. Other contributors will also be involved in the assessment process i.e. the child's parents or carers, the child, records from previous settings, observations by learning support assistants and nursery nurses etc. The LEA however, has a statutory duty to ensure that the judgements made are both accurate and reliable. One way in which this can be achieved is through helping colleagues share their understanding of the scale points within the various aspects of the Profile. The two activities included in this document are intended to help colleagues share their understanding of the various scale points with fellow practitioners and assist the LEA in fulfilling its statutory duty.

It is when colleagues require additional information to support their on-going judgements that it is often helpful to carry out some additional observations of the children in specific contexts in order to 'fill in the gaps'. It is important, however, to remember that these planned assessments should still be seen by the children as part of normal curriculum provision.

Both of the activities, 'SHARING AND RECREATING A POEM, RHYME OR SONG', and 'MAKING A MINI – BEAST', have been taken from the examples included in the Profile handbook. Whilst they have been chosen primarily because they help to address the identified foci for the second year of the Profile's introduction (CLL and Creative Development, see appendix A) clearly other judgements relating to different aspects of the Profile are possible as children are observed carrying out the activities.

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

In response to suggestions from colleagues that it would be helpful to have advance notice of moderation tasks, these have been provided this term in order to allow them to be planned as activities into the Autumn and/or Spring term topics. Practitioners will discuss the outcomes of these activities with their moderator and colleagues in their cluster groups towards the end of the Spring term 2004. The half-day (afternoon) session for clusters A1, B1, A2, B2, A3 and B3 (see appendix B) will be held on Tuesday March 23<sup>rd</sup> 2004. The half-day arranged for clusters A4, B4, A5, B5, A6, B6, A7 and B7 will be held on Friday May 7<sup>th</sup> 2004. Both of these meetings will be held at the Professional Development Centre, Hindley and will be advertised in the 'Continuing Professional Development Programme' booklet.

Cluster groups A1 to A7 will not get a half-day visit from their moderator during 2003/04. Attending a moderation meeting will, however, help to provide evidence that the accuracy of their judgements is comparable to those of their colleagues throughout the LEA.

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

By completing these two tasks, the related observation forms and recording subsequent judgements about individual children you will begin to build up a portfolio of evidence to support the judgement making process in your school.

## **How should the two prescribed tasks be carried out?**



The guidance below was compiled following discussions with colleagues who shared their experience of earlier observational assessments. It would be viewed as good practice to:

- restrict the number of children to be observed to a maximum of 6, although a group of 4 is more manageable
- vary the 'make up' of the groups from time to time e.g. by attainment/by 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
- 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 and provide opportunities for children to experience further success through appropriate support but do not record further outcomes of achievement after the initial assessment was terminated.

Three possible approaches to recording pupils' achievements are included in this booklet but it is not necessary to use any of these if a practitioner wishes to devise an alternative. The first recording method is a copy of that used in the Profile Handbook, whilst the others are amended examples of two advocated in the 'Early Years Curriculum Development for the Foundation Stage, Assessment, Recording and Recording folder'. 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 Foundation Stage Profile.





<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center;"><b>Key scale points:</b></p> </div> <p><b>Creative Development:</b></p> <p>CD 5 Explores colour, texture, shape form and space in two or three dimensions.</p> <p>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.</p>	<p><b>Links to other areas of learning:</b></p> <p><b>Mathematical Development:</b></p> <p>SSM 6</p> <p><b>Knowledge and Understanding of the World:</b></p> <p>KUW 4, 7</p> <p><b>Communication, Language and Literacy:</b></p> <p>W 5, 6, 7, 8</p>
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**Resources:** N.B. all materials to be 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 package e.g. RM Windowbox – Colour Magic
- Selection of text with pictures/photographs of mini-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

### 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 told them that we 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-beasts 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.

**Bo-jaz:** chose to work with 'Colour Magic' to create a picture of a beetle. Bo-jaz talked about his beetle as he worked, using vocabulary such as 'oval', 'cube', 'rectangle', 'square' (SSM 6). He explained that he was using a dark block of colour on the body because it was, "Hard, like an egg shell". (CD 4, 8) He was able to name the different parts of the body he had drawn (wings, head, mouth).

