

## CABINET ITEM COVERING SHEET PROFORMA

**AGENDA ITEM**

**REPORT TO CABINET**

**FEBRUARY 2018**

**REPORT OF SENIOR  
MANAGEMENT TEAM**

### **CABINET DECISION**

**Children and Young People – Lead Cabinet Member – Councillor Mrs McCoy**

#### **Early Years Assessment and Moderation Toolkit**

1. Summary

This report outlines the rationale, structure and intended impact of the Early Years Assessment and Moderation Toolkit as well as proposing ways in which the positive impact upon the child development, school readiness and therefore pupil outcomes can be further supported by the effective dissemination of this resource.

2. Recommendations

1. Cabinet to note and recognise the work of the Early Years Team (Education Improvement Service) who have created the Early Years Assessment and Moderation Toolkit, together with support from schools and settings.
2. Cabinet to endorse the proposal to sell the resource to providers outside Stockton.

3. Reasons for the Recommendations/Decision(s)

Cabinet are able to monitor the quality of resources created by the Early Years team in order to further promote school readiness and continued increase in achievement of a Good Level of Development by Stockton children.

4. Members' Interests

Members (including co-opted Members) should consider whether they have a personal interest in any item, as defined in **paragraphs 9 and 11** of the Council's code of conduct and, if so, declare the existence and nature of that interest in accordance with and/or taking account of **paragraphs 12 - 17** of the code.

Where a Member regards him/herself as having a personal interest, as described in **paragraph 16** of the code, in any business of the Council he/she must then, **in accordance with paragraph 18** of the code, consider whether that interest is one which a member of the public, with knowledge of the relevant facts, would reasonably regard as so significant that it is likely to prejudice the Member's judgement of the public interest and the business:-

- Affects the members financial position or the financial position of a person or body described in **paragraph 17** of the code, or

- Relates to the determining of any approval, consent, licence, permission or registration in relation to the member or any person or body described in **paragraph 17** of the code.

A Member with a personal interest, as described in **paragraph 18** of the code, may attend the meeting but must not take part in the consideration and voting upon the relevant item of business. However, a member with such an interest may make representations, answer questions or give evidence relating to that business before the business is considered or voted on, provided the public are also allowed to attend the meeting for the same purpose whether under a statutory right or otherwise (**paragraph 19** of the code)

Members may participate in any discussion and vote on a matter in which they have an interest, as described in **paragraph 18** of the code, where that interest relates to functions of the Council detailed in **paragraph 20** of the code.

### **Disclosable Pecuniary Interests**

It is a criminal offence for a member to participate in any discussion or vote on a matter in which he/she has a disclosable pecuniary interest (and where an appropriate dispensation has not been granted) **paragraph 21** of the code.

Members are required to comply with any procedural rule adopted by the Council which requires a member to leave the meeting room whilst the meeting is discussing a matter in which that member has a disclosable pecuniary interest (**paragraph 22** of the code)

## **CABINET DECISION**

**Children and Young People – Lead Cabinet Member – Councillor Mrs McCoy**

**Early Years Assessment and Moderation Toolkit**

### **SUMMARY**

This report outlines the rationale, structure and intended impact of the Early Years Assessment and Moderation Toolkit as well as proposing ways in which the positive impact upon the child development, school readiness and therefore pupil outcomes can be further supported by the effective dissemination of this resource.

### **RECOMMENDATIONS**

1. Cabinet to note and recognise the work of the Early Years Team (Education Improvement Service) who have created the Early Years Assessment and Moderation Toolkit, together with support from schools and settings.
2. Cabinet to endorse the proposal to sell the resource to providers outside Stockton.

### **DETAIL**

1. Early Years outcomes for Stockton (as defined by children achieving a Good Level of Development – GLD) were well below the national average for several years. Sustained focus on improving school performance on this area by the 0-11 Team (Education Improvement Service) has ensured a strong trajectory of improvement, with 69% of pupils achieving GLD in 2017 (national average 71%) compared to 41% in 2013 (national average 52%).
2. This improvement reflects the impact of the work undertaken with schools and Early Years settings (including nurseries, playgroups, and childminders) to support practitioners in developing their understanding of child development and observational assessment, as well as developing practice and provision in response to these assessments.
3. A resource has been produced which captures the support and training that has been invested. This Early Years Assessment and Moderation Toolkit is a comprehensive document which aims to support practitioners in making accurate assessments and providing a support for moderation, within individual schools/settings and across partnerships. It will also promote seamless transitions, particularly when used alongside Moving Forward 0-5 (the Early Years Transition Guarantee) to ensure that standards continue to rise.

