

HOW DO WE KNOW WHAT YOUNG CHILDREN KNOW?

PRIORITIES FOR DATA AND ASSESSMENT IN THE POST-COVID ERA

8th December 2021

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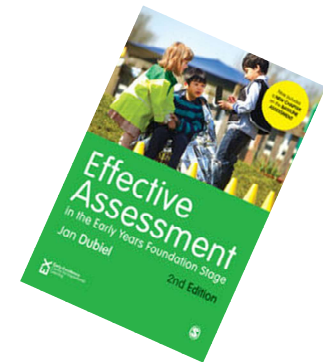
8 principles of effective assessment

- Assessment needs to be accurate and authentic
- Assessment needs to reflect knowledge and understanding of child development and the way children learn
- Assessment needs to fully reflect the values of the practitioner
- Assessment needs to be driven by the professional

- Assessment must have a clear purpose to support provision and pedagogy
- Assessment must be manageable
- Assessment must incorporate a means for accountability
- Assessment must take account of ethical considerations



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Jan Dubiel: 'Effective Assessment in the Early Years'(2014);
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Assessment



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“How we know that teaching has been successful and learning has happened / the curriculum has been delivered”

“Knowing and understanding children in order to support their learning and development”

Which

- Expresses values of education and perception of learners
- Defines the curriculum, pedagogy and outcomes
- Enables accountability”

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Four questions:

- What information do we want to get?
- How do we get the information?
- How will the information be used?
- (How do we document the information?)



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What information do we want to get?

What is significant information?

- A professional value driven decision
- A relationship between
 - Knowledge of the individual child as a learner
 - Aspirations and intentions.



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Indicators of Later Success

Research and Evidence identifies....

- Language (Snowling 2011, Roulstone 2011)
- PSED (Goodman 2015)
- Physical Development (Grissmer 2010)
- Self Regulation (Whitebread 2012)
- Executive Functioning (Diamond 2013, Blair et al 2008, Roebers 2014)
 - Metacognition (Whitebread and Bingham (2014)
 - Cognitive flexibility (Diamond, 2010; 2013)
 - Working Memory (Ornstein et al 2010)
 - Inhibitory Control (Diamond 2013)



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Post-COVID considerations

- Wellbeing
- Enculturation in to a different world
 - Face masks
 - Social distancing
 - Hygiene
 - Vaccinations
 - Prohibitions on travelling
- Social Development
- Language Development
- Physical Development



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 NEW RECEPTION PUPILS ARE THE 'LEAST SCHOOL-READY' FOR GENERATIONS
 Kathy Oxtoby
 Wednesday, September 15, 2021
A report from the charity Nesta suggests that children starting reception will need additional support, because they have missed more than a quarter of their early years education due to the pandemic.



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How do we get the information?

“A Test Based Assessment is one in which a series of pre-set questions and / or activities are provided for a child to answer / respond to. This may be achieved by the child providing an oral answer, manipulating an object or pointing to an object or an image on a screen in response to a question or instruction. For each question there is a wrong or right answer / response and the child is scored accordingly. The identical set of questions / activities is administered for each child in the group to provide a scored assessment for each child and cumulatively for the group as a whole”



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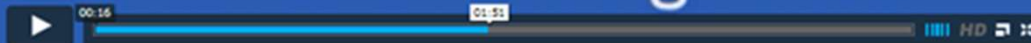
The language section includes:

- Understanding of sentences
- Vocabulary skills

The interface displays a crocodile at the top. Below it are four boxes of options: a hamburger and an apple, a purple snake and a tiger (highlighted), a purple t-shirt and a cake, and a bicycle and a blue car. At the bottom are buttons for 'Repeat Audio', 'Save All Responses', 'No Response', and 'Next'.



'What does the crocodile go with?'



Educator Led Assessment

Effective practitioner led assessment involves practitioners in making accurate and meaningful judgements about children's attainment through observation of and interaction with children.



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The Complexity of Observing Children



