



Reception Baseline  
Meet the Head  
23<sup>rd</sup> October 2015

# Aims

- Purpose of the Reception Baseline
  - Who we chose and why
  - Tour of the Baseline
    - Our Next Steps

# Purpose of the Baseline

- The DfE introduced the Reception Baseline. This is a baseline assessment at the beginning of the reception year.
- The baseline is designed to improve how they measure primary schools' progress from Reception to the end of KS2.
- This means in 2022 they will be able to measure whichever shows the most progress: either our Reception Baseline to KS2 results, or our KS1 results to KS2 results.
- There were 6 providers we could choose from but we wanted to choose the one which would fit into our ethos at St Matthew's.
  - We chose Early Excellence. Over 75% of the country have chosen this as their baseline.

# Why we have chosen Early Excellence

- EExBA-R, the Reception Baseline, is accredited by the DfE for use on entry to YR.
- It establishes a starting point from which progress can be measured.
- The Early Excellence Baseline (EExBA) offers a principled approach.
- It does not include any predetermined tasks or tests.
- It does not disrupt settling in routines - Instead, as part of our everyday practice.
- Teachers build their knowledge of each child through their observations, interactions and every day activities.
- Teachers use their professional knowledge to make a series of judgements about each child based on a clear set of assessment criteria.
- The judgements are mapped against exemplification.
- Teachers make an assessment of key factors - They use 47 assessment statements that cover the Characteristics of Effective Learning, all three Prime Areas (PSED, C&L, PD) and the Specific Areas of Literacy and Maths.
- The baseline assessment must be completed within the first 6 weeks of a child joining Reception.
- In order to ensure that children are assessed at the optimum time, practitioners adopt a simple 'screening' process using the Leuven Scales of Well-being & Involvement.

# What does the assessment look like.....

- For each Area of Learning and Development there are (a) and (b) statements.
- The (a) statements are 'typical' development and the (b) statements are above typical.
- Teachers make judgments against each of these statements for each child deciding Yes / No. Each Yes / No produces a score (0, 1 or 2 points).
- The Leuven Scales are also recorded which gives us a good indication of how that child settled into school.
- It helps us plan clear next steps for your child.
- This is something that we have always done. However, the assessment criteria and exemplification means that it has tightened up this initial assessment.
- The biggest difference is the timing and when we decide to assess a child as we would normally get an extra 2 weeks to complete this process.

[H:\Mrs Spencer-Allen\EXxBA\EXxBA R paper recording format 2015.doc](#)

# Next Steps:

- A paper copy of the assessment will be placed into your child's learning journey.
- Teachers will use the information from the baseline to identify your child's next steps and feed these back to you at the parent consultation.

# End of Reception:

- At the end of Reception, your child will be assessed against an Early Learning Goal (ELG) for each area of learning.
- The ELG is where your child should be working by the end of Reception.
  - The end of year report will state whether your child is working at the expected level for the end of Reception (ELG), exceeding the ELG or working towards the ELG.