4. The Tool looks at all 437 statements from Development Matters. This is the non-statutory guidance which breaks down learning and development into age-related statements which describe typical progression in each of the 17 areas of learning. Each of the 437 statements is unpicked, using examples relevant to practitioners, and providing ideas for resources and links to further support for teaching and learning. The resource also models assessments of real children in real situations, helping practitioners (and other users of the resource) to understand the sometimes complex language of the original Development Matters statements. (See examples attached)
5. The production of the Toolkit has involved a wide range of practitioners from schools and settings and has received very positive feedback from practitioners. The toolkit has been shared electronically with all schools and Early Years settings across the Borough.
6. There is interest from practitioners in buying hard copy versions of the Toolkit and it is suggested that the toolkit would be welcomed by settings and staff outside of Stockton. Given a similar resource is not available nationally there is a potential to market the resource (and associated training) more widely. This would start across the Tees Valley by promoting it to childcare chains, training providers, schools and academies, etc. If this approach was endorsed by members then it could provide income generation for the service.

#### **COMMUNITY IMPACT IMPLICATIONS**

7. This report is for information only; its contents cover the outcomes at the end of each key stage for the whole of Stockton's pupils.

#### **FINANCIAL IMPLICATIONS**

8. The resource has been produced using existing capacity within the service and nominal costs. If it is marketed more widely it could provide income generation for the service.

#### **LEGAL IMPLICATIONS**

9. There are no legal implications to the report.

#### **RISK ASSESSMENT**

10. Educational attainment is categorised as low to medium risk. Existing management systems and daily routine activities are sufficient to control and reduce risk.

#### **COUNCIL PLAN POLICY PRINCIPLES AND PRIORITIES**

11. This report responds to the Policy Principles in the Council Plan:
  - Protecting the vulnerable through targeted intervention
  - Developing strong and healthy communities
  - Creating economic prosperity.

#### **CORPORATE PARENTING IMPLICATIONS**

12. The details of the performance of Looked After Children were reported to Cabinet in Autumn 2017.

## CONSULTATION INCLUDING WARD/COUNCILLORS

13. There has been no consultation as this report is for information only.

**Name of Contact Officer:** Diane McConnell  
**Post Title:** Assistant Director, Schools and SEN  
**Telephone No:** 01642 527040  
**Email Address:** [diane.mcconnell@stockton.gov.uk](mailto:diane.mcconnell@stockton.gov.uk)

Education related:

Yes.

Background Papers:

No.

Ward(s) and Ward Councillors:

All.

Property:

None

## Appendix

### Foreword

In Stockton-on-Tees we believe all children deserve the best start in life.

Research shows that high quality early learning and childcare help children to do better in school, with the effects lasting to at least age 10. This improves their social and cognitive abilities and helps to identify learning and developmental needs early, thus reducing the risk of long-term underachievement and disaffection.

Developing and sustaining high quality early years childcare and education is therefore crucial to achieving our long term ambition for all children within the borough. Ensuring that practitioners are able to make accurate assessments about a child's learning and development, and use this information to plan appropriately, has been and continues to be a key part of our strategy.

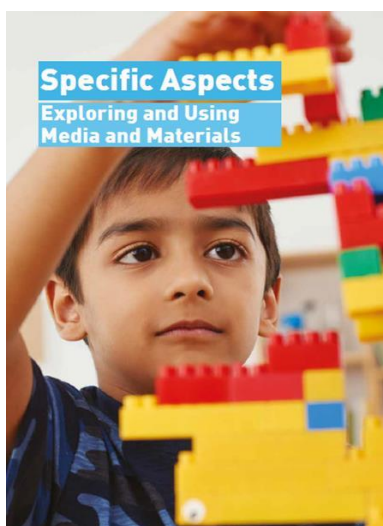
The demand for further guidance and support for practitioners working with children from birth to the end of foundation stage, including support for transition between different settings, has continued to grow as practitioners recognise the vital difference they can make.

