

Assessment New EYFS Reforms

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TSC National Early Years Representative

Ofsted know that children learn best from high quality interactions with adults. For this reason, it does not want the assessment of young children to take practitioners away from this important work. Therefore, rather than looking at information about children,

inspectors will want to discuss with you the progress that children are making.

Inspectors will want to discuss what the children could do when they arrived, what they are working on now and what you want them to learn or be able to do by the

time they leave. Inspectors will not expect this information to be recorded in any particular way. It is up to individual providers to record this information in the best way for them. For example, a childminder may know their children so well they can provide

a verbal account of a child's current learning and the progress they are making related to the EYFS. A larger setting may decide to have a system for this information to ensure all children's learning is recorded.

Early years foundation stage 2.2

- 'Assessment should not entail prolonged breaks from interaction with children, not require **excessive** paperwork. Paperwork should be **limited** to that which is **absolutely necessary** to promote children's successful learning and development.'



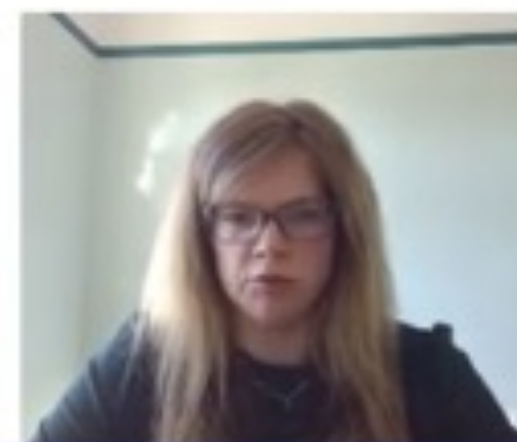
LED event Spring 2021

What this means for early years practitioners and teachers

- Less time spent tracking children and gathering unnecessary evidence
- Less data collection
- More time with children
- Greater focus on professional judgement
- Undertaking continuing professional development activities to support implementation of the reforms and effective teaching, for example understanding of latest information on child development

"...it's refreshing that our judgements of children are trusted without mounds of evidence."

Early Adopter School - Yorkshire





<https://foundationyears.org.uk/2021/03/new-eyfs-vodcasts-published/>



Tometi (2016) acknowledges that leaders must allow individuals to share in leadership, to "shine". Yacoobu (2016) agrees, challenging leaders to trust their team.



Child Development Theory

- Schema (Athey, 1990: Arnold, 2011)
- Well-Being (Laevers 1997)
- Involvement (Laevers 1997)



Working in partnership with parents

We know that young children achieve more and are happier when early years educators work together with parents and share ideas about how to support and extend children's learning.

(Athey, 1990; Meade 1995)



Signs of well-being

(Laevers, 1997, pg 17-19)

- Openness and receptivity
- Flexibility
- Self-confidence and self-esteem
- Being able to defend oneself, assertiveness
- Vitality
- Relaxation and inner peace
- Enjoyment without restraints
- Being in touch with one's self

Well being Scale	Appearance and Behaviour
1	Extremely low well being. These children usually feel and look 'low'. They show no signs of well being.
2	About half of the time, these children display sign of emotional discomfort. They seldom enjoy themselves and may enjoy hurting others.
3	These children seem quite happy. Occasionally they show signs of discomfort or leave a neutral impression with regard to well being.
4	These children generally seem happy. Moments of well being clearly out number the moments of discomfort.
5	Extremely high level of well being. These children feel like 'fish in water'. They radiate vitality, relaxation and inner peace.

Signs of involvement

(Laevers, 1997, pg 20/21)

- Concentration
- Energy
- Complexity and Creativity
- Facial expression and Composure
- Persistence
- Precision
- Reaction time
- Verbal Expression
- Satisfaction



Involvement Scale	A Description of the Level
Level 1	Completely uninvolved. Sometimes young children walk away, stare into space or do not interact with the people or play materials.
Level 2	Only involved for brief periods. They may be wandering around aimlessly. Sometimes they do things that do not challenge them, so they are not learning anything new.
Level 3	Involved some of the time but what they are doing is not very important to them. If you ask them to do something different, they will easily switch to a different activity.
Level 4	Involved in something they have chosen, which is important to them. They are not easily distracted. Yet there are moments when they need a parent's or worker's interest to help keep them involved. (A child can be involved by watching or thinking intently – the eyes show brightness and the body language demonstrates their involvement).
Level 5	Deeply involved. They know what they want or need to do. They can choose, continue to be absorbed for long periods and show most of the signals of involvement.

