



COMPLETING THE FOUNDATION STAGE PROFILE SCALES

SHARING SUCCESSFUL PRACTICE



the learning trust
the future for education in Hackney

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PROFILE SCALES**

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SHARING SUCCESSFUL PRACTICE

Introduction

Many thanks to all the Hackney practitioners who contributed to this guidance through training and moderation meetings and visits during the pilot year of the Foundation Stage Profile Scales. What follows is based on your feedback and the ideas you shared with colleagues.

The purpose of this guidance is to pass on, for your consideration, examples of successful practice and to highlight points you need to be aware of when you are planning and organising your work with children in the reception class.

Background Information

In September 2002 the foundation stage profile scales replaced baseline assessment schemes as the statutory method of assessment in the foundation stage. QCA published the final version of the Foundation Stage Profile Handbook in January 2003.

In March the DfES informed local authorities that 2003 was a pilot year for the profile and hence, any data collected would be treated with caution. There are plans to publish national level data from the profile via the Autumn Package website. Schools will be able to use this data, if they wish, to compare their outcomes with the national picture.

The Learning Trust sent practitioners draft copies of the Profile Handbook in September 2002. Training courses about completing the profile scales were held during the Spring and Summer terms 2003.

Moderation meetings were organised during the Summer term and a sample of schools received moderation visits. *Practitioners devoted a great deal of time and effort to ensure that the profile scales were completed on time. They were generous in sharing the approaches they used for observing and assessing children's progress and attainment.*

Future Developments

Please remember that, whilst it is a statutory requirement to complete the foundation stage profile scales, you do not have to use the individual profile booklets. Many practitioners found the class profile overview sheets (example in Appendix 1) a more helpful and manageable way of tracking children's progress; they used their existing observation and assessment systems to complete these sheets which are available on our Foundation Stage website.

An electronic profile is also available this year. For details about this go to Hackney's Foundation Stage website, select links with other sites and then go on to the QCA

site. The Autumn term moderation meetings will include a session on using this profile.

The moderation meetings will provide opportunities for you to discuss and review the evidence you have for making judgements about children's progress and attainment in relation to the profile scales.

Information gathered during the Summer term 2003 has been used to compile materials to use during moderation activities. **Details of the moderation meetings can be found in the Learning Trust's Professional Development and Training Brochure which has been set to all schools.**

Essential Documents

Curriculum Guidance for the Foundation Stage Ref: QCA/00/587

Foundation Stage Profile Handbook Ref: QCA/03/1006

Tel: 01787 884444

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Lessons Learned from the Pilot Year

- Most practitioners were able to have a handover meeting with colleagues in the school's nursery class before children entered the reception class. This was extremely helpful. Work is in hand to improve the transfer of information between pre-school settings and schools.
- Most practitioners found it helpful to continue with some aspect of Hackney's baseline scheme so that they had very specific information to use when planning for literacy and numeracy. A revised on-entry assessment can be found in *Appendix 2* with resource sheets you can use when asking children to recognise letters and numerals.
- Most practitioners updated the on-entry assessment each term (using a different coloured pen) to demonstrate children's progress during the reception year.
- **You will need to make time to observe children when they are working independently in self selected activities.** This will enable you to see children applying their skills, knowledge and understanding in a range of contexts. You may have some very pleasant surprises when you observe children talking about activities and trying things out for themselves. An approach to keeping individual observations is included in *Appendix 3*.
- Make sure that your method of assessment supports the way you work with children. Most practitioners found it more manageable and helpful to keep group assessment records for literacy and numeracy linked to termly targets. Two approaches for keeping group observations for these areas of learning are included in *Appendix 4*.
- In the reception class children will be learning through practical activities and it would be inappropriate to expect them to record the outcomes – you will need to note significant points. For example, point 6 on the numbers as labels and for counting scale is a practical task and group records (sometimes with a photograph to show one child completing the activity) were often used to record children's attainment in this area of mathematical development.
- Most practitioners found it more manageable and helpful to keep class assessment records linked to the termly planning to track children's progress in other areas of learning. Two examples of this approach are included in *Appendix 5*. **Please remember the importance of making time to observe children working independently as well as gathering information during directed activities.**

- Meetings and visits showed that there was little evidence kept of children's use of language for communication and thinking and these skills underpin all learning. An approach for keeping such observations and noting children's *progress and attainment during independent activities is included in Appendix 2*. If the observations are made on sticky labels these can quickly be transferred to the observation file at the end of the day or week.

