



Moderation of the Early Years Foundation Stage Profile 2017 / 2018

Arrangements, Guidance & Proformas



CONTENTS

EYFS Profile Timeline.....	3
Schools to be Moderated.....	4
EYFS Moderation Visits 2018.....	6
EYFS Profile Moderation Focus 2017/18	6
The day of the Moderation Visit.....	6
Preparation for the Moderation Visit	7
Responsibilities.....	8
Headteachers and managers	8
Practitioners	8
The Local Authority	8
Purpose of EYFS Profile/Moderation cluster meetings, training and external moderation visits ..	9
Principles of EYFS Profile Assessments	11
Responsible Pedagogy	11
Child-Initiated Activities	11
Embedded Learning and Secure Development.....	11
Links in the Areas of Learning	12
Practitioner Knowledge and Contributions to the Assessments	12
Assessing Pupils' Attainment in the Early Years Foundation Stage	13
Reporting the EYFS Profile Assessment.....	13
Defining a Good Level of Development.....	13
Quality Assurance of the EYFS profile data.....	15
Guidance Documents and Resources	16
Moderation Paperwork to be completed by School	17
General information.....	18
The Observation, Assessment and Planning Cycle.....	18
Analysis of Data	19
Further Notes	21
Details of the Reception cohort.....	22
Predicted EYFS Profile Assessments.....	23
EYFS Profile Interim Outcomes.....	24
Headteacher Declaration Form.....	26
EYFS Moderation Paperwork 2018 (completed by moderators).....	27
EYFS Moderation – Record of Visit.....	28
Formal Appeals Procedure.....	30
EYFS Moderation 2017/18 – Appeals Procedure	31
APPENDIX	32
Guidance for completing proforma	33
Proforma - Monitoring pupils vulnerable/at risk of being in Sheffield's lowest 20%	36
Self Evaluation	37

EYFS Profile Timeline

The following information is to help schools and EYFS practitioners prepare for the submission of accurate EYFS Profile data to the Local Authority.

Date	Action by school	Action by EYFS Team / MIS Team
21st March 2018	Complete pages 18-20 of the Arrangements, Guidance and Proformas booklet and bring with you to your allocated appointment time at the Meet a Moderator Session	To prepare and attend the 'Meet a Moderator' session on 21st March to meet the teachers responsible for the completion of the EYFS Profile, review the paperwork and answer any questions regarding moderation
April – June 2018	EYFSP Moderation visits take place	Coordination of the moderation team to fulfil all moderation visits to schools within the period stated
29th June 2018	Final date for data to be submitted via Sims	EYFS team will quality assure data and contact all schools to discuss any errors or unusual patterns found throughout the 3 day period shown
2nd – 4th July 2018	Please be available for a telephone conversation with a member of the early years team about the submitted data.	Schools notified of possible errors/unusual patterns by EYFS and data teams. <i>You may receive one or more telephone calls as each team will be quality assuring different aspects of the data.</i>

Schools to be Moderated

April / May / June 2018 and the Local Authority Moderation Teams

Some schools may receive an additional Moderation visit within less than four years, due to special requests/circumstances, and in order to fit in with the cycle of scheduled visits.

Locality	School	EYFS Profile Moderation Team	Date of Moderation Visit
Locality A	Lound I	Maureen Hemingway and Andrea Lancaster	24 th April 2018
	Grenoside Primary	Maureen Hemingway and Kate Dudley	25 th April 2018
Locality B	Hatfield Primary Academy	Andrea Lancaster and Amy Sabin	26 th April 2018
	Hinde House (3-16) Primary	Andrea Lancaster	2 nd May 2018
	Watercliffe Meadow Community Primary	Kate Dudley	3 rd May 2018
	Byron Wood Primary	Maureen Hemingway and Donna Pycroft	22 nd May 2018
Locality C	Gleadless Primary	Kate Dudley	9 th May 2018
Locality D	Brunswick Community Primary	Helen Best and Donna Pycroft	5 th June 2018
	Reignhead Primary	Kate Dudley and Anne Wright	6 th June 2018
	St John Fisher Primary	Kate Dudley	7 th June 2018
	Birley Community Primary	Andrea Lancaster and Nicole Ramsey	8 th June 2018
	Halfway NI	Andrea Lancaster	11 th June 2018
	Beighton NI	Andrea Lancaster and Jayne Atkinson	12 th June 2018
	Mosborough Primary	Andrea Lancaster	13 th June 2018
	Waterthorpe NI	Kate Dudley	14 th June 2018
	Birley Spa Primary Academy	Kate Dudley and Andrea Lancaster	23 rd May 2018
	Charnock Hall Primary Academy	Kate Dudley and Rachel Billingsley	27 th April 2018

