Using EYFSP Data

(FS Data: Find It, Use It!)

Session For Foundation Stage leaders

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Session Aims

- To explore the key features of EYFSP data
- To introduce the EYFS CPD website for analysing EYFSP data

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What does your data tell you?

- Which children have made accelerated progress?
- Which children have not made sufficient progress?
- What interventions can be put into place to support these children?

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E-profile

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Whole School Level

- Opportunities to compare…
  - total average profile score
  - threshold measures
  - previous year group

…to predict future attainment

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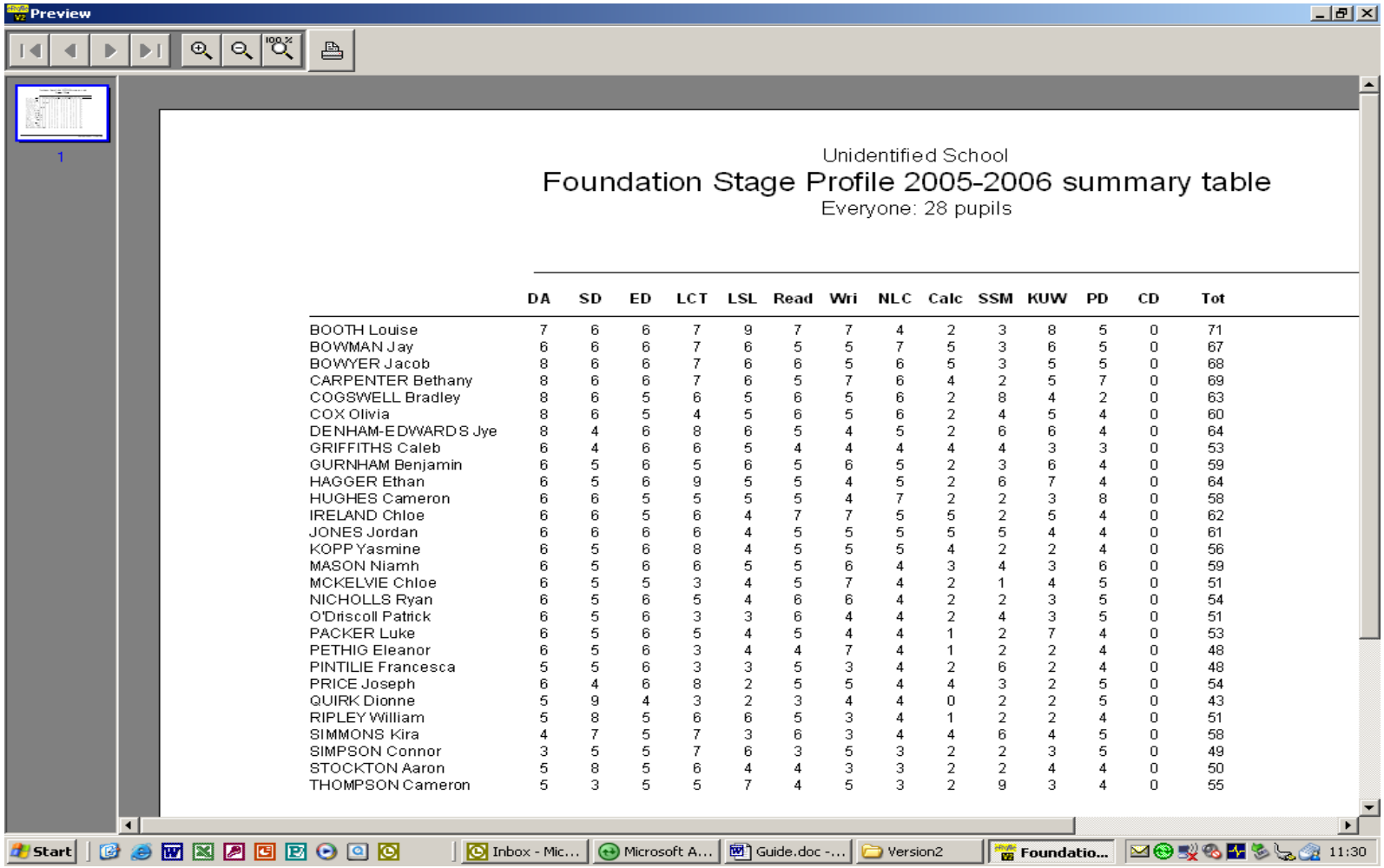
E profile screen shot