- Some practitioners collected photographs with annotations to demonstrate children's achievements. Some practitioners put these in children's individual profile books which had been started in the nursery; others kept class books. The resource materials used at moderation meetings will include examples of these.

- Most practitioners kept individual records of children's knowledge of common words. The majority view for point six on the reading scale was that children should be able to recognise twenty or more common words by sight as well as reading them within the context of a story. The reception high frequency word list and guidance on texts to use for this reading scale are *in Appendix 6*.

- The staffing levels and experience of support staff in reception classes varied considerably. Some practitioners were unable to meet to plan work and share their observations; guidance on focused activities and what to look for in independent activities may help to overcome this. Examples of this approach are in *Appendix 7*.

- Many practitioners said there should be a training programme for support staff; the start of term training days can be used to meet this need. Details of training for all practitioners in the Foundation Stage can be found in the Learning Trust's Professional Development and Training Brochure.

- There was great dissatisfaction with the scales that combined many aspects of children's development within one point on a scale, particularly for knowledge and understanding of the world. We await to see whether there will be adjustments to these scales. If they remain the same, the interpretation of these scales will be on the agenda of Spring term moderation meetings.

Useful Information

- **Point to note about SEN** – where any item in the profile scales contains the word ‘talks’, it is acceptable for a child to use her/his established or preferred mode of communication.
- A new chapter showing ***the links between the Foundation Stage Profile Scales and the P Scales*** is now available on the QCA website (you can get to this through our Foundation Stage website - www.learninglive.co.uk).
- **Points to note about EAL** – points 4 to 9 of the communication, language and literacy scales must be assessed in English. If appropriate support is available, assessments of the other areas of learning and points on the CLL scales can be made through the medium of the home language.
- The revised **Ofsted Inspection Framework (2003)** includes the following criteria as a feature of a *good* lesson:- *In the Foundation Stage child-initiated experiences and direct teaching are well balanced.*
- The Framework includes the following criteria as a feature of an *unsatisfactory* lesson:- *In the case of the youngest children, there is insufficient opportunity for play, or it is repetitive, lacks purpose and does not sustain their interest because staff do not contribute to its development.*
- The Framework includes the following criteria as part of a *poor or very poor* lesson: *In the Foundation Stage, children’s play is left too much to their own devices.*
- The Curriculum Guidance for the Foundation Stage highlights *the importance of children having **access to an outdoor learning environment*** on a regular basis and inspectors often comment on this. Schools’ different approaches to addressing this need will be shared during the next academic year.
- The Curriculum Guidance for the Foundation Stage stresses the importance of **working in partnership with parents** . The National Numeracy Strategy has produced three booklets with fun activities for parents to do with their children. You can find these on the Strategy’s website* (see below for website address) .
- Many of the suggestions practitioners shared last term were based on ideas in the **Effective Reception Class Practice** Guidance which includes advice about the conditions necessary to promote good practice, suggestions about the organisation of the day and an approach to evaluating and improving the quality of provision. The guidance is also available on the Learning Trust’s Foundation Stage website (www.learninglive.co.uk).

* www.standards.dfes.gov.uk/numeracy/publications

APPENDIX I

Foundation Stage Profile Scales Class Overview Sheets

Class overview sheets for all the areas of learning are available on our Foundation Stage website – www.learninglive.co.uk

Go into schools, then early years and select Foundation Stage Profile from the Foundation Stage home page