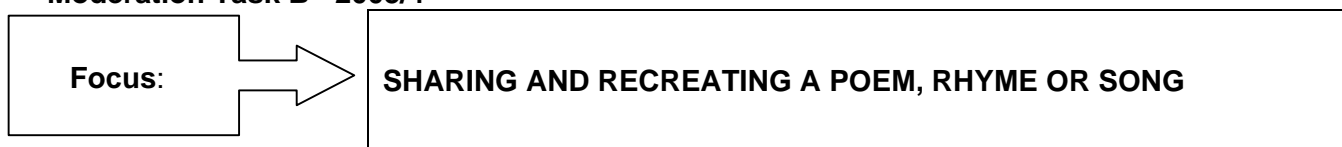
**Victoria:** chose to work with playdough. She made a ladybird, selecting and using the appropriate colours. She said that the ladybird had black circles on its body. (CD 4, 8; SSM 4, 8).

**Ryan:** made a snake from playdough. He said that he thought this was good choice, "... because playdough is soft." (CD 4) He told us that the snake was poisonous and could eat you.

**Jason:** 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 4, 8)

**Louisa:** 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 other side, so she knew they had to match. She was able to reflect and suggest improvements that she could make to her model. (CD 4, 8)





<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; width: fit-content;"> <p><b>Key scale points:</b></p> </div> <p><b>Communication, Language and Literacy:</b></p> <p>LCT 4 Listens with enjoyment to stories, rhymes and poems, sustains attentive listening and responds with relevant comments, questions or answers.</p> <p>LCT 5 Uses language to imagine and recreate roles and experiences.</p> <p>LCT 6 Interacts with others in a variety of contexts, negotiating plans and activities and taking turns in conversation.</p> <p>LCT 7 Uses talk to organise, sequence and clarify thinking, ideas, feelings and events, exploring the meanings and sounds of new words.</p> <p>LCT 8 Speaks clearly with confidence and control, showing awareness of the listener.</p>	<p><b>Links to other areas of learning:</b></p> <p><b>Personal, Social and Emotional Development:</b></p> <p>DA 7, DA 8, SD 4, SD 9</p> <p><b>Communication, Language and Literacy:</b></p> <p>LSL 1, LSL 2, R 4, R 6, R 7</p>
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<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>▪ Poster or big book of a well-known poem, nursery or song, which is familiar to children</li> <li>▪ Glove and/or finger puppet</li> </ul>
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<p><b>Outline of activity:</b></p> <p>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.</p> <p>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?)</p> <p>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 to another group of children.</p> <p>Discuss how the children could use the poem to make their own version, substituting words, rhymes or characters. Collect ideas from the group about a different version. Help the children to subsequently organise their ideas and develop their ideas with the practitioner as the scribe.</p> <p><b>Introducing the activity to the children – stating the learning objective and success criteria</b></p> <p><i>“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.”</i></p>
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**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 discussed 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:

**Amber:** 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.

**Carly:** though the rhyme was Baa Baa Black Sheep. She said the 'rule' means (in this context) 'No pets allowed in school' (**SD 6**). She enthusiastically offered 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**).

**Jordan:** 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**).

**Jemima:** 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**).

**Laurence:** managed to concentrate while reciting the poem but his attention wavered and he went off the topic as he discussed it.



**Focus:** →

**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 .....



### Record of Prescribed Task

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

General Notes of Observation	

Date .....

Signed .....





The table shows the planned foci (for moderation purposes) of the first six years of the Profile. The LEA plans to organise annual visits to 50% of all schools each year. All schools therefore will receive a moderation and support visit every other year but all schools are required to attend the annual statutory moderation meeting.

SCHOOL YEAR	MODERATION FOCUS	MODERATOR VISIT
First year of Profile (2002-2003)	Personal, Social and Emotional Development (3 scales)  Knowledge and Understanding of the World (1 scale)	<b>CLUSTERS A1 – A7</b>
<b>Year 2 of Profile (2003-2004)</b>	<b>Communication, Language and Literacy (4 scales)</b>  <b>Creative Development (1 scale)</b>	<b>CLUSTERS B1 – B7</b>
Year 3 of Profile (2004-2005)	Mathematical Development (3 scales)  Physical Development (1 scale)	<b>CLUSTERS A1 – A7</b>
Year 4 of Profile (2005-2006)	Personal, Social and Emotional Development (3 scales)  Knowledge and Understanding of the World (1 scale)	<b>CLUSTERS B1 – B7</b>
Year 5 of Profile (2006-2007)	Communication, Language and Literacy (4 scales)  Creative Development (1 scale)	<b>CLUSTERS A1 – A7</b>
Year 6 of Profile (2007-2008)	Mathematical Development (3 scales)  Physical Development (1 scale)	<b>CLUSTERS B1 – B7</b>