	DA	SD	ED	LCT	LSL	Read	Wri	NLC	Calc	SSM	KUW	PD	CD	Tot
BOOTH Louise	7	6	6	7	9	7	7	4	2	3	8	5	0	71
BOWMAN Jay	6	6	6	7	6	5	5	7	5	3	6	5	0	67
BOWYER Jacob	8	6	6	7	6	6	5	6	5	3	5	5	0	68
CARPENTER Bethany	8	6	6	7	6	5	7	6	4	2	5	7	0	69
COGSWELL Bradley	8	6	5	6	5	6	5	6	2	8	4	2	0	63
COX Olivia	8	6	5	4	5	6	5	6	2	4	5	4	0	60
DENHAM-EDWARDS Jye	8	4	6	8	6	5	4	5	2	6	6	4	0	64
GRIFFITHS Caleb	6	4	6	6	5	4	4	4	4	4	3	3	0	53
GURNHAM Benjamin	6	5	6	5	6	5	6	5	2	3	6	4	0	59
HAGGER Ethan	6	5	6	9	5	5	4	5	2	6	7	4	0	64
HUGHES Cameron	6	6	5	5	5	5	4	7	2	2	3	8	0	58
IRELAND Chloe	6	6	5	6	4	7	7	5	5	2	5	4	0	62
JONES Jordan	6	6	6	6	4	5	5	5	5	5	4	4	0	61
KOPP Yasmine	6	5	6	8	4	5	5	5	4	2	2	4	0	56
MASON Niamh	6	5	6	6	5	5	6	4	3	4	3	6	0	59
MCKELVIE Chloe	6	5	5	3	4	5	7	4	2	1	4	5	0	51
NICHOLLS Ryan	6	5	6	5	4	6	6	4	2	2	3	5	0	54
O'Driscoll Patrick	6	5	6	3	3	6	4	4	2	4	3	5	0	51
PACKER Luke	6	5	6	5	4	5	4	4	1	2	7	4	0	53
PETHIG Eleanor	6	5	6	3	4	4	7	4	1	2	2	4	0	48
PINTILIE Francesca	5	5	6	3	3	5	3	4	2	6	2	4	0	48
PRICE Joseph	6	4	6	8	2	5	5	4	4	3	2	5	0	54
QUIRK Dionne	5	9	4	3	2	3	4	4	0	2	2	5	0	43
RIPLEY William	5	8	5	6	6	5	3	4	1	2	2	4	0	51
SIMMONS Kira	4	7	5	7	3	6	3	4	4	6	4	5	0	58
SIMPSON Connor	3	5	5	7	6	3	5	3	2	2	3	5	0	49
STOCKTON Aaron	5	8	5	6	4	4	3	3	2	2	4	4	0	50
THOMPSON Cameron	5	3	5	5	7	4	5	3	2	9	3	4	0	55

whole cohort data

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At group level

- Grouping of children for some specific activities
- Significant numbers of children with skills above / below expected levels
- Relative performance of groups of children

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What the data tells us about…….

- Gender
- Ethnicity
- EAL
- SEN
- FSM
- Deprivation
- Month of Birth
- Term of Birth
- Individual Point Scores

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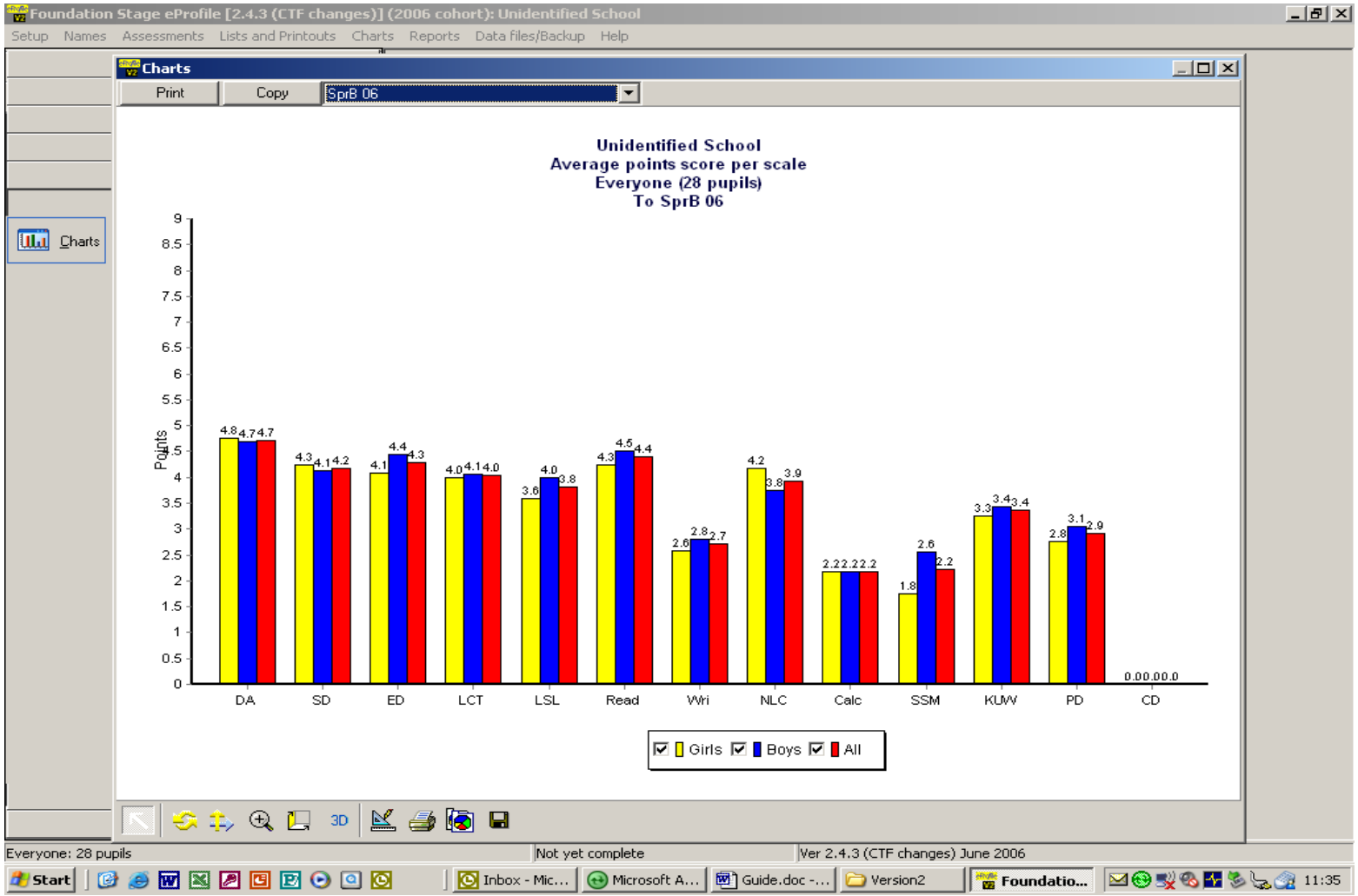