1. Personal, Social and Emotional Development

| Dispositions and Attitudes | |
|--|--|
| 1. Shows an interest in classroom activities through observation or participation | |
| 2. Dresses, undresses and manages own personal hygiene with adult support | |
| 3. Displays high levels of involvement in self-chosen activities | |
| 4. Dresses and undresses independently and manages own personal hygiene | |
| 5. Selects and uses activities and resources independently | |
| 6. Continues to be interested, motivated and excited to learn | |
| 7. Is confident to try new activities, initiate ideas and speak in a familiar group | |
| 8. Maintains attention and concentrates | |
| 9. Sustains involvement and perseveres, particularly when trying to solve a problem or reach a satisfactory conclusion | |
| Total | |
| Social Development | |
| 1. Plays alongside others | |
| 2. Builds relationships through gesture and talk | |
| 3. Takes turns and shares with adult support | |
| 4. Works as part of a group or class, taking turns and sharing fairly | |
| 5. Forms good relationships with adults and peers | |
| 6. Understands that there need to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously | |

APPENDIX 2

On entry to reception assessment

| | | |
|---------------|------------------------|-----------------------|
| Child's Name: | D.O.B.: | Class: |
| Teacher: | First Assessment Date: | (complete in red pen) |

| | |
|---|--|
| <p>Able to identify the following letters BY SOUND correctly: present letter shapes randomly</p> <p>(circle letters correctly identified)</p> | <p>a b c d e f g h i j k l m n o p q r s t u v w x y z</p> |
| <p>Able to identify the following letters BY NAME correctly:</p> <p>(circle letters correctly identified)</p> | <p>a b c d e f g h i j k l m n o p q r s t u v w x y z</p> |
| <p>Able to identify the following letters BY NAME correctly:</p> <p>(circle letters correctly identified)</p> | <p>A B C D E F G H I J K L M N O P Q R S T U V W X Y Z</p> |

| |
|--|
| <p>Can write Alphabet: (when doing this activity call out the name of each letter to the child - the child should not be able to see a written alphabet)</p> |
|--|

| | |
|---|-------------------------|
| <p>Recognises own name amongst other names (at least 6 names):</p> <p>YES/NO</p> <p>(circle correct answer)</p> | <p>Writes own name:</p> |
|---|-------------------------|

Drawing Sample:

Writing Sample:

Able to recognise numerals to 10; present numbers randomly

| | | | | | | |
|---|---|----|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | | | | |

(circle numerals correctly identified)

Can write 1-10: (when doing this activity call out each number to the child - the child should not be able to see written Numbers)

Refer to the guidance for Completing the Foundation Stage Profile Scales for information about the way to undertake and use this assessment

Resource Sheet 1

| | | | | |
|----------|----------|----------|----------|----------|
| a | d | o | m | s |
| z | e | t | c | i |
| u | f | r | p | w |
| v | g | n | l | h |
| x | b | k | y | j |
| q | | | | |

Resource Sheet 2

| | | |
|-----------|----------|----------|
| 3 | 1 | 4 |
| 7 | 8 | 2 |
| 5 | 9 | 6 |
| 10 | 0 | |

APPENDIX 3

Individual observations and assessment

Name:

| Date and observation | Links with EL Goals | Consolidation / Extension |
|-----------------------------|----------------------------|----------------------------------|
| | | |

| Date and observation | Links with EL Goals | Consolidation / Extension |
|-----------------------------|----------------------------|----------------------------------|
| | | |

APPENDIX 4

Group observations and assessment

GROUP ASSESSMENT SHEET

| | |
|-------------|-----------|
| Start date: | End date: |
|-------------|-----------|

| | |
|--------------------------|-----------------------------------|
| | Intended learning outcomes |
| Area of learning: | 1. |
| | 2. |
| | 3. |
| | 4. |

| Name: | 1 | 2 | 3 | 4 | Comments |
|-------|---|---|---|---|----------|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