What are Schemas?

‘Schemas are repeated patterns of actions which later form concepts’

Athey 1997

Schemas and Emotions

Arnold 2013

As adults we take for granted the knowledge we have gained about the world around us and our ability to think about things in an abstract way. We have developed the ability to see through our mind's 'eye' and to 'just know' things.

Children build up this sort of knowledge, day by day, bit by bit through their play and explorations. Schemas are an important part of this process. Sometimes, children explore more than one schema at a time, their explorations gradually increasing in complexity. They may combine schemas as their play becomes more sophisticated. When children explore schemas they are learning.

Dynamic & Figuarative

Trajectory/Line



Trajectory



Containing



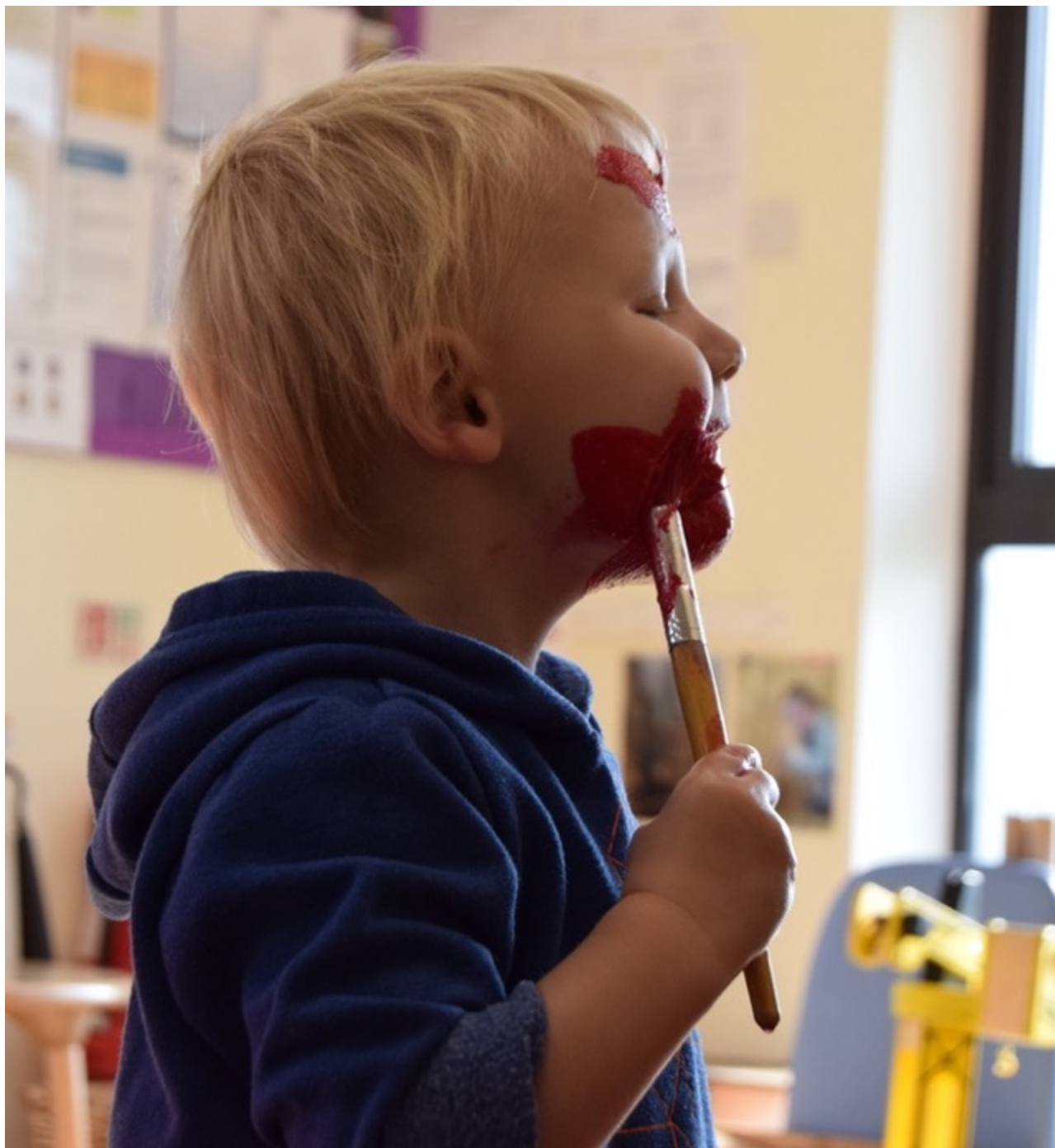


Transporting

Scattering



Enveloping



Enclosure





Going through a boundary

Rotating



Connecting



On top



If we as adults can spot when children are exploring a schema, then it is much easier for us to understand what is they are trying to do. We can give them the time, space and resources they need to support their learning.

We can tap into their ways of learning and allow for children to lead the curriculum.

Making the Links:

Emotional development: using the well-being signs signals and scales offers a tool to help us to think about this and to notice when issues begin to arise.

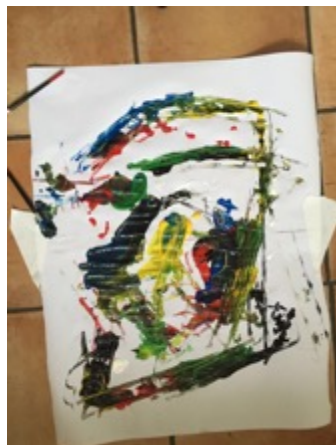
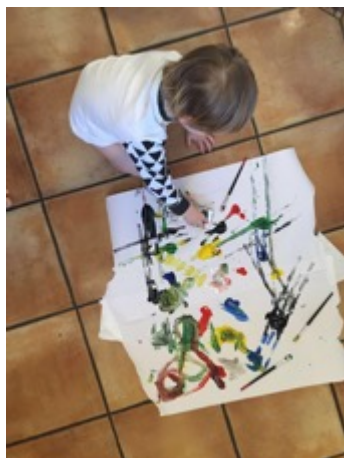
Cognitive development: using both schema theory and involvement signs signals and scales helps us to understand how each child learns and develops - we can bring this together to support our thinking about each child we work with.

Car Tracks



Henry asked for a car, painted the wheels and then rolled it down the ramp

Painting at home