group comparisons

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At individual level

- Identification for more focused intervention
- Identified strengths and weaknesses in attainment
- Progress made over the course of the Foundation Stage – potential to improve in Yr1

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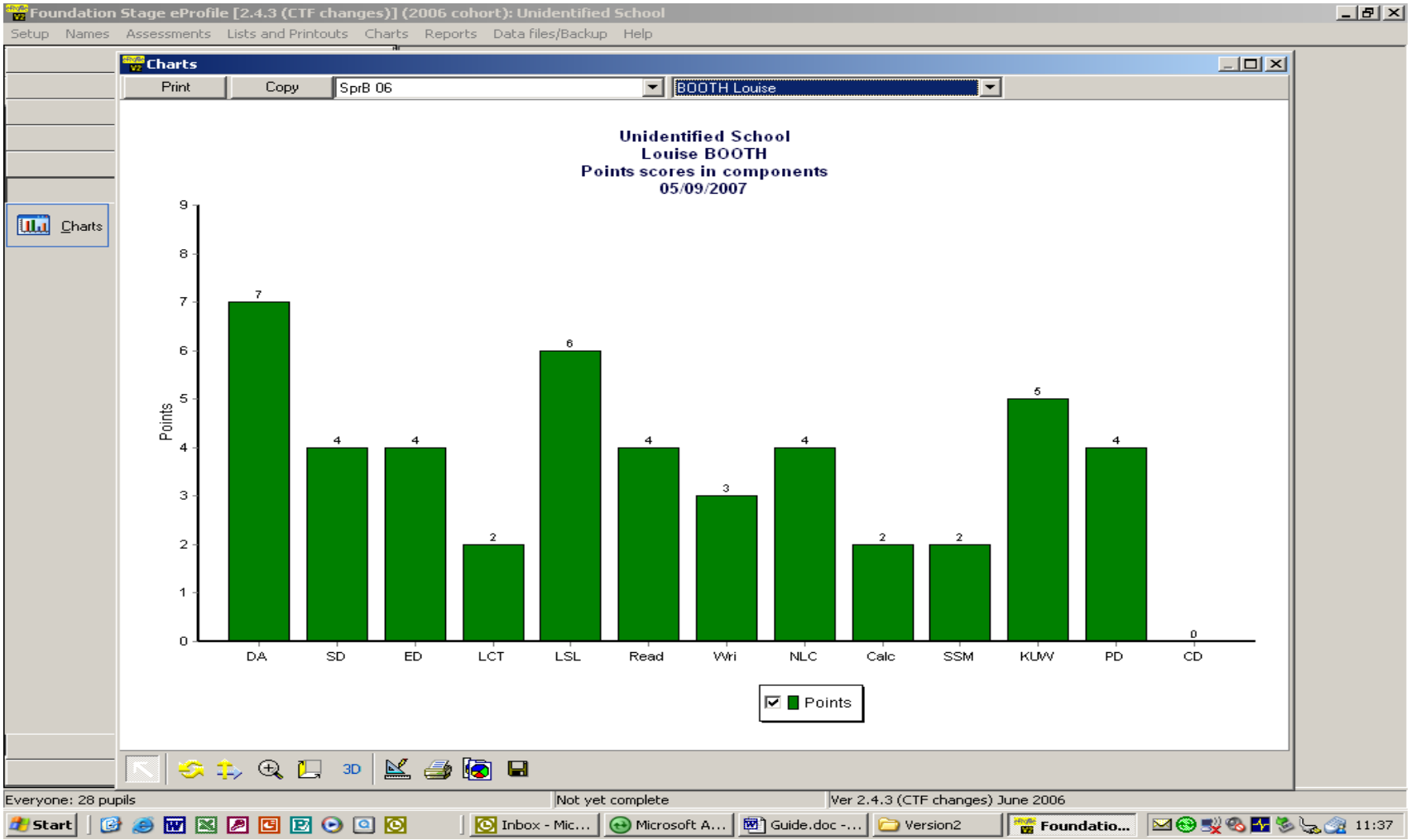