Many Stockton-on-Tees schools and settings, for example private day nurseries, pre-schools and childminders, use the 'Development Matters' and 'Early Years Outcomes' to monitor a child's progress and although they are not statutory, they are valuable documents in monitoring a child's development. The Assessment and Moderation Toolkit takes these documents as a starting point and provides exemplification and support to help practitioners improve their practice and be confident in their judgements.

The Toolkit, designed in partnership with schools and settings, is intended to support moderation in-house or with outside partners, promote quality and accurate assessments. It will help develop knowledge and share good practice across the sector.

The Toolkit will also support providers continue their partnership work and enhance transitions incorporating the 'Moving Forward: Early Years Foundation Stage 0-5 Years: A Transition Guarantee'.

We wish to ensure all young children within Stockton-on-Tees are given the best start in life and that 'no child is left behind'.



## Speaking - 0-11 months



Mum sent in this photo of Cerys and her Grandad which was taken at the weekend.

Mum said Cerys was cooing and gurgling back to Grandad when he was talking to her.

### Links to Development Matters:

Communication and Language: Speaking: Birth to 11 months

Makes own sounds in response when talked to by familiar adults.

## Aspect: Speaking

Guidance to support practitioners assessing children's learning and development.

Band	Development Matters	This means...	What might it look like?	Ideas resources and links	School/Setting notes
	Builds up vocabulary that reflects the breadth of their experiences.  Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'	Explains – to self and others.	Adult-led activities may provide best opportunities to hear use of vocabulary that has been modelled.		
40 to 60+ months	Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.  Uses language to imagine and recreate roles and experiences in play situations.  Links statements and sticks to a main theme or intention.  Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.	Uses new words (e.g. from a topic, previously modelled and discussed with an adult) in play situations or in conversation with adults or other children.	Clapping rhythm of words; enjoys remembering long words and using them.  Uses puppets or small world resources to retell a story.	Universally speaking – (document showing expectations at each stage of development) <a href="http://www.talkingpoint.org.uk/sites/talkingpoint.org.uk/files/FINAL%20Universally%20Speaking%20-%20Early%20Years%20Web%20Version.pdf">www.talkingpoint.org.uk/sites/talkingpoint.org.uk/files/FINAL%20Universally%20Speaking%20-%20Early%20Years%20Web%20Version.pdf</a>  Speech sounds fact sheet - <a href="http://licensing.ican.org.uk/sites/licensing.ican.org.uk/files/pdfs/Speech%20Sounds%20factsheet.pdf">http://licensing.ican.org.uk/sites/licensing.ican.org.uk/files/pdfs/Speech%20Sounds%20factsheet.pdf</a>  Talk together - Tips for Parents <a href="http://www.talkingpoint.org.uk/sites/talkingpoint.org.uk/files/Talk%20together%202010.pdf">www.talkingpoint.org.uk/sites/talkingpoint.org.uk/files/Talk%20together%202010.pdf</a>	

## Numbers - 22-36 months



The children were getting animals from the box and arranged them into a circle. Sienna pointed at her animals and said, "I have more than Hafsa!"

### Links to Development Matters:

Mathematics: Number: 22 to 36 months  
Begins to make comparisons between quantities.

## Writing - 30-50 months



Esther explained what she was drawing: "Head... eyes... nose and mouth... my daddy is tall and has long legs."

### Links to Development Matters:

Literacy: Writing: 30 to 50 months  
Sometimes gives meaning to marks as they draw and paint.



Jasmine collected some fruit from the role play, put them on a plate and counted them. "There's 4!" Jasmine then got another plate for her friend and gave her one piece of fruit. Jasmine counted the fruit on both plates again and said, "There's still 4!"

### Links to Development Matters:

Mathematics: Numbers: 30 to 50 months  
Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.



Whilst spreading the butter onto the cracker Noah told me, "Knives are sharp, you have to be careful when you use them."

### Links to Development Matters:

Physical Development: Health and Self-care 30 to 50 months  
Understands that equipment and tools are to be used safely.