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| **Quality Development and Moderation Support Visit Form for Reception Class**  **Autumn Term 2024** | | | | | | | |
| **School/Setting** | | | **Moderator** | | | **Date** | |
| **Teacher** | | | **TA(s)/Support staff/Key workers** | | | **No of Children**  **in cohort** | |
| **Cohort breakdown** | | | | | | | |
| **SEND details** | **MLL** | **JP (schools)** | | **M** | **F** | | **SB**  **From 1st May** |
| **Reflection on transition (how has this been? how have you ensured inclusive practice?)**  How are you building positive relationships? (parents as partners, hand over, outside agencies, community, new staff) | | | | | | | |
| Trends in current data, what does your on-entry data tell you? Refer to Early Years Profile (including SEND/JP/MLL/SB) What are you doing to support this? What was the Nursery data that you received? Does this reflect your on-entry data?  Well-being % and number of children  Involvement % and number of children  Demonstrating Characteristics of Effective Learning % and number of children  Working at Age Related Expectations (ARE) in Prime areas % and number of children  Please consider expectations for cohort meeting all ELGs | | | | | | | |

**Please complete all sections above before the visit.**

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| Outcomes from visit and next steps (what CPD is currently being accessed to support C&L?) |
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| Comments and Signatures |
| Moderator |
| Teacher |
| Headteacher |

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| Peer to Peer Observation  Effective interactions, signs, Makaton, wide range of high-quality books, multi-modal texts, core books, list of core books, environmental print, use of visuals, role play, mark making opportunities throughout, props for imaginary play and storytelling, and books that children can read on their own. | | |
| **Unique Child** | | Comments / Observations |
| Children show high levels of Well-being | |  |
| Children show high levels of Involvement | |
| Characteristics of Effective Learning | Playing and Exploring - Engagement  Are children finding out and exploring, playing with what they know and willing to ‘have a go’? |
| Active Learning – Motivation Are children involved and concentrating, persisting, and enjoying achieving what they set out to do? |
| Creativity and Thinking Critically – Thinking  Are children having their own ideas, making links and choosing ways to do things? |
| Positive Relationships | |
| Frequent staff/child positive interaction, all children are included, communication and language is promoted | |
| Most peer interaction is positive and respectful, and children are responsive to adults and each other | |
| Rich learning opportunities through play and playful teaching | |
| Enabling Environment | |
| Children’s interests are reflected in the learning environment and planned for through an emerging curriculum  (opportunities, display, resources, objects of interest) | |
| Children are independently accessing resources in the environment to support their development of skills, extend their learning and build autonomy | |
| Continuous access to indoor and outdoor environment available – supporting Communication and Language, and Literacy in all areas | |
| Through daily routines adults promote independence, communication and language, and literacy  (Snack signs, Self-registration, daily handwriting practice, clear labels in provision) | |
| Evidence of approaches that support early literacy, for example, a love of books, core books, phonic display, support for writing (phonics mats and sight words), The Drawing Club, Helicopter Stories | | |