individual data spread

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Class Summary Sheet for a Strand

Unidentified School

FSP 2005-2006 Disposition and Attitudes to AutB 05

Everyone: 28 pupils

	1	2	3	4	5	6	7	8	9
BOOTH Louise	*	*	*	*	*	*			
BOWMAN Jay	*	*	*	*					
BOWYER Jacob	*	*	*	*					
CARPENTER Bethany	*								
COGSWELL Bradley	*	*	*						
COX Olivia	*								
DENHAM-EDWARDS Jye	*	*	*	*	*				
GRIFFITHS Caleb	*								
GURNHAM Benjamin	*	*							
HAGGER Ethan	*	*							
HUGHES Cameron	*	*							
IRELAND Chloe	*	*							
JONES Jordan	*								
KOPP Yasmine	*								
MASON Niamh	*	*							
MCKELVIE Chloe	*	*							
NICHOLLS Ryan	*	*							
O'Driscoll Patrick	*	*							
PACKER Luke	*	*							
PETHIG Eleanor	*	*							
PINTILIE Francesca	*	*							
PRICE Joseph	*	*							
QUIRK Dionne	*								
RIPLEY William	*								
SIMMONS Kira	*								
SIMPSON Connor	*								
STOCKTON Aaron	*								
THOMPSON Cameron	*								

'Components At Item Level'

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Significant Scale Points

- Significant scale points and linked scale points

Thresholds:

- <42
- 50>< 78
- 78><100 with significant scale points missing

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CLLD and Linked Scale Points

- Dispositions & Attitudes and Reading
- Physical Development and Writing
- Writing and Knowledge & Understanding of the World
- Dispositions & Attitudes and Writing
- Linking Sounds & Letters and Writing
- Language for Communication & Thinking and Creative Development

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Phonic Tracking Sheet

Letters and Sounds: Phonic progress tracking sheet – Early Years Foundation Stage through Key Stage 1

Class:

Teacher/Practitioner: **2007 – 2008**

Progression		Autumn		Spring		Summer	
Phase 1 continuous through Phase 2 - 6	**Phase 6 (Year 2)** Working on: Recognising phonic irregularities, and becoming more secure with less common grapheme-phoneme correspondences. Working on: Applying phonic skills and knowledge to recognise and spell an increasing number of complex words.						Y2
	Phase 5 (Year 1) Working on: Reading phonically decodable two-syllable and three-syllable words. Working on: Using alternative ways of pronouncing and spelling the graphemes corresponding to the long vowel phonemes. Working on: Spelling complex words using phonically plausible attempts.						Y1
	Phase 4 (Year Reception/Year 1) Working on: Segmenting adjacent consonants in words and apply this in spelling. Working on: Blending adjacent consonants in words and applying this skill when reading unfamiliar texts.						YR/Y1
	Phase 3 (Reception) Working on: Knowing one grapheme for each of the 43 phonemes Working on: Reading and spelling a wide range of CVC words using all letters and less frequent consonant digraphs and some long vowel phonemes. Graphemes: ear, air, ure, er, ar, or, ur, ow, oi, ai, ee, igh, oa, oo Working on: Reading and spelling CVC words using a wider range of letters, short vowels, some consonant digraphs and double letters. Consonant digraphs ch, sh, th, ng Working on: Reading and spelling CVC words using letters and short vowels. Letter progression Set 7: y, z, zz, qu Set 6: j, v, w, x						
	Phase 2 Working on: Using common consonants and vowels. Blending for reading and segmenting for spelling simple CVC words. Working on: Knowing that words are constructed from phonemes and that phonemes are represented by graphemes. Letter progression: Set 5: h, b, f, ff, l, ll, ss Set 4: ck, e, u, r Set 3: g, o, c, k Set 2: i, n, m, d Set 1: s, a, t, p						
Show awareness of rhyme and alliteration. Distinguish between different sounds in the environment and phonemes. Explore and experiment with sounds and words.	**Phase 1 (seven aspects)** Working on: Showing awareness of rhyme and alliteration, distinguishing between different sounds in the environment and phonemes, exploring and experimenting with sounds and words and discriminating speech sounds in words. Beginning to orally blend and segment phonemes.						