Locality	School	EYFS Profile Moderation Team	Date of Moderation Visit
Locality E	Mundella Primary	Kate Dudley	18 th June 2018
	Norton Free Primary	Andrea Lancaster	19 th June 2018
	Meersbrook Bank Primary	Kate Dudley	20 th June 2018
	St Thomas of Canterbury School	Kate Dudley	21 st June 2018
	Abbey Lane Primary	Kate Dudley and Amy Sabin	22 nd June 2018
Locality F	Porter Croft CE Primary Academy	Andrea Lancaster	21 st May 2018
	Nether Edge Primary	Andrea Lancaster and Helen Best	25 th June 2018
	St Marie's	Andrea Lancaster	26 th June 2018
	St Mary's CE Primary	Andrea Lancaster	15 th May 2018
	Walkley Primary	Maureen Hemingway and Shama Chaudhry	28 th June 2018
	Totley All Saints CE Voluntary Aided Primary	Andrea Lancaster	1 st May 2018
	Hallam Primary	Kate Dudley and Amy Sabin	14 th May 2018
	Holt House I	Kate Dudley and Shama Chaudhry	15 th May 2018
	Totley Primary	Andrea Lancaster and Jayne Atkinson	16 th May 2018
Locality G	Wisewood Community Primary	Kate Dudley	19 th June 2018
	Sacred Heart School	Andrea Lancaster	14 th May 2018
	Wharcliffe Side Primary	Andrea Lancaster	21 st June 2018
	Oughtibridge Primary	Kate Dudley and Nicole Ramsey	11 th May 2018
	St Ann's Catholic Primary School	Kate Dudley	17 th May 2018
	Marlcliffe Primary	Helen Best and Shama Chaudhry	10 th May 2018
	Rivelin Primary	Kate Dudley and Donna Pycroft	30 th April 2018
Independent	Bethany School	Maureen Hemingway and Anne Wright	27 th June 2018

EYFS Moderation Visits 2018

EYFS Profile Moderation Focus 2017/18

Practitioners are required to assess their pupils in all seven areas of learning (Prime and Specific). We will be moderating judgements against the 17 Early Learning Goals. Judgements will be moderated from each of the three outcome bands – EMERGING, EXPECTED and EXCEEDING.

The moderators will moderate judgements from all classes completing the EYFS Profile.

- At the time of the visit, the practitioner provides the moderators with a list of the EYFS Profile **interim outcomes** for each pupil **in the form of 1s, 2s and 3s** (*i.e. as if the children were being assessed using the EYFS profile on the day of the moderation visit*).
- The moderator selects **five*** complete profiles across the range of attainment (emerging, expected and exceeding). These will form the basis of the moderation dialogue.

***Where there is more than one class in the cohort between five and twelve profiles will be selected. Moderators are unlikely to scrutinise all 17 ELGs for each Pupil, but they will ensure that judgements moderated cover all 17 ELGs across the attainment bands.**

- The moderators will not scrutinise recorded evidence without the practitioner present.
- The moderation visit focuses on a professional dialogue between the moderator and each practitioner responsible for completing the EYFS Profile. Therefore, practitioners will need to be released during the visit to accommodate this.
- The moderators will discuss the relevant profiles with each practitioner. Practitioners will need to be available for the duration of the visit. The assessment coordinator or a member of SLT can be present if desired.