Here you are painting at home Henry. You like to vroom your cars through the paint watching the tracks the wheels made. We had to head to the sink and wash the cars to make them clean. You were amazed when your car went through the blue and yellow paint and the track turned green! We had to repeat that several times

Investigations at the water run



2 years, 6 months, 3 weeks, 4 days



Henry painting and washing
his cars

2 years, 7 months, 4 days



Tapestry

The online learning journal for each child is another opportunity to articulate our understanding of children's learning using the language connected with their involvement, emotional well-being, schemas being explored and the style and strategies we adopt to support and extend their learning. When it works well, the online journal illustrates the 'Pen Green Loop' and is a continuous two way dialogue with the child at the centre.



Sharing electronic portfolios online; without the tickboxes



Sharing electronic portfolios online

Notes

Henry you had a great first visit to our Forest School today. By using dry sticks and dipping them into puddles we were able to see how deep they were. You enjoyed collecting the fir cones in your bucket and found a great stick which you took home with you. I could see how well you were as you were humming a little happy tune (dah de dah de dah) as you explored the forest. You really liked the tyre swing, spinning round and round and round. "again again" you said each time it slowed down. When I told you it was nearly time to go you replied "I'm not ready yet". I wasn't ready either we were all having a great time but we will go back again.

Like



Felicity Norton

MOTHER - 08 Apr 2016 08:05 PM

Delete

What an amazing first trip to the forest school... 'He is in the best possible place he could be' says his dad... Such beautiful photos Henry has a great love of being outside ... He was asleep by 530!