Tracking The Links Between Phases of Phonic Progression and FSP Scale Points

Phonic Phase		FSP Scale Point Links
Phase 5 (Aligns with Steps 6 and 7) O Can use alternative ways of pronouncing and spelling the graphemes corresponding to the long vowel phonemes e.g. ay, a-e, ai, a, ae e.g. snake. O Can read phonically decodable, two syllable and three syllable words for example frogspawn, shopkeeper and can spell complex words using phonetically plausible attempts.		
Phase 4 (Aligns with Step 5) O Can blend adjacent consonants in words and apply this skill when reading unfamiliar texts (e.g. spoon, cried, nest) O Can segment adjacent consonants in words and apply this in spelling.		**(8) Attempts to read more complex words, using phonic knowledge** **(9) Uses knowledge of letters, sounds and words when reading and writing independently**
Phase 3 **(Aligns with Steps 2-4 and elements of Step 6)** Know one grapheme for each of the 44 phonemes.	O Can read and spell a wide range of CVC words using all letters, less frequent consonant digraphs and some long vowel phonemes e.g. sheep and boat.	(4) Links sounds to letters, naming and sounding letters of the alphabet (5) – oral – hears and says initial and final sounds in words (6) – oral – hears and says short vowel sounds within words (7) uses phonic knowledge to read simple regular words (particularly CVC words) ✷ possibly some elements of **(8) - Attempts to read more complex words, using phonic knowledge**
	O Can read and spell CVC words using a wider range of letters, short vowels, some consonant digraphs and double letters, e.g. bell, chick.	**(4) Links sounds to letters, naming and sounding letters of the alphabet** (5) – hears and says initial and final sounds in words (6) – hears and says short vowel sounds within words (7) uses phonic knowledge to read simple regular words (particularly CVC words)
	O Can read and spell a few CVC words using a limited range of letters and short	✷ possibly some elements of **(4) – links sounds to letters** (5) – hears and says initial and final sounds in words

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Data Summary For Children in RECEPTION Classes

Collection Date:

Term of entry for cohort:	Class:	School:
September / January / April	Completed by:	

No. in class	Phonic Phases					
	1	2	3	4	5	6

No. in class		CLL - LCT						CLL - LSL						CLL - R						CLL - WR						
		1-3	4	5	6	7	8-9	1-3	4	5	6	7	8-9	1-3	4	5	6	7	8-9	1-3	4	5	6	7	8-9	
Totals	B																									
	G																									
Total 4-7																										

No. in class		PSED - DA						PSED - SD						PSED - ED						
		1-3	4	5	6	7	8-9	1-3	4	5	6	7	8-9	1-3	4	5	6	7	8-9	
Totals	B																			
	G																			
Total 4-7																				

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Vulnerable Groups Data Collection for YrR:

Class: **School:** **Date:**

Total number of children in Reception class			
Total number of boys		Total number of girls	
Total number of boys secure at phase 3+		Total number of girls secure at phase 3+	
Total number of boys scoring 6+ in 7 scales (PSE and CLL)		Total number of girls scoring 6+ in 7 scales (PSE and CLL)	
Total number of children with EAL in reception class			
Total number of children with EAL secure at phase 3+			
Total number of children with EAL scoring 6+ in 7 scales (PSE and CLL)			
Total number of children with SEN in the reception class			
Total number of children with SEN secure at phase 3+			
Total number of children with SEN scoring 6+ in 7 scales (PSE and CLL)			

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Key Questions

- How is children's progress tracked in the Foundation Stage?
- What interventions are planned for those children not making expected progress?
- How successful are they? How do you know?
- What changes have been made to FS provision due to ongoing assessment?

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- How do you ensure that Y1 provision is meeting the needs of all children – especially the youngest and least able in the cohort? How is this monitored?

- What systems are in place to ensure that Yr1 teachers understand and act upon EYFSP scores?

- Do you quality assure your EYFSP data to eliminate anomalies before submission to the LA? Moderation?

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CPD Website: Evaluating EYFSP Data

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Welcome to the National Strategies Continuing Professional Development (CPD) environment. This site is designed to support the work of the National Strategies by providing an online learning environment for Regional Advisers, Local Authority Strategy Teams, teachers, practitioners and School Management Teams.

This site is open for anyone to explore, but there are some learning activities which require registration. Registration only takes a few seconds and allows you to fully engage with all the features of the site, as well as keep track of your own CPD.

Some programme areas will require an enrolment key, which will normally be sent out to people with joining instructions. If you believe you should have access to a particular area and do not have the key, please contact the named person who is administering that area.

We hope you find this site useful and a valuable contribution to your professional development.