The day of the Moderation Visit

- The moderators will arrive at school 8.15-8.30am.
- The moderators will discuss the schedule for the visit with the Headteacher and arrange a provisional time for feedback.
- Space will need to be allocated to complete the moderation visit.
- **EYFS (YR) teachers must be available for the whole moderation visit**
- All pupils' profiles and a list of **interim outcomes** in the form of 1s, 2s and 3s will be provided by practitioners.

- The moderators will decide which pupils' profiles to use for the moderation dialogue, although no profiles will be scrutinised without the presence of EYFS teachers
- It is not essential for the pupil to be in school if their profiles are selected.
- The moderators may spend time with the practitioners in class to briefly observe the pupils' in their learning environment.
- To confirm that a practitioner's judgement about a child's outcome is accurate, the LA external moderator(s) will review the evidence presented and hold a professional discussion with the EYFS practitioner(s). Moderators will not demand multiple pieces of evidence against each ELG. They will have due regard for teacher workload and will not exhibit behaviours at moderation that would lead to reception teachers spending unnecessary time throughout the year on producing evidence.
- The moderators will establish whether the EYFS Profile assessment is being carried out in accordance with statutory requirements and whether the practitioner judgements are accurate.
- A record of visit will be completed and feedback will be given to the Headteacher/SLT (and practitioners) at the end of the moderation visit.

NB Please note that the duration of the visit may vary depending on a number of factors, and this is not indicative of the outcome of the visit. Please be prepared for the visit to last at least the whole morning, and possibly the full day.

Preparation for the Moderation Visit

- If you have not already done so, download, print and share the EYFS Profile Handbook 2018 (<https://www.gov.uk/government/publications/early-years-foundation-stage-profile-2018-handbook>) with practitioners in the Foundation Stage and the Assessment Coordinator.
- Ensure that the moderation date given in The Arrangements, Guidance and Proformas Booklet is entered into your school diary. Please ensure that all of the EYFS Team is aware of this date and that appropriate cover arrangements have been made.
- It is essential that all pupils' profile records are on the premises and up-to-date.
- Ensure that all moderation paperwork (pages 22-25) has been completed and ready to give to the moderators on the day of the visit. The moderators will use the information given to select pupils' profiles.

Responsibilities

Headteachers and managers:

Headteachers are responsible for submitting accurate, reliable and high quality EYFS profile data to their LA. To achieve this, headteachers need to make sure that:

- staff understand their setting's systems for recording children's profile outcomes and submitting data to their LA
- practitioners clearly record EYFS profile information
- staff responsible for data collection and submission understand the nature of EYFS profile data
- data is transcribed from their setting's records to electronic records accurately
- entered data is checked against what was originally provided by the practitioner
- information which accompanies EYFS profile data is accurate, for example postcode and unique pupil number (UPN)
- headteachers themselves check and sign-off data before it is submitted to their LA.

Headteachers should also be involved in quality assurance processes before data is submitted to their LA. They should make sure their staff has enough time for resolving queries.

Headteachers should only sign off item level data, and permit onward transmission to their LA, once they have checked that the data is:

- free of errors
- an accurate reflection of the attainment of the cohort

Headteachers are also responsible for resolving any queries their LA may have as a result of their processes.

At the end of the moderation visit, settings must ensure that any changes to practitioner judgements as a result of an external moderation visit are accurately reflected in their submitted data

Practitioners and Year 1 teachers:

Practitioners have a central role in ensuring judgements are reliable and accurate. They need to be familiar with the ELGs and the statutory EYFS framework in order to apply them consistently.

Practitioners and year 1 teachers should work together to build a consistent, shared understanding of what the ELGs mean via internal moderation activities. Practitioners in groups of schools may also wish to work together in this way.

It is particularly important that year 1 teachers understand the EYFS profile, so that they can make effective use of it to inform their teaching.