Like



Tracy Studders

STAFF - 08 Apr 2016 08:14 PM

Delete

Aw what a lovely comment thank you... I thought he would be asleep early he was very tired at lunch and didn't want me to leave him so we had lunch together. He then got his second wind and went racing around the garden on his bike before going home xx

Like

Narrative Observation Template

 **pengreen**
for children and their families

Narrative Observation – Telling the story

Name:
Date of birth/age:
Date, time and length of observation:
Place:

What happened?

Links to Early Years Frameworks

Well-Being Involvement Schemas

What does the play/investigation seem to be about? What is the child's intention?

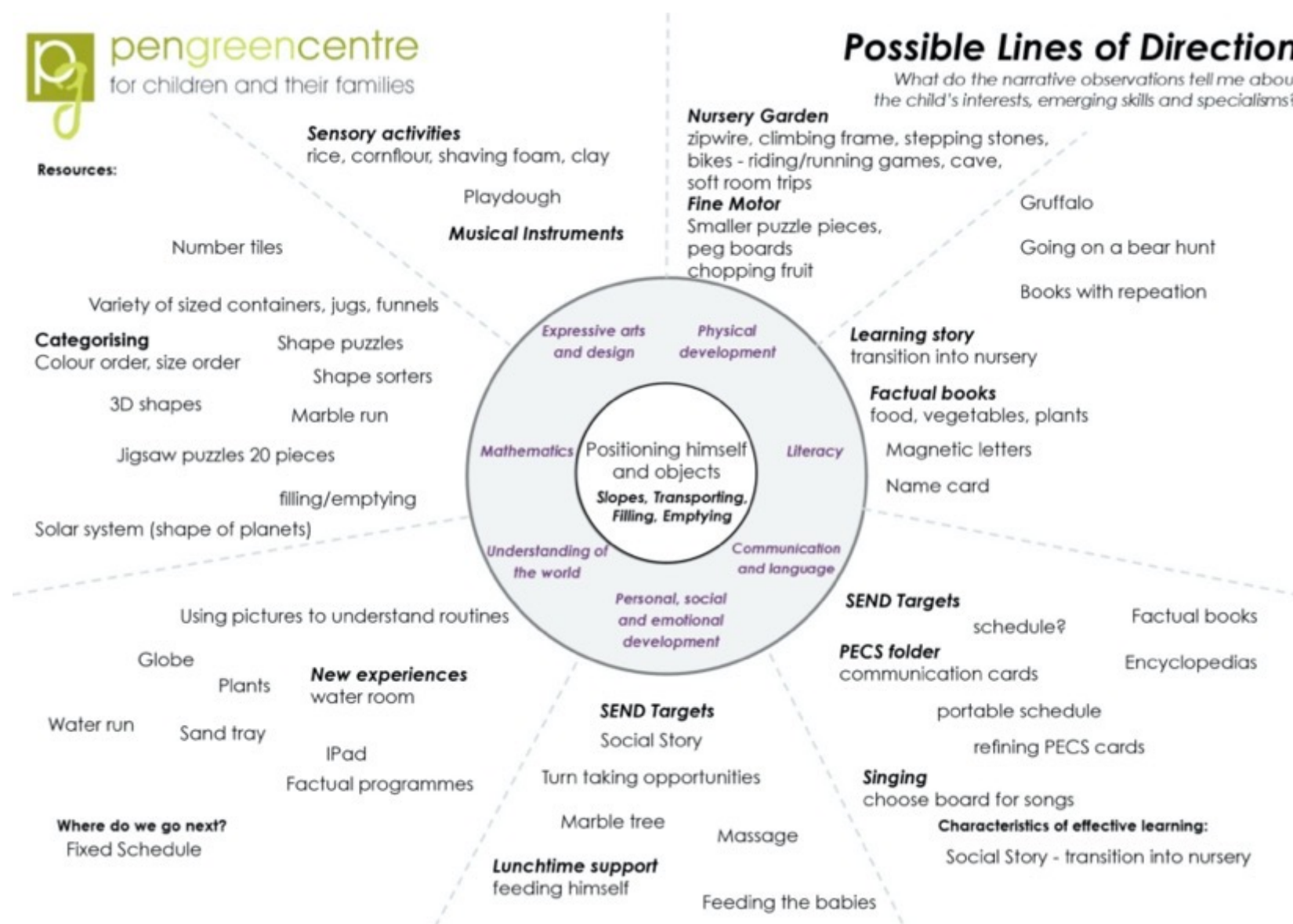
Positive Relationship and Pedagogic Strategies: What did you implement?