/ attempted, performance shaky
 ^ more experience needed

△ confident and competent, move on
 ▲ very able, challenge

APPENDIX 5

Whole class observations and assessment

| Learning Intention: | | Activity: | | Date: |
|----------------------------|--|------------------|--|--------------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Put the children's names in alphabetical order in the boxes

| Learning Intention: | | Activity: | | Date: |
|---|---|--|--|--|
| Uses small & large equipment, showing a range of basic skills. Dresses & undresses independently | | A Variety of games equipment & skipping ropes – a circuit . Changing for / after PE | | 16/05/03 |
| Ab. <i>Confident skipping. Dresses quickly</i> | Ak. <i>Accurately throwing beanbags into hoops. Good at skipping forwards & backwards. Dresses himself</i> | As. <i>Confident skipping Dresses Quickly</i> | Ca. <i>Can dress other than buttons.</i> | Ch. <i>Good at beanbags in hoops. Dresses herself</i> |
| Co. <i>Beanbags – can throw into a hoop. Dresses herself & helped Pa. shoelaces</i> | Da. <i>Good at throwing beanbags into hoops. Dressed independently</i> | Da. | De. <i>Dressed herself. Helped Ca. with laces</i> | El. <i>Concentrated hard as she balanced a ball on a bat. Dresses herself.</i> |
| El. <i>Accurately throwing beanbags into hoops. Dresses herself</i> | Ev. <i>Dressed herself</i> | Ev. <i>Dressed herself</i> | Fu. <i>Very good at throwing beanbags into hoops. Dresses quickly</i> | Ha. <i>Able to skip and jump at a time. Can do Hoopla. Dressed herself</i> |
| Ja. <i>Accurately throwing beanbags into hoops. Good at skippin. Dresses quickly</i> | Jo. <i>Dresses quickly</i> | Ka. <i>Managing 2 skips at a time. Dresses himself.</i> | Lo. <i>Accurately throwing beanbags into hoops. Dresses independently</i> | Mo. <i>Able to walk along balancing a ball on a bat. Dressed herself</i> |
| Pa. <i>Cab dress herself other than laces.</i> | Pr. <i>Very quick skipping. Dressed herself</i> | Pr. <i>Can do Hoopla. Dressed herself.</i> | Re. <i>Managed 1 hoopla. Can skip. Dresses herself then helped Pr. with buttons</i> | Sa. <i>Dresses quickly.</i> |
| Se. <i>Can skip 1 skip at a time.</i> | Sh. <i>Managed to catch a hoopla & do 2 hooplas. Good at skipping.</i> | Si. | Su. <i>Can balance a ball on a bat.</i> | Ta. <i>Excellent skipping – 20 skips! Can skip backwards Dresses herself.</i> |

Put the children's names in alphabetical order in the boxes

APPENDIX 6

High frequency words

Information about texts to use to assess reading

Literacy Assessment: Reading High Frequency words – Reception

Tick if the child read the word correctly at sight. Note any close attempts
e.g. come / came.

Name:

| | | | | | | | | | | | | | |
|--------------|--|--|--|--|--|------|--|--|--|--|--|--|--|
| Date: | | | | | | | | | | | | | |
| I | | | | | | come | | | | | | | |
| up | | | | | | day | | | | | | | |
| look | | | | | | the | | | | | | | |
| we | | | | | | dog | | | | | | | |
| like | | | | | | big | | | | | | | |
| and | | | | | | my | | | | | | | |
| on | | | | | | mum | | | | | | | |
| at | | | | | | no | | | | | | | |
| for | | | | | | dad | | | | | | | |
| he | | | | | | all | | | | | | | |
| is | | | | | | get | | | | | | | |
| said | | | | | | in | | | | | | | |
| go | | | | | | went | | | | | | | |
| you | | | | | | was | | | | | | | |
| are | | | | | | of | | | | | | | |
| this | | | | | | me | | | | | | | |
| going | | | | | | she | | | | | | | |
| they | | | | | | see | | | | | | | |
| away | | | | | | it | | | | | | | |
| play | | | | | | yes | | | | | | | |
| a | | | | | | can | | | | | | | |
| am | | | | | | to | | | | | | | |
| cat | | | | | | | | | | | | | |

| Date | Total |
|------|-------|
| | |
| | |
| | |
| | |
| | |

Band 3 YELLOW

READING RECOVERY LEVELS 6-8

Working within Level 1: Learning Opportunities

- Follow print with eyes, finger-pointing only at points of difficulty.
- Take more note of punctuation to support the use of grammar and oral language rhythms.
- Cross-check all sources of information more quickly while reading.
- Note familiar words and letter clusters and use these to get to unknown words e.g. look > took.
- Search for information in print to predict, confirm or attempt new words while reading.
- Notice relationships between one text and another.
- Predict in more detail.