The Local Authority:

The Local Authority has a statutory responsibility to check and challenge the consistency of judgements through a moderation process. In Sheffield this is done through a programme of:

- LA training
- Sharing good practice at EYFS Co-ordinator briefing sessions
- Moderation in targeted schools
- Organised moderation sessions in localities, and

- End of year visits to a minimum of 25% of selected schools.

At least 25% of providers within an LA must receive a moderation visit each year. LAs must ensure that all providers are visited at least once every 4 years as part of a cycle of moderation visits.

In addition to planned visits to all settings on a 4-year cycle, moderation visits/support may be triggered by:

- presence of newly qualified teachers and practitioners new to the EYFS
- requests from the headteacher or manager
- new senior leadership team
- Ofsted concern
- settings with an EYFS cohort for the first time
- concerns identified by the school improvement partner or LA personnel
- data anomalies
- unusual patterns of attainment
- date and/or outcome of last external moderation visit
- non-attendance at training events
- concern relating to the 2016 to 2017 assessment cycle, including maladministration

The Local Authority will ensure that training opportunities will provide the basis for effective moderation processes. Training will be available to all practitioners, and is a priority to those new to the Early Years Foundation Stage and those teachers responsible for completion of the EYFS Profile. All practitioners responsible for the completion of the EYFS profile who are not receiving a moderation visit should take part in training.

The Local Authority collects the EYFS Profile results; quality assures and submits the data to the Department of Education (DfE) in the required format by the due dates.

Please note – Final SIMS Based EYFSP data should be completed and submitted by 29th June 2018

Purpose of EYFS Profile/Moderation cluster meetings, training and external moderation visits

The Purpose of EYFS Profile/Moderation cluster meetings and training:

- To promote a professional dialogue about the assessments made against the ages and stages and the ELGs, and take part in agreement trialling activities
- To promote a city-wide understanding of the ELGs and characteristics of effective learning, accurate assessment and appropriate evidence to support judgements.
- To share and discuss examples of work in comparison to national standards
- To give updates in respect of EYFS Profile

The purpose of external moderation visits:

External moderation is a collaborative process between the LA moderator(s) and the setting. Practitioners should consider it a positive part of their professional development. It offers the opportunity to discuss judgements on children's performance against the requirements of the EYFS profile.

Statutory external moderation helps quality-assure judgements. It is used to confirm that EYFS profile judgements are accurate and consistent with national standards, as stated in The Early Years Foundation Stage (Learning and Development Requirements) Order 2007¹⁵. This ensures that settings are assessing accurately against national standards, as set out in the EYFS framework and the system is fair to all children.

Principles of EYFS Profile Assessments

Responsible Pedagogy

Responsible pedagogy is evident when practitioners have a good understanding about how children develop and because of that they can accurately assess the child when they demonstrate their learning and development. Responsible pedagogy enables each child to demonstrate learning in the fullest sense. It depends on the use of assessment information to plan relevant and motivating learning experiences for each child. Effective assessment can only take place when children have the opportunity to demonstrate their understanding, learning and development in a range of contexts.

2018 EYFS Profile Handbook p12

Child-Initiated Activity

Throughout moderation meetings and training the early years team has emphasised the importance of child-initiated activities.

Children with effective learning characteristics:

- are willing to have a go
- are involved and concentrating
- have their own ideas
- choose ways to do things
- find new ways of doing things
- enjoy achieving what they set out to do

To accurately assess these characteristics, practitioners need to observe learning which children have initiated rather than only focusing on what children do when prompted.

Children need rich opportunities to initiate ideas and activities so that they can develop the learning characteristics which are assessed by the EYFS profile. These characteristics also support lifelong learning.

2018 EYFS Profile Handbook p13

Embedded Learning and Secure Development

Children can demonstrate embedded learning and secure development without the need for overt adult support. Where learning is secure it is likely that children often initiate the use of that learning. Practitioners will make judgements by observing behaviour that a child demonstrates consistently and independently in a range of situations. Attainment in this context will assure practitioners of the child's confidence and ownership of the specific knowledge, skill or concept being assessed. Skilful interactions with adults and learning which is supported by them are necessary on the journey to embedding skills and knowledge.

