

## Early Years Monitoring Visit June 26<sup>th</sup> 2018

### Focus of visit

1. To discuss the data collected and examine how they were arrived at
2. To discuss how the initial targets were set – particularly in the light of cohort changes
3. To look at the Action Plan pertaining to Reception and understand how it was devised, revised and shared with staff
4. To look at planning and how this relates to assessment

Sarah explained that initial targets were set with the nursery teacher and then discussed, in depth, with Emma. Percentage targets set for a small cohort can be problematic as one child leaving or arriving can make a significant difference to the overall statistics. During the school year there were changes in cohort (3 children) which significantly altered the expected overall target levels. This resulted in the revision of % target levels.

Sarah has an Action Plan, which is shared with Emma and revised termly then adjusted if her evidence based evaluation shows the need. Her weekly planning is shared with subject leaders and planning is linked to and adjusted in the light of thorough and ongoing assessments.

Interrogation of the data is robust. Sarah compared the National 2017 percentage of pupils at each level for Early Learning Goals with the Foundation Stage Profile for this year, in reception. Some of the Learning Goals were on par with last year's National but other aspects were below par. However, when you evaluate the initial baseline of the children I feel that there has been a good level of progress.

The most significant statistics for me were the ones that show the level of progress.

Sarah feels, quite rightly, that data should show an upward trend. Evaluating data relating to progress as well as % levels gives you a much more valid view of the strengths of teaching and leadership in Early Years.

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