**2017 EYFSP checks**

Keypass (Perspective lite).

School data has been released onto Key Pass.

Form initial scanning a number of anomalies are emerging across the data.

As the data is checked consider the following unusual patterns

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| **Areas to explore** | **Points to consider** |
| Difference between the GLD and mean score.  GLD is higher than national (66%) and the mean score low than national (33.4). | Have these scores change significantly from last year?  How do these align with the context of the cohort? |
| The number of children scoring 17- 18 points | What proportions of the cohort are scoring these outcomes?  A high proportion of the cohort may be under assessed in some aspects ( health and self-care |
| How many children are scoring less than 26 points? | These are likely to be children identified in the lowest 20%. What proportion of cohort are in the lowest 20% |
| A child’s ability to communicate effectively threads through many of the ELGs. | A child whose outcome for ‘Speaking’ is at the ‘emerging’ level may also show emerging attainment for those ELGs with a significant communication element.  These include:  • self-confidence and self-awareness  • managing feelings and behaviour  • understanding  • shape, space and measures  • people and communities  • knowledge of the world |
| A child exceeding (3) in reading with no exceeding (3) in any aspect for Communication and Language. | Unusual pattern to be lower in prime areas than specific areas. Many of the exceeding descriptors require strong communications and language skills to support their development. |
| A child exceeding(3) in writing but not achieving exceeding (3) in Moving and Handling and Communication and Language aspects |
| A child exceeding (3) in number but no exceeding (3) in any aspect for Communication and Language. |
| Every child in the class/cohort all achieve the same score for a goal e.g. or ELG15 Technology or ELG 16 Exploring media and materials |  |

Some of the patterns that are being discussed are unusual and particularly where there are a number of children in the cohort with similar patterns.

All practitioners who attended the moderation sessions received the quality assurance processes and training for the Bradford SENSE check tool.

This will help to identify unusual patterns and proved comparisons between class data for