2018 EYFS Profile Handbook p13-14

Links in the Areas of Learning

Areas of learning, and therefore the ELGs, are often interlinked. These may also be related to the characteristics of effective learning. If practitioners can see these links it will join up the assessment process. Practitioners will be able to capture each child's learning more effectively and genuinely.

Practitioners can also reflect on these links when they quality assure their assessment judgements. They must consider where the different aspects and levels of attainment make sense when they are put together.

2018 EYFS Profile Handbook p14

Practitioner Knowledge and Contributions to the Assessments

Most evidence for EYFS profile judgements will come from practitioners observing a child's self-initiated activities. Adult-led activities can offer insight into children's attainment by making sure the child has the opportunity to demonstrate what they know, understand and can do.

Much practitioner knowledge of what children know and can do will be gathered from day-to-day interactions. This isn't often formally recorded; however it:

- provides the basis for making judgements
- provides a focus for moderation dialogue
- informs future practice and provision

Accurate assessment will depend on contributions from a range of perspectives, including the child's. Practitioners should involve children fully in their own assessment by encouraging them to communicate about and review their own learning. Assessment should build on the insights of all adults who have significant interactions with the child. Adults with different roles will be able to make different contributions.

Accurate assessment requires a two-way flow of information between setting(s) and home. A review of a child's achievements should include those demonstrated at home. Assessments which don't include the parents' contribution give an incomplete picture of a child's learning and development.

2018 EYFS Profile Handbook p14

Assessing Pupils' Attainment in the Early Years Foundation Stage

Definitions: Good Level of Development & Average Total Point Score

(EYFS profile handbook 2018, p60)

“Children are defined as having reached a **good level of development** at the end of the EYFS in the reception year if they have achieved at least the expected level for the ELGs in:

- the prime areas of learning - personal, social and emotional development; physical development; and communication and language; and
- the specific areas of mathematics and literacy.”

“The **average total point** is a supporting measure taking into account children's performance across all 17 ELGs.

1 point is awarded for a child whose profile shows he or she is ‘emerging’,

2 points are awarded for ‘expected’

and

3 points are awarded for ‘exceeding’.”

(Emerging = not yet reaching expected levels)

Reporting the EYFS Profile Assessment

Reporting to Year 1 teachers

EYFS providers must give Year 1 teachers:

- a copy of the pupil's EYFS profile
- a short commentary on the child's skills and abilities in relation to the three key characteristics of effective learning.

These should inform a dialogue between Reception and Year 1 teachers about the child's development and learning needs and assist with the planning of activities in Year 1.

Practitioners and year 1 teachers should work together to ensure that a child's transition between the EYFS and year 1 is seamless. Early years practitioners should make sure children's experiences in the final year of the EYFS are valuable in themselves, and prepare the ground for year 1. It is important that year 1 builds on the successful principles and approach encapsulated in the EYFS.

It is crucial that EYFS practitioners and year 1 teachers are given time to discuss and expand on the information presented in the EYFS profile. In particular, the characteristics of effective learning narratives will give teachers significant details about each child's learning and development. The narratives must feature in conversations between practitioners and teachers.

Practitioners may provide additional information about each child's attainment to help teachers plan an effective curriculum and make provision for all children. Decisions about this additional information should be made by each setting and reflect the

characteristics and requirements of that setting. This will enable the year 1 teacher to have a fully rounded picture of the attainment of each child in order to plan the curriculum. Year 1 teachers should be involved in EYFS profile moderation so that they understand the judgements made by early years practitioners.