Early Years

- CLL Forums
- Communication, Language and Literacy Essential Knowledge
- Parents as partners in early learning (PPEL)

Primary

- East / East Midlands Primary Mathematics resource share pilot
- ISP Leadership Pilot
- ITT Joint Maths and Literacy Area
- Learning Conversations
- Learning conversations forum
- Primary ICT additional support

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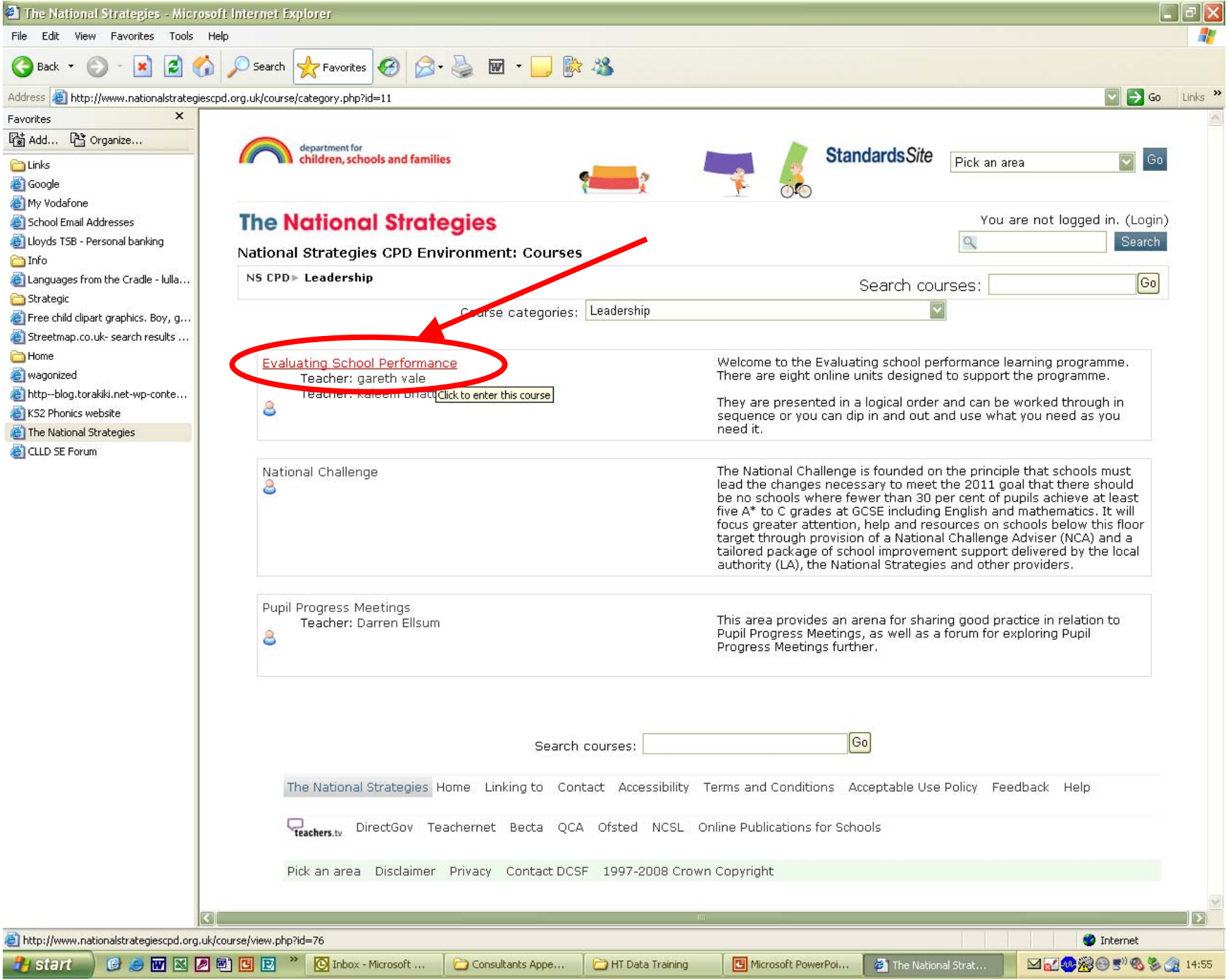
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Teacher: gareth vale
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They are presented in a logical order and can be worked through in sequence or you can dip in and out and use what you need as you need it.
National Challenge
The National Challenge is founded on the principle that schools must lead the changes necessary to meet the 2011 goal that there should be no schools where fewer than 30 per cent of pupils achieve at least five A* to C grades at GCSE including English and mathematics. It will focus greater attention, help and resources on schools below this floor target through provision of a National Challenge Adviser (NCA) and a tailored package of school improvement support delivered by the local authority (LA), the National Strategies and other providers.
Pupil Progress Meetings
Teacher: Darren Ellsum
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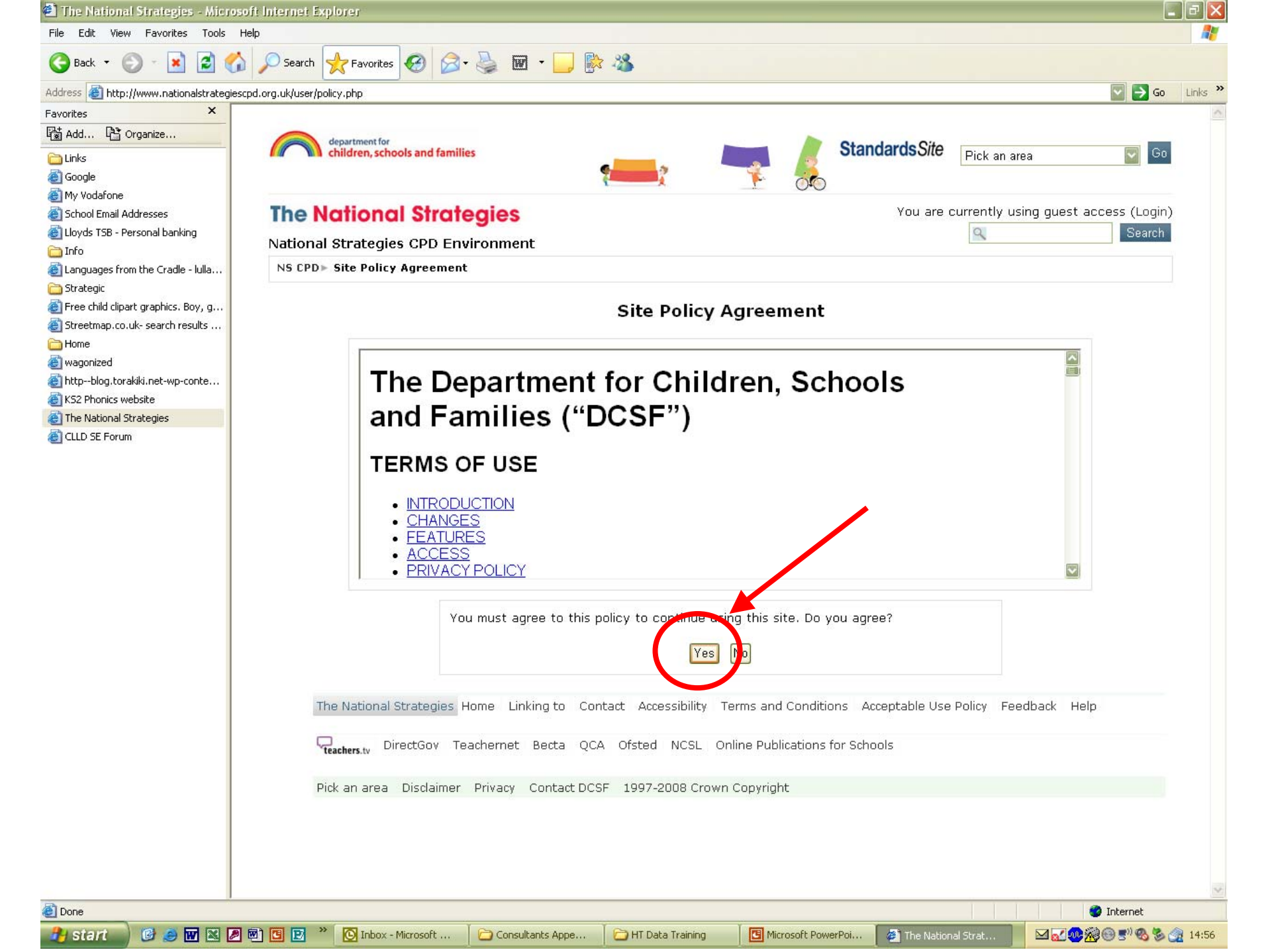
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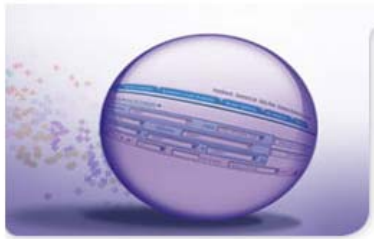

Evaluating school performance (ESP)

provides guidance, advice and examples on how to use data to evaluate and improve school performance.

The units are designed for a wide variety of practitioners including school improvement partners (SIPs), local authority advisors, teachers, head-teachers and deputies, governors, coordinators, consultants and managers.

Primary and secondary

Understanding data analysis
What are the key techniques and performance measures, and how do they fit together to provide a picture of school performance?

Using RAISEonline
How can you use the data in RAISEonline to evaluate performance? Follow the approach in two schools:

RAISEonline for primary
RAISEonline for secondary

Target setting
What are the key considerations for an effective target setting system? How can RAISEonline help you to set challenging and appropriate targets?

The data cycle
How does data drive decision-making? Compare your practice with this data calendar that shows how teaching staff, subject leaders, school leaders, governors and SIPs use data through the school year

Self evaluation
How effectively does your school use data? Try this assessment.

ESP library

Resources
Easy to understand explanations of statistical techniques and terms.

Further reading
Further information on the statistical techniques used in schools.

Early Years Foundation Stage

Early Years Foundation Stage Data
How can foundation stage data inform practice in the early years setting?

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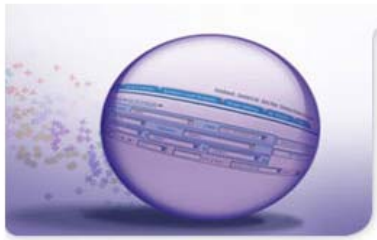

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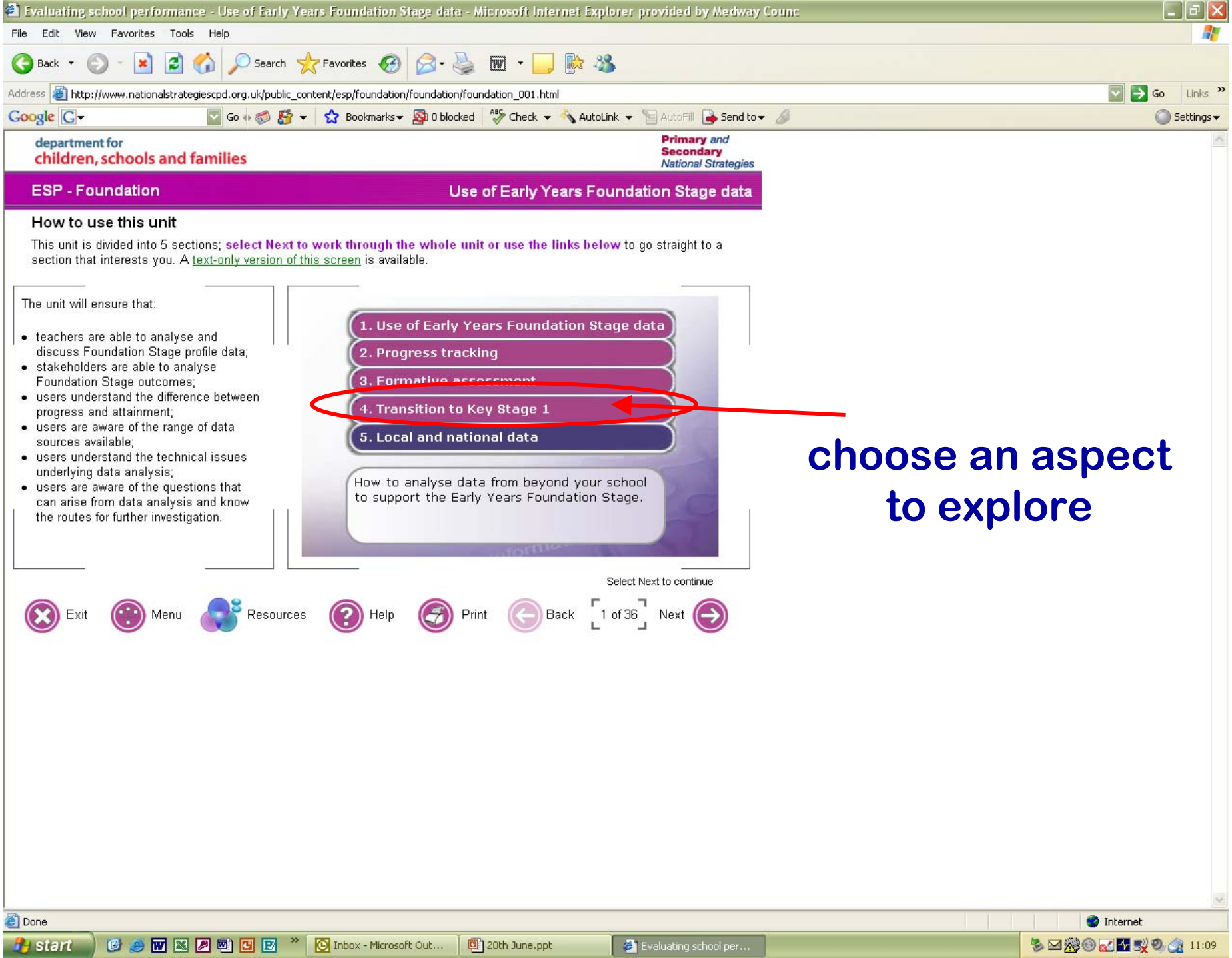
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This unit is divided into 5 sections; select Next to work through the whole unit or use the links below to go straight to a section that interests you. A text-only version of this screen is available.
The unit will ensure that:
teachers are able to analyse and discuss Foundation Stage profile data;
stakeholders are able to analyse Foundation Stage outcomes;
users understand the difference between progress and attainment;
users are aware of the range of data sources available;
users understand the technical issues underlying data analysis;
users are aware of the questions that can arise from data analysis and know the routes for further investigation.
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3. Formative assessment
4. Transition to Key Stage 1
5. Local and national data
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