



*'We should be preparing children for the test of life and
not a life of tests'*

Art Costa

The earliest years decide all...



Childhood is measured out by sounds and smells and sights, before the dark hour of reason grows.
John Betjeman





Guardians of EYFS ...



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...they say

- ‘To judge schools more fairly, **we will work with *experts* to introduce a new assessment taken during reception as the baseline.** This will sit within teachers’ broader ongoing assessments of children’s development and progress throughout reception. The reception baseline will be used to assess schools’ progress for children who start reception in September 2016 and beyond...’
- Schools that do not choose to use an approved baseline ...from 2016 will be judged on the 85% attainment floor target standard alone



Baseline on entry to Reception

2.2 'Assessment should not entail prolonged breaks from interaction with children, nor require excessive paperwork. Paperwork should be limited to that which is absolutely necessary to promote children's successful learning and development'

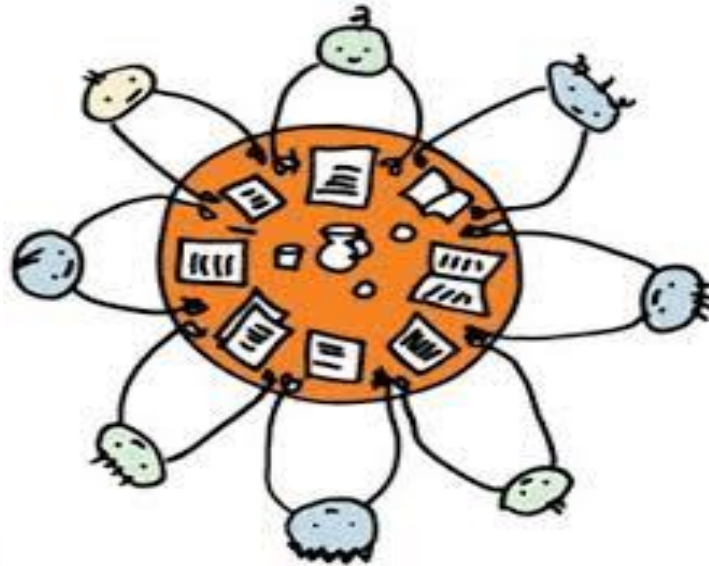




Definitions?

Scheme

A large-scale systematic plan or arrangement for attaining some particular object or putting a particular idea into effect.





Definitions?

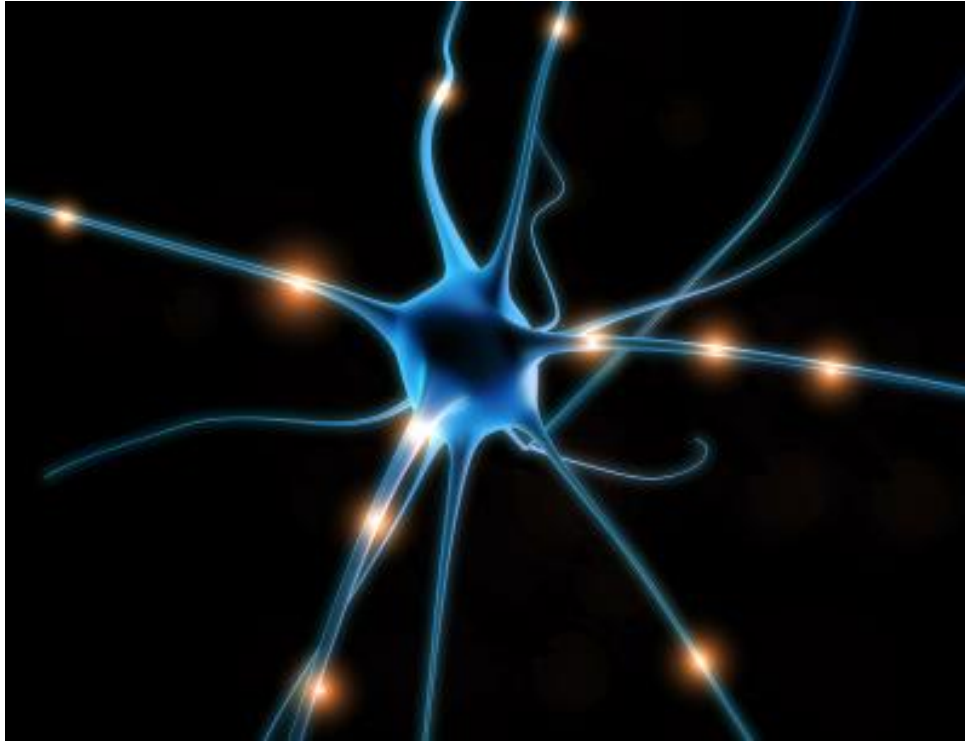
Career

To move swiftly downhill and in an uncontrolled way: *the train careered across the track and went through a hedge*





...based on research?



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Best practice - nationally and internationally?



‘You can only really know what a child knows and understands from observing them in their own play.’

Dr Margaret Carr





Detail



- Administered first half term
- Accessible by 99% children, modified for SEN
- Single score, single scale (binary decision but may be based on observation)
- ‘Particular focus on EAL children to ensure that the progress measure is not unduly beneficial to schools with high proportion EAL children’



The Deciding Time ...

- Hodder - cartoon based booklet, adult script – uses minimal practical resources
- Early Excellence – principled and play based over time, during normal activities, uses Leuven Scales
- CEM (PIPS) – digital, one to one, driven by scheme provider
- Granada Learning – tablets, adult and child – no room for teacher interpretation on scoring
- NFER – practical activity based (resources included) electronic and paper based resources, baselines ‘Foundations of Learning’ checklist for ‘normal’ activity
- Speech Links – digital, 30 mins per child, one to one, no observations, built-in failure



What's missing?



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Characteristics of Effective learning

They are ***vital elements*** of the profile and support the transition process from EYFS to Year 1 and the moderation dialogue.

They run through and underpin all seven areas of learning and development.

- Playing and exploring
- Active learning
- Creating and thinking critically

(EYFS Profile handbook Page 55, Annex 3 / Learning journey profile)



Definitions of Assessment

- What is there to see?
- How best can we understand what we see?
- How can we put our understanding to good use?





Growing Learners



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What's REALLY going on in here ...

- *Is learning taking place?*
- **As a teacher – how do you know?**
 - *Is learning appropriate?*
- **As a teacher – how do you know?**
 - *Is learning sufficient?*
- **As a teacher – how do you know?**



What information?

- **Characteristics** of effective learning
- Attainment within the **Prime Areas**
- Attainment within the **Specific Areas**
- Passions, interests and motivations
- Individual learning behaviours
- Contextual information

Observational Assessment ...

- Intuitive and deliberate
- Immediate, responsive
- Not clear cut, simple or straightforward
- Most accurate and reliable of KSU (at highest level in self initiated play)
- Shows what is REALLY happening – the ‘invisible moment of possibility’ (Dubiel)





Choices, Choices? School? Academy? LA?

- A professional value-driven decision
- A relationship between
 - Knowledge of the individual child as a learner
 - Aspirations and intentions
- The 'signifiers' of ongoing progress, development, attainment and achievement
- Reality? Measuring school effectiveness



Still a Unique Child!!

'...outcomes of assessments, in trying to 'make sense' of data and turn in a plausible story, always runs the risk of over simplification: losing the rich and often ambiguous complexity of young children's (unique) behaviour.'

Dr. Margaret Carr