Reporting to *parents

All EYFS providers must give parents a written summary of their child's attainment against the ELGs. For each ELG this must state whether the child is:

- not yet reaching expected levels ('emerging')
- meeting 'expected' levels
- 'exceeding' expected levels

At the end of reception year, providers should give parents a written report which:

- states the child's attainment against the ELGs
- summarises attainment in all areas of learning
- comments on general progress including the characteristics of effective learning
- explains arrangements for discussing the profile

Reports should:

- be specific to the child
- be concise and informative
- help to identify appropriate next steps

Practitioners may use the information provided by EYFS profile assessment as a basis for their reports to parents. Providers must offer parents a reasonable opportunity to discuss the outcomes of the profile with their child's practitioner. This meeting should be within the term in which the profile has been completed. Practitioners may wish to consider making the child's profile available to parents as part of this discussion. If parents do ask to see a copy of their child's profile, the provider must make this available.

Parents should be involved in the assessment process on a regular, ongoing basis. They should be encouraged to take part in their child's learning and development.

****Definition of 'Parent'***

(EYFS profile handbook 2018 p60)

The term 'parent' is used here as defined in section 576 of the Education Act 1996 as:

- parents of a child
- any person who is not a parent of a child but who has parental responsibility for the child
- any person who has care of the child

Reporting to the local authority

Providers must report EYFS profile data (the 17 ELGs) to their local authority (LA) for each pupil, upon request. The narrative on how a pupil demonstrates the 3 Characteristics of Effective Learning should not be submitted.

If a child transfers schools or providers before the summer half-term holiday, the new school or provider must report the child's EYFS profile data to the LA. If a pupil

transfers schools during the second half of the summer term then the previous school must report the profile data to the LA.

(The guidance in this section includes references to and excerpts from the EYFS 2018 Assessment and Reporting Arrangements and the EYFS profile 2018 handbook which detail full requirements around completion of the profile, and reporting and informing parents about their child's progress).

Quality Assurance of the EYFS profile data

The moderation process includes considering the pattern of attainment for individual pupils (in the selected sample).

Each pupil's pattern of attainment will reflect their learning and development outcomes so an unexpected pattern of attainment doesn't necessarily mean that their EYFS profile outcome is inaccurate. These prompts may provide a starting point for a conversation with the practitioner who made the judgement, if a pattern doesn't match what you anticipated.

Statements to support level setting

EYFS profile 2018 handbook (STA) p51-52

1. A child's outcomes consistently exceed the ELGs but the characteristics of effective learning describe a child who lacks interest and excitement to learn. This scenario is possible; however high attainment is often associated with interest in learning. It is essential that the commentary within the characteristics of effective learning is linked to the attainment of the ELGs.
2. A child's ability to communicate effectively threads through many of the ELGs. A child whose outcome for 'Speaking' is at the 'emerging' level may also show emerging attainment for those ELGs with a significant communication element. These include:
 - self-confidence and self-awareness
 - managing feelings and behaviour
 - understanding
 - shape, space and measures
 - people and communities
 - knowledge of the world
3. A child meets the level of development expected at the end of EYFS for 'Reading' but not for 'Listening and attention'. This is despite the 'Reading' ELG including elements which rely on a child using significant skills relating to 'Listening and attention'.
4. A child meets the level of development expected at the end of the EYFS for 'Writing' but not physical development ('Moving and handling'). The ability to hold and manipulate a pencil effectively is only part of the physical ELG. Therefore a child whose physical development in relation to fine motor movements is at the 'emerging' level may not be a confident and independent writer as expressed by the 'Writing' ELG.

5. Some elements of the expressive arts ELGs depend on a child's physical ability to explore and manipulate media with confidence, including construction materials. A child with emerging physical ('Moving and handling') skills may not attain the level of development expected at the end of the EYFS in relation to these creative ELGs.
6. A child who is at the 'expected' level for 'Shape, space and measures' and 'Knowledge of the world' is likely to be using the skills and attributes which would contribute towards attainment of the 'expected' level for 'Understanding'.

