



Reflect Good Baseline Assessment Practice Choose EExBA

Early Excellence
Baseline Assessment

**Works Within
the Principles
of the EYFS**



**Creates an
Accurate
Record of the
Whole Child**

**Produces
Reliable Data
to Track
Progress**



Why Choose a Principled Baseline?



'Early Excellence are definitely offering the best reception baseline. The only one I can see that keeps in tune with what EYFS is all about!'

Seamus Shay Gibbons
Deputy Head, St Lukes C of E Primary School, Westminster.



'The Early Excellence baseline is child-focused. It was great to be able to pilot the materials. The process felt really natural and meaningful as it was part of what we do everyday.'

Vanessa Sawyer
EYFS Leader, Byron Primary School, Bradford.

The Early Excellence Baseline Assessment (EExBA) has been developed to ensure that schools have the opportunity to choose a baseline model that builds on good assessment practice. EExBA is the only baseline that relies on practitioner judgement and does not involve any pre-set tasks or tests.

EExBA has been accredited by the DfE for use on entry to YR to support schools in establishing an accurate starting point from which to measure progress, inform accountability and provide a strong predictor of KS1 and KS2 attainment.

EExBA enables you to assess, record and take account of information that reflects the whole child, from which you can track progress – showing how your work in developing children as confident, independent and articulate learners underpins progress and contributes to narrowing the gap.

EExBA is a highly focused, summative assessment that produces the hard data school leaders need in order to demonstrate the effectiveness of teaching on pupil progress – and it provides meaningful information from which practitioners can plan.

By summer 2015, Early Excellence will have completed work on EExBA-N – a model for use on entry to nursery. This, along with a progress tracker, will support schools with nursery classes in using a seamless approach to accounting for children's progress and achievement throughout the EYFS.

Why Choose EExBA?

EExBA consists of an initial screening process to assess each child's 'Well-being & Involvement' using the Leuven Scales* and it covers a set of assessment criteria drawn from aspects of the 'Characteristics of Effective Learning' and the 'Areas of Learning & Development' as detailed in the EYFS statutory framework and supporting guidance.

EExBA builds on YR practitioners' experience of working with the principles and practice of effective assessment within the EYFS and has been designed to provide a continuity of approach with regard to making judgements about children's level of development.

The approach enables practitioners to accurately describe children's attainment on entry to YR by drawing together evidence of their knowledge of the children from a range of means. This includes evidence found within records from previous settings, information from parents that can be validated, and observations of and interactions with the children themselves during their initial period in YR through:

- Self-initiated play
- Small group activities
- Adult directed tasks

EExBA allows you to take account of information that reflects the whole child. It is the only model fully in line with the principles and practices of the EYFS – and the only model that values, records and scores the Characteristics of Effective Learning, all three Prime Areas as well as Literacy and Maths. It gives practitioners the best start with getting to know their children and it gives schools the best starting point from which to demonstrate progress.



Practitioner Benefits

- Builds on effective EYFS practice and values how children exhibit what they know and can do.
- Fully supports, rather than disrupts, settling-in routines.
- Provides a clear focus for initial assessment informed by observing and interacting with children in everyday practice.
- Is the start of on-going records linked to the Characteristics of Effective Learning, the three Prime Areas, Literacy and Maths



School Benefits

- Provides an accurate record of what each child can do on entry to YR.
- Establishes a starting point to measure progress with a clear trajectory towards the Early Learning Goals.
- Provides reliable information with a strong predictor of KS1 and KS2 attainment.
- Forms part of a complete Early Excellence assessment system that schools can buy into to record development and progress from 2yrs to the end of Reception.

*The Leuven Scales for 'Well-being & Involvement' are used with the permission of Professor dr. Ferre Laevers.

How is the EExBA Undertaken?

During the first six weeks of a child entering a reception class, YR practitioners will focus on best practice of settling children into their new routines and getting to know each child through their observations of and interactions with self-initiated play, small group activities and adult directed tasks.

EExBA is divided into three distinct but related and sequential parts that build up the appropriate information in order to complete the final assessment

Part 1: Leuven Scales for Well-being & Involvement

By focusing on children's well-being and involvement first, practitioners decide the optimum time for completing the initial assessments, before any new learning takes place.

- For children with high levels of well-being and involvement assessments will take place within the first two to three weeks.
- As other children settle in, in weeks three and four, their assessments begin.
- For children who are not settling in as well, and who are not showing high levels of well-being and involvement, the assessments must be completed by the end of week six – as this is the deadline.

Part 2 & 3: CoEL / Areas of Learning & Development

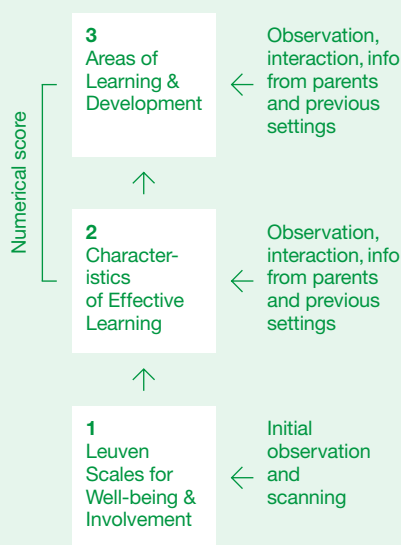
Once children have been identified for the assessment to begin, using the assessment criteria to guide their observations and interactions, practitioners will develop their knowledge of each child and gather any evidence they feel will help them to make their summative judgements.

They will complete the EExBA Recording Format, making a summative judgment for each child based on the assessment criteria linked to the Characteristics of Effective Learning, the Prime Areas, Literacy and Maths.

When completing the recording format, practitioners are able to:

- Use their own knowledge of the child built through their observation and interactions.
- Refer to records from previous settings and information from parents.
- Use the knowledge of the nursery staff, if they are part of the same school or Early Years Unit.

EExBA 'Layered' Model



How are Judgements Recorded?

CoEL

Example of assessment criteria:

- Persistence

Keeps on trying and doesn't give up at the first difficulty.

PSED

Example of assessment criteria:

- Managing feelings and behaviour

Is able to take turns, accepts the needs of others and is aware of the consequences of their actions.

Communication & Language

Example of assessment criteria:

- Listening and attention

Listens to others and stories in small groups.

Physical Development

Example of assessment criteria:

- Moving and handling

Moves with confidence in a range of ways, negotiating space and is able to use one-handed equipment.

Literacy

Example of assessment criteria:

- Reading

Knows that print carries meaning and knows how to handle books.

Maths

Example of assessment criteria:

- Shape, space and measures

Uses everyday language to describe size and weight.

EExBA requires practitioners to make judgements for each child against a set of clear statements, and provide a Yes/No answer. There are 47 statements as follows:

The Characteristic of Effective Learning

- 9 statements to assess

The Prime Areas of Learning

- 4 statements to assess Physical Development

- 6 statements to assess PSED

- 12 statements to assess Communication & Language

The Specific Areas of Learning

- 8 statements for Literacy

- 8 statements for Maths

Practitioners in our pilot study, which involved over 1000 children, found the assessment criteria clear and the judgements easy to make. Typically, the assessment took between 9-12 minutes to complete for each child, and formed part of what every YR teacher assesses as part of good practice and to support their planning.

Sample page: EExBA Recording Format.

EExBA Recording Format			
Child Name		UPN	
DOB		Date completed	
Leuven Scales	Well-being		L M H
	Involvement		L M H
Characteristics of Effective Learning	Engagement	Curiosity	Y / N
		Representing Experiences	
		Taking Risks	
	Motivation	Concentration	
		Persistence	
		Sense of Achievement	
	Creativity & Critical Thinking	Having Own Ideas	
		Making Links	
		Reviewing	
Areas of Learning & Development	Personal Social & Emotional Development	Self-confidence and Self-awareness (a)	
		Self-confidence and Self-awareness (b)	
		Managing feelings and Behaviour (a)	
		Managing feelings and Behaviour (b)	
		Making Relationships (a)	
		Making Relationships (b)	
	Communication & Language	Listening and Attention (a1)	
		Listening and Attention (a2)	
		Listening and Attention (b1)	
		Listening and Attention (b2)	
		Understanding (a1)	
		Understanding (a2)	
		Understanding (b1)	
		Understanding (b2)	
		Speaking (a1)	
		Speaking (a2)	
		Speaking (b1)	
		Speaking (b1)	
		Physical Development	Moving and Handling (a)
			Moving and Handling (b)
Health and Self Care (a)			
Health and Self Care (b)			
Literacy	Reading (a1)		
	Reading (a2)		
	Reading (b1)		
	Reading (b2)		
	Writing (a1)		
	Writing (a2)		
	Writing (b1)		
	Writing (b2)		
Mathematics	Numbers (a1)		
	Numbers (a2)		
	Numbers (b1)		
	Numbers (b2)		
	Shape, Space and Measures (a1)		
	Shape, Space and Measures (a2)		
	Shape, Space and Measures (b1)		
	Shape, Space and Measures (b2)		
TOTAL			

How is the Data Produced?