TEXT CHARACTERISTICS:

- some repetition of phrase patterns, ideas and vocabulary
- more variation of sentence structure
- story lines include more episodes following a time sequence
- some literary conventions along with familiar oral language structures
- stories may involve imaginary happenings in framework of familiar experiences
- non-fiction texts still use personal experience and children's language patterns
- illustrations still support the text quite closely

Typical texts at this level

| | |
|----------------------------|--------------------------------|
| The Rope Swing | Oxford Reading Tree / OUP |
| Mrs. Wishy-Washy | Storychest / Kingscourt |
| What's the Time, Mr. Wolf? | Colin Hawkins / Little Mammoth |
| Jeremy's Cake | Storyteller / Kingscourt |
| Eggs for Breakfast | PM Non-Fiction / Nelson |
| The Sun and the Wind | Storyworlds / Heinemann |

Reading Recovery website at <http://www.ioe.uk/cdl/readrec.html>

APPENDIX 7

Guidance for support staff

Intended Learning Outcome:

Activity:

| Child's Name: | Date: | Child's Name: | Date: |
|----------------------|--------------|----------------------|--------------|
| | | | |
| Child's Name: | Date: | Child's Name: | Date: |
| | | | |
| Child's Name: | Date: | Child's Name: | Date: |
| | | | |

Guidance for support staff when they are observing children working independently

You may ask your support staff to observe children working independently in a particular activity area each week and suggest aspects of children's learning they focus on. The aspects you select may relate to specific points on the foundation stage profile scales and/or the learning outcomes you have been planning for during recent directed activities. Please remember that the guidance in the Profile Handbook stresses the importance of observing children's progress and attainment when they are working independently. *The observations from support staff could be noted on sticky labels which could be added to the teacher's observation file (refer to Appendix 3).*

Some examples based on the Home Area and Role Play

- Social development – takes turns and shares fairly when using resources in the home corner e.g. agrees what role to play, shares the telephone or making meals
- Emotional development – has a developing respect for own culture and beliefs and those of other people e.g. demonstrates through his/her behaviour an understanding that different artefacts, rituals, events etc. are important to different families, communities or cultures
- Language for communication and thinking – uses language to imagine and recreate roles and experiences e.g. recalls a story and adopts the role of one of the main characters, takes a leading role in imaginary play
- Writing – uses some identifiable letters to communicate meaning or attempts writing for a purpose e.g. noting customers' orders in a café or writing a shopping list
- Mathematical development – counts reliably up to 3,6 or more objects e.g. counting out knives and forks, counting out coins in the shop
- Sequencing – knows how to make a cup of tea
- Sorting – can put cutlery into a divided tray
- Shape, space and measures – uses every day words to describe position e.g. the cup is on the table, the mat is in the cupboard, the blanket is over the baby
- Physical development – demonstrates fine motor control and coordination e.g. fastens clothes when dressing the baby or putting on dressing up clothes.

You may wish to set up a bank of observation points for each activity area and highlight each week the points you would like your staff to especially look out for.

Whatever system you adopt for observing children working independently (which may involve focusing on particular children each week) please stress to your staff the importance of always noting any significant achievements or concerns they have noted about children throughout each week.

APPENDIX 8

End of year report

Please refer to the Foundation Stage Curriculum Guidance and the Profile Scales when completing this report to help ensure key aspects of development are covered.

If schools decide to use the individual profile booklets, the finished document, kept in the way outlined in the Profile Handbook, may be used instead of a written report at the end of the reception year.

FOUNDATION STAGE REPORT

| | |
|--|-----------------------|
| Name: | Date of Birth: |
| Admission date to Class: | Completed by: |
| Personal Social and Emotional Development: | |
| Communication, Language and Literacy Development: | |
| Mathematical Development: | |

Knowledge and Understanding of the World:

Physical Development:

Creative Development:

Additional Comments:

Attendance and Punctuality: