# 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 most important thing I gained from using EExBA was the data because this really enabled us to identify the next steps in learning...'

**Chris KcKeown**
Headteacher, Roman Road Catholic Primary, Gateshead.

**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.

EExBA is the baseline assessment for YR which was the choice of 70% schools in 2015, the pilot year, and in 2016 and 2017 continued to be hugely successful with 100% of the assessments consistently applied and almost no helpdesk calls, reflecting the ease of the EExBA system and practitioner confidence in making secure judgments.

# Why Choose EExBA?

**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.

**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.

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

# How is the EExBA Undertaken?

**EExBA 'Layered' Model**

| | | |
|---|---|---|
| **3** Areas of Learning & Development | ← | Observation, interaction, info from parents and previous settings |
| ↑ | | |
| **2** Characteristics of Effective Learning | ← | Observation, interaction, info from parents and previous settings |
| ↑ | | |
| **1** Leuven Scales for Well-being & Involvement | ← | Initial observation and scanning |

Numerical score

**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.
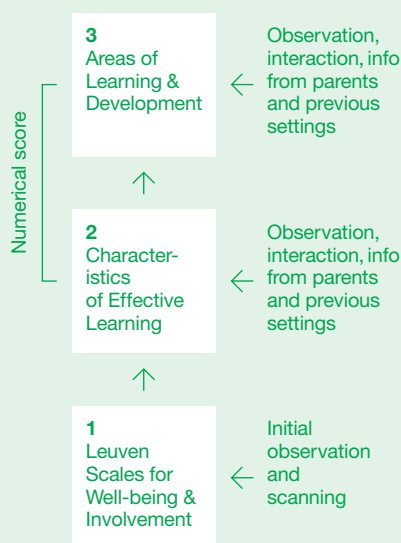
## Part 2 & 3: CoEL / Areas of Learning & Development

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.

# How are Judgements Recorded?

**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

To date, close to 650,000 children have been assessed using EExBA. Practitioners 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.

**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.

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 |

| | | | Y / N |
|---|---|---|---|
| Characteristics of Effective Learning | Engagement | Curiosity | |
| | | 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?

Practitioners must complete their assessments and record their Yes/No answers on the EExBA Website which produces a baseline score for each child.

**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. Online reports are produced for each school approximately 2 weeks following submission of childrens assessments.

# How Does EExBA Help Demonstrate Progress?

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).

| 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 from each school will be required to partake in online training or attend a face to face half day of 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 you will have access to The EExBA handbook and The EExBA Website where assessments are recorded and data is produced.

– The cost of training is included within the Baseline Fee. Schools will need to release a teacher to partake in the training, either at a face to face training session or online, 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 when registration has been completed. The Registration Fee of £85.00 (exc. VAT) and the assessment fee per child of £3.10 (exc. VAT) must be paid before the end of the Summer Term.**

To choose EExBA please visit www.EExBA.com and click on 'Register Your School'. Complete the form to register and create your EExBA account. You will use this website to make assessments and gain access to your schools Baseline data.

## Choose EExBA Sign-up Online

Visit: www.eexba.com and click on Register Your School.

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.