When practitioners have completed their assessments and recorded their Yes/No answers on the Recording Format, this information is collated onto a digital format which produces a baseline score for each child. To meet the DfE criteria, each statement assessed must provide a score and in the EExBA the scoring is as follows:

- **The Characteristic of Effective Learning**
‘Yes’ scores 2 points, ‘No’ scores 0 points
- **The Prime Areas, Literacy & Maths**
‘Yes’ scores 1 point, ‘No’ scores 0 points

By using this scoring mechanism it is possible to determine ‘typical’, above and below. This gives schools the baseline data for each child and the cohort as a whole. The data is then emailed to Early Excellence who submit it to the DfE for scrutiny.

How Does EExBA Help Demonstrate Progress?

EExBA provides schools with a baseline on entry to YR that has a clear predictor of outcomes at KS1 and KS2. The holistic nature of the assessment criteria provides a strong basis for documenting, demonstrating and articulating how children are making progress as learners, and in their journey towards achieving the ELGs and beyond.

During the pilot, the predictive link was demonstrated as shown in the diagram (opposite).

Early Excellence are currently developing a Nursery Baseline that will help schools with nursery classes to use a principled, seamless approach to recording children’s attributes, knowledge and skills throughout the EYFS. This will be launched summer 2015. An Early Excellence approach to tracking children’s learning journey through the EYFS will also be available in the summer 2015.

EExBA Baseline Score	KS1 Level 2013	KS1 Age-related	Proposed KS1 Performance Indicators October 2014
< 12	1 or below	Well below	Below national standard
16	2c	Below	Working towards national standard
25	2b	Expectation	National standard
36	2a	Above	Mastery
40+	3 and above	Well above to exceptional	Mastery

What Happens Next?

If you and your school choose to use EExBA you will be supported throughout the process and will receive clear guidance and training.

- In the Summer Term, the EYFS co-ordinator or lead reception teacher from each school (one per school), will attend a day's mandatory training. The training will explain in detail the process of undertaking the baseline, the assessment criteria and what constitutes a Yes/No answer.
- During the training all the materials needed for completing EExBA will be provided, including the EExBA Handbook, the Recording Format and the Digital Format that collates the information and produces the data.
- The cost of training is included within the Baseline Fee which is reimbursed by the DfE. Schools will need to release a teacher for the training at their own cost.

Schools will also have access to the EExBA Helpline and the EExBA Website which will provide the exemplification material linked to each of the assessment criteria.

What Does EExBA Cost & How Do I Pay?

Schools who choose to use EExBA will be invoiced for the Registration Fee of £85.00 (exc.VAT) in June 2015, as this is when the mandatory training will commence. This must be paid before the end of the Summer Term.

The fee per child of £3.10 (exc.VAT) will be invoiced on submission of the data in September 2015, as the exact number of children assessed will then be known. This fee must be paid before the end of October, when the data is submitted to the DfE.

In 2015, the DfE will reimburse these costs by the end of the Autumn Term.

To choose EExBA please log onto our website: www.earlyexcellence.com/baseline and click on the sign-up button.

This takes you to a form that you complete with your school's details and submit to Early Excellence. We are then responsible for informing the DfE of your choice.



**Choose EExBA
Sign-up Online**

Visit: earlyexcellence.com/baseline
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Early Excellence is an established national leader of pedagogy, provision and practice specialising in young children's education. Founded in 1998 by Liz Marsden, a Headteacher and LA Adviser, the organisation champions the development of inspirational learning and teaching and offers expert advice, support and training to schools and settings across the UK.

As an organisation passionate about child-centred practice, Early Excellence helps schools to understand and respond to the ever changing landscape of education policy and keep a sharp focus on the leadership of quality provision. With a unique National Centre full of inspirational ideas for practice and a full range of Nationwide services, Early Excellence is a vital resource for school leaders and practitioners.