What was the impact? Links to EYFS: Characteristics of effective learning, Prime areas or Specific areas

Cultural Capital – providing and planning opportunities which inspire children to achieve their full potential. What next?

Completed by:

Possible Lines of Direction (PLOD)



Pen Green Nursery

A book all about Dominick

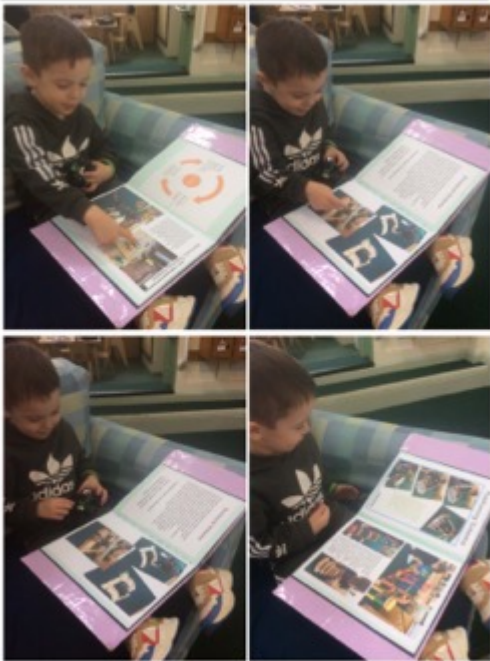
by Tracy Studders - added 23 Sep 2020 06:33 PM

Children: Dominick Miron



1

Pen Green Nursery



2

Pen Green Nursery



3

Pen Green Nursery

Notes

We have been thinking of ways to support you in nursery Dominick to help build your confidence and self esteem. You can find it hard to engage in activities of your choosing and will wait for adult guidance and support. You are always happy to arrive and stay at nursery and have a good time with a familiar adult being very close by. I have been giving you lots of reassurance and confirmation that it is okay to move on to playing with other things alongside other children. We are trying to support you to learn some strategies to manage being with other children and to be more assertive when needed. I made a little book all about you and the things that you have really enjoyed in nursery. I shared this with you today and you really enjoyed looking at it. After lunch you asked me where it was and you wanted to look at it again. You took it home to share with Mummy and Daddy too. I hope you enjoy sharing it at home.

4

Learning Stories



My favourite toy

by Tracy Studders - added 28 Sep 2020 09:13 PM

Children: Dominick Miron



1



2



Notes

Dominick when I made you a book all about you and shared it with you, you pointed out a toy that we used to have. It was a transported truck that stored cars inside. You did really like this toy and enjoyed fitting the cars inside. So when you said "it's my favourite" I felt I had to try and get another one for you. You were so happy when I showed you it today and loved fitting all the cars inside and matching them up in groups by their colour. Over the past few days I can see your confidence growing. You are more able to ask for a specific thing you would like to do and will decide on your own where to play and when you want to move on without being supported to do so by an adult. Well done Dominick.

3

Learning Stories



Trip on the push bus

by Tracy Studders - added 25 Sep 2020 12:43 PM

Children: Dominick Miron



1



2



3



Notes

Today we had another little trip, this time it wasn't on the mini bus it was on the push bus. Which is like a big trolley that 6 children can sit. This was planned for Dominick to support his well-being, build on his self-esteem to help him have a voice. He chose some friends to come with him. We passed by the church on occupation road which Harley said was 'Hogwarts' then we went by Harley's daddy's street. We then came to East Glebe close and Phoebe told us that was where she lives. We carried on all the way to the co-op and Dominick showed us his house. We also saw police cars and a bin lorry and they all waved and beeped their horns. After that we had a little treat from the co-op and headed back to nursery. It was a little bit windy but we had a lovely time.

4

Learning Stories



Celebration of achievement

At Pen Green we document a detailed record of the children's experiences, through photographic observations, written observations, and information from home. We consider the observations of the child in the setting and those from home and then plan for the child following their interests. We link the observations to the Early Years Foundation Stage and the relevant child development frameworks that we use at Pen Green.

All of this detailed documentation helps us support and understand how the children develop and learn. The parents contribute to their child's documentation and when the child leaves the provision the family has the documentation to keep and look back on. We call these documents 'A Celebration of my Achievement' because we believe it recognises the successes and accomplishments of each child.

A photograph of a woman and a young girl in a garden. The woman, on the left, is wearing a light blue patterned shirt and is looking at a yellow object held by the girl. The girl, on the right, has blonde hair with a pink bow and is wearing a colorful floral dress. They are standing in front of green foliage. The text "Adult Pedagogic Strategies" is overlaid in white on the image.

Adult Pedagogic Strategies

Adult Pedagogic Strategies 2015

- 1. Subtle Intervention** The adult watches and listens to what the child is doing before intervening.
- 2. Linking Experiences** The adults are aware of the child's experience with other adults at home and in the setting.
- 3. Acknowledging** The adult acknowledges the child's presence, emotions and capability by: being physically close to them including using touch if appropriate to make contact (see also 8).tuning in to the child's facial expressions and vocal intonation, including playfulness & teasing.
- 4. Working with the Child's Initiative and Agency** The adult considers what the child is bringing to each interaction, checks out the child's meaning and gives the child time to respond or to question. The adult encourages the child's curiosity and ability to make choices including taking appropriate risks.
- 5. Adult Learning** The adult is committed to his/her own learning and is open to play and learn alongside the child, encouraging new learning for both child and adult.
- 6. Adult Attitudes** The adult is aware of the impact of his or her own attitudes and beliefs and how these will affect the child's learning.
- 7. Using Language** The adult knows about the child's home vocabulary, offers new information to the child, including preparation for what is about to happen and describing what has just happened, and language to support the child's actions.
- 8. Using the Body** The adult affords learning experiences using the body ranging from using slight touch to whole body experiences if appropriate. The adult knows how individual babies and children like to be held, rocked and comforted.

Peer-Peer Observation Template

Peer-Peer pedagogical observations

Practitioner	Peer Observer	Pedagogical Lead	Date of Observation
Name:	Name:	Name:	

Questions for Practitioner to discuss with observer/colleague
What had you planned?
What were your intended Learning Outcomes?
Who did you plan it for and why?
What links can you make to the EYFS? (Prime areas/ Specific areas/ Characteristics of Effective Learning)

Remember you do not have to include all of the strategies, there may be one or two specific to the observation.

Reflections		
Links with pedagogic strategies		
1. Subtle intervention – The adult watches and listens to what the child is doing before intervening. 2. Linking experiences – <i>The adults are aware of the child's experience with other adults at home and in the setting. They link what the child has done to what they are doing now.</i> 3. Acknowledging – The adult acknowledges the child's presence, emotions and capability by: Being physically close to them including using touch if appropriate to make contact, Tuning into the child's facial expressions and coal intonation, including playfulness and teasing. 4. Child initiative and agency – <i>The adult considers what the child is bringing to each interaction, checks out the child's meaning and gives the child time to respond or question. The adult encourages the child's curiosity and ability to make choices including taking appropriate risks.</i> 5. Adult learning – The adult is committed to his/her own learning. S/he is open to play and learn alongside the child, encouraging new learning for both child and adult. 6. Adult attitudes – <i>The adult is aware of the impact of his or her own attitudes and beliefs and how these might affect the child's learning.</i> 7. Language – The adult knows about the child's home vocabulary, offers new information to the child, including preparation for what is about to happen and describing what has just happened, and language to support 8. Using the body – <i>The adult affords learning experiences using the body ranging from using slight touch to whole body experiences if appropriate. The adult knows how individual babies and children like to be held, rocked and comforted.</i>		
How could I improve my pedagogical engagement? (For example: Next time I might.....)		
Feedback from colleague:		
Signatures Practitioner:	Observer:	Pedagogical lead:

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