

## Accelerating Achievement: Self-Assessment Checklist

Date of check: 15/02/17

Evaluate your current approach and delivery against the seven areas of Narrowing the Gap (NtG) practice.

- Red: an aspect where significant development is required.
- Amber: an aspect where some development/reflective practice is required.
- Green: an area of practice where strong evidence of reflective development is in place.

Aspect of Practice	Red	Amber	Green
<p><b>Identifying the potentially vulnerable children in the setting:</b></p> <ul style="list-style-type: none"> <li>• Are NtG cohorts identified within the setting?</li> <li>• Does the setting demonstrate a clear responsibility and process for tracking the progress and development of vulnerable children?</li> <li>• Is the progress of vulnerable children regularly reviewed with their keyworker?</li> <li>• Is the delivery of the EYFS reviewed and adapted to meet the developing needs of any NtG cohorts in attendance?</li> </ul>	<p>Processes need to be clearer and with timetabled reviews for tracking data for vulnerable children. We hope the implementation of CASEY will aid us with this.</p>	<p>We have now introduced the SSTEW scale in the setting, with two members of staff trained to assess this and hope this will work in part to review the delivery of the EYFS as well as the peer reviews and joint observations we do. We would like to also look into the ECERS-R and ECERS – E to do the same thing but widening the scope from just interactions and communication.</p>	<p>We use Tapestry and are moving towards using CASEY to identify NtG cohorts each academic year. Progress of all children, including vulnerable children, are reviewed each term between their keyworker and their line manager as well as during planning meetings each fortnight as and when we have concerns as a team.</p>
<p><b>Providing a supportive culture:</b></p> <ul style="list-style-type: none"> <li>• Does the setting ENCo have a clearly defined NtG strand within the ENCo action plan?</li> <li>• Are all staff and keyworkers aware of which children are included within a NtG cohort?</li> <li>• Are all staff aware of the implications associated with being identified as vulnerable or as being part of a NtG cohort?</li> <li>• Does the staff/student induction process at the setting include specific information which provides insight into the full social context of the setting?</li> </ul>	<p>There is currently no clear ENCo action plan, the setting ENCo aims to complete one by the end of the academic year as a result of this audit. The staff/student induction does not currently include any information on the social context of the setting.</p>	<p>Staff have been made aware in the past of which children fall into NtG cohorts but this could certainly be refreshed and all staff should know which children receive EYPP and are funded 2's. Staff could also benefit from a refresher on the implications of being considered in a vulnerable group.</p>	
<p><b>Ensuring full delivery and access to the EYFS:</b></p> <ul style="list-style-type: none"> <li>• Are all visits, outings and extra-curricular activities provided</li> </ul>			<p>The committee financially support those children from</p>

<p>as part of the provision accessible to all children, including those within NtG cohorts?</p>			<p>identified low income groups to attend extra-curricular activities and events where there is an additional cost involved. We also provide additional staff for events and visits where we feel some children may need additional support in a new environment.</p>
<ul style="list-style-type: none"> <li>• Are any barriers to learning for NtG cohorts identified and is appropriate remedial action taken to ensure the full and appropriate delivery of the EYFS?</li> <li>• Are specific learning and development programmes or initiatives applied to ensure those NtG cohorts are fully supported to access the EYFS, for example ECSAT, SEAD and IDP?</li> </ul>	<p>At the moment ECSAT, SEAD and IDP are not in use.</p>	<p>Each child is given a home visit before attending the setting and we discuss with parents if there will be any barriers to learning at this stage, line of communication are open throughout the year too.</p>	
<p><b>Timely intervention:</b></p> <ul style="list-style-type: none"> <li>• Are identified children regularly observed and are appropriate next steps in learning and development planned for?</li> <li>• Is record keeping for identified children regularly reviewed?</li> <li>• Does the record keeping provide a purposeful way of ensuring that identified children's progress is regularly assessed and reviewed?</li> <li>• Are appropriate interventions arranged (e.g. support for learning, speech and language services) which support identified children to maximise their learning and development potential?</li> </ul>		<p>Record keeping for children is not reviewed as regularly as it could be, but it reviewed termly for their learning and development. We are working towards analysing data through CASEY in a more meaningful way this academic year.</p>	<p>All children are regularly observed and their next steps are discussed fortnightly by staff at a staff planning meeting, this is then reviewed at the next one. Where gaps in learning and development are identified, key persons meet with children's parents to discuss this and either sign post them to relevant services such as SLT or set up a meeting with the setting SENCo to develop a plan of how we can support the child and family in the setting with appropriate interventions.</p>
<p><b>Maximise opportunity for Communication and Language development:</b></p> <ul style="list-style-type: none"> <li>• Does the setting have a planned strategy for developing the Communication and Language strand of the EYFS?</li> <li>• Does the setting apply the practice and principles of ECAT</li> </ul>	<p>The setting currently does not have a strategy in place for developing C&amp;L but there are lots of plans in the future for this</p>	<p>Staff as a whole could develop skills in supporting children with EAL or communication difficulties. One member of staff has</p>	<p>We have one member of staff trained in ECaT and had trained a member of management too who then left our employment on</p>