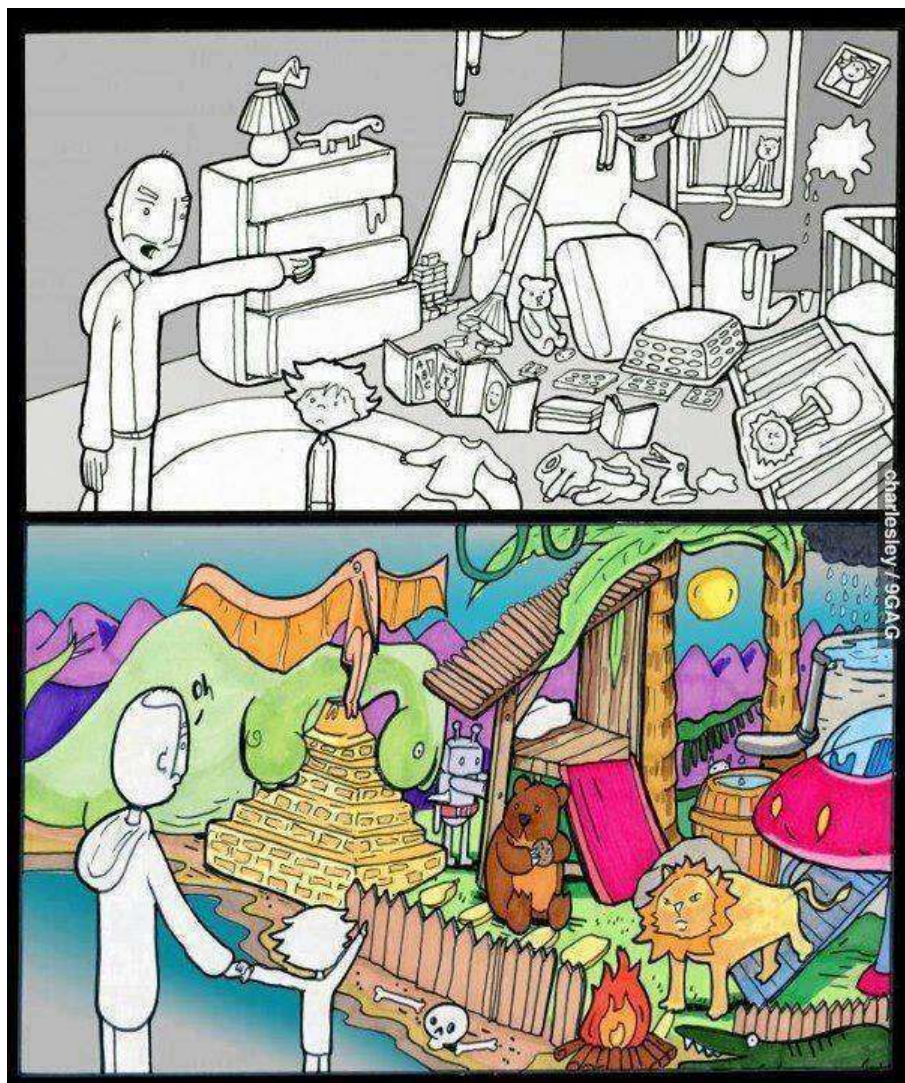
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“It is easy to only observe what we want to see
and assess only what we understand”

Cathy Nutbrown
Capable Children: Respectful Educators 2003

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How will this information be used?



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Supporting learning and development

Demonstrating Accountability

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How do we use this to support learning and development?

Immediate / responsive

- ‘Invisible moment of possibility’ (Dubiel)

Strategic

- Future possibilities for learning
- Interests and fascinations
- Impact and accountability



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Achievement –Progress made from an individual starting point.

Attainment - Progress within a defined criteria / benchmark / expectation

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Key Principles



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1. Progress is accumulative as children gain, refine and internalise skills, knowledge and behaviours. We can, and should, expect that ‘progress occurs’ when the opportunities, experiences and the quality of all aspects of teaching enable this to happen.
2. Progress is also non-linear and ‘broad’ as the experiences, teaching and provision enable the curriculum to be fully ‘owned’ by the child, meaning that they are able to use knowledges and skills confidently and expertly to support ideas, fascinations and self-motivated threads of thinking, communication and expression. This ‘deepening’ of the curriculum is crucial in ensuring that learning is authentic rather than superficial, and we need to be ever vigilant that we are not simply engaged in ‘coverage’ of specific statements.
3. Delivering an Early Years Curriculum is securing and progressing children’s knowledge and use of knowledge, skills and concepts, so that they can utilise these in their own activity. What is directly, and sometimes formally ‘taught’; needs to be done so in a way that enable the child to use it effectively.

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Key Considerations



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1. Prescribed Statements, Descriptors and criteria are a central core of expectation, content and progression. While they form a central core of teaching and learning, they inevitably need to be supplemented and enhanced by the experiences provided. This will always need to be further defined by the context of the group, the knowledge of the educators and the directions of learning that the children themselves are driven to take.
2. A broad 'direction of travel', a sense of the kinds of contents that are going to be important and necessary for the children provides the starting points for teaching and learning. While this will of course need to be fluid, responsive, flexible and adaptable, a clear sense of purpose and outcome needs to be established.
3. The direct teaching of aspects of the curriculum is vital to introduce what 'needs to be learned'. This is consolidated by the day to day, moment by moment interactions build curriculum outcomes by consolidating and extending knowledge, skills and behaviours and thus deepening what is being learned.

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How do we demonstrate progress and development?

- **‘Entering’ (En)**, and is therefore not yet secure within the statement and the statement does not describe the child,
- **‘Secure Supported’ (SS)** which indicates that the statement describes the child who is secure within this statement *with support*, and
- **‘Secure Independent’ (SI)** which indicates that the statement describes the child who is secure within the statement and demonstrates this *without support*.



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THANK YOU

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