<p>throughout the delivery of all learning and development opportunities?</p> <ul style="list-style-type: none"> <li>• Does the setting apply any other appropriate communication and language development principles throughout the practice (e.g. open questioning, narrating play etc)?</li> <li>• Do staff actively encourage and promote the principles of speaking and listening with children in socially appropriate ways?</li> <li>• Are all staff able to identify children with specific speech and language developmental needs?</li> <li>• Are all staff confident to know how to plan for appropriate intervention, which supports children with additional language and communication needs; for children with EAL; and for monolingual children needing to benefit from exposure and learning of other community languages?</li> </ul>	<p>including workshops on phonics with the school foundation stage teachers.</p>	<p>been on advanced EAL training but no specific interventions have been put in place.</p>	<p>finishing the course. We track ECaT data and submit this to the local authority and act on any developmental delays or concerns accordingly. We have recently completed a SSTEW scale observation which focuses on communication and language and plan to feed this back to the team and formulate an action plan to move forward. Staff use open questions and conversation prompts frequently.</p>
<p><b>Involving parents in their children's learning:</b></p> <ul style="list-style-type: none"> <li>• Are parents encouraged to contribute to their children's learning and development records?</li> <li>• Are parents fully consulted and involved in the decisions made which support their children's progress?</li> <li>• Are parents encouraged to become 'partners' in their children's learning?</li> <li>• Does the setting apply strategies which ensure that all parents can fully engage in their children's learning and development? (Support for EAL, literacy, 'hard to reach' parents etc.)</li> <li>• Does the setting apply strategies which support and encourage parents to promote learning opportunities?</li> <li>• Does the setting engage with other partners and professionals in support of identified children and their families, for example, Children's Centres or Health Service?</li> </ul>	<p>We could do a lot more to ensure all parents engage with the setting, especially those that are considered hard to reach.</p>	<p>We encourage parents and carers to be as involved as possible in both their child's learning and the setting as a whole. We invite parents in for a story sharing session once every half term and then children go home with a story sack to share at home, with activities and guidance for parents to share with them.</p>	<p>Parents are actively encouraged to contribute to children's learning journals through the Tapestry programme. We often prompt them via our facebook page with ideas on what to add in and many parents do contribute in this way. The setting has very good links with external and partner agencies and uses them frequently.</p>
<p><b>Adopt NtG targets as performance indicators:</b></p> <ul style="list-style-type: none"> <li>• Is the setting's approach to NtG clearly identified in the SEF?</li> <li>• Is the NtG aspect of the SEF regularly reviewed to ensure it remains specific to the needs of current cohorts of</li> </ul>	<p>The management team is only one person currently, I reflect on the approach to NtG through the Quality framework but need to</p>	<p>Staff and management have some knowledge of NtG but this could be improved upon to better support the children and families in the setting.</p>	<p>We use the quality framework from the local authority rather than the SEF and have set out in that how we support EYPP and NtG cohorts, we</p>

<p>children/families?</p> <ul style="list-style-type: none"> <li>• Do NtG strategies form part of the setting Action Plan for continued development?</li> <li>• Are all management and staff knowledgeable about NtG targets specific to the setting?</li> <li>• Does the setting use data purposefully to report on progress towards NtG targets?</li> <li>• Does the management team effectively lead and challenge practice in support of the setting NtG targets?</li> <li>• Does the management team regularly reflect upon and review its approach to NtG?</li> </ul>	<p>learn/research more about specific categories.</p>		<p>review this termly. We have a large training budget and always have elements of NtG support within that.</p>
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