Guidance Documents and Resources

The information in this booklet has regard to and references/excerpts from:

1. 'Statutory Framework for the Early Years Foundation Stage'(DfE), published March 2017 (<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>)
2. 'EYFS profile 2018 handbook' (STA), published December 2017 (<https://www.gov.uk/government/publications/early-years-foundation-stage-profile-2018-handbook>)
3. '2018 EYFS Assessment and reporting Arrangements (ARA)', published October 2017 (<https://www.gov.uk/government/publications/2018-early-years-foundation-stage-assessment-and-reporting-arrangements-ara>)

Other useful documents and resources include:

1. For schools which have subscribed to the Sheffield EYFS Traded Service Package –comprehensive documentation, further guidance, proformas and an interactive 'Ask the Expert' facility are available through the **Sheffield Early Years Forum**
2. '2018 Key Stage 1: assessment and reporting arrangements (ARA), published October 2017 (<https://www.gov.uk/government/publications/2018-key-stage-1-assessment-and-reporting-arrangements-ara>)
3. DfE website: <https://www.gov.uk/government/publications>
4. For access to all key documentation and statutory/non-statutory guidance, including:
 - EYFS Profile Handbook
 - EYFS Statutory Framework
 - EYFS Assessment and Reporting Arrangements
 - EYFS Profile exemplification materials
5. On line support and information from www.foundationyears.org.uk

Moderation Paperwork to be completed by School

1. Pre-moderation questionnaire – pages 18 – 20 LA Arrangements, Guidance and Proformas Booklet.
2. Paperwork required on the day of the moderation visit.
 - Details of the YR cohort and predictions for EYFSP 2018 – page 22-23 of the LA Arrangements, Guidance and Proformas Booklet.
 - Interim outcomes for children in the YR cohort – pages 24-25 of the LA Arrangements, Guidance and Proformas Booklet.
3. Headteacher declaration form (to be completed *after* data is submitted to LA) page 26 of the LA Arrangements, Guidance and Proformas Booklet.

Early Years Foundation Stage Moderation 2017/18

Please complete each section below and give to an LA Moderator at your 'Meet a Moderator' appointment.

School:	
Head Teacher:	
EYFS Leader/Coordinator:	
Reception Practitioners (names/roles):	
Details of any NQT, RQT, or practitioner 'new to EYFS':	
Date of 'Meet a Moderator' appointment:	
Form completed by (name/role):	

The Observation, Assessment and Planning Cycle

How do you observe, assess and plan for pupils?	
How do you assess pupils with English as an additional language?	
Are you able to assess your pupils learning English as an additional language in their home language(s)?	
How do practitioners observe, assess and plan for the Characteristics of Effective Learning?	
How are parents and other adults involved? (e.g. parent/key person conferences, home observations/assessment, links with Inclusion team, Speech & Language Therapist, Health Visitor, etc)	

Analysis of Data

Good Level of Development	
What was your % GLD in 2017?	
What do you predict your % GLD to be in 2018?	
Closing the Gap	
What % of pupils' at your school were in Sheffield's lowest 20% in 2017?	
Have you identified your most vulnerable individuals and groups of pupils in the 2017/18 cohort? What are their characteristics? (You may find it useful to use the proforma: 'Monitoring children vulnerable/at risk of being in Sheffield's lowest 20%')	
What strategies / interventions do you have in place to support pupils who are disadvantaged or at risk of not achieving GLD?	
Have you identified your more/most able pupils?	
What strategies / interventions do you have in place to support pupils who are more/most able?	

<p>How does moderation take place within school?</p>	
<p>How have your EYFS Moderation Cluster meetings impacted/supported you in understanding/assessing the EYFSP? Have you referred to the national exemplification materials?</p>	
<p>How do you link with other providers?</p> <p>Did you receive information from feeder settings about pupil's attainment and Characteristics of Effective Learning?</p> <p>How useful was this information?</p>	
<p>How do you link with Y1 colleagues, and how useful is the information that you share with them?</p>	
<p>Please provide information about any of the ELGs that you find difficult to assess.</p>	

Further Notes

(to be completed with the LA Moderator at the 'meet the Moderator' appointment)

Early Years Foundation Stage Profile Moderation 2018

Please complete this record before your moderation visit.

The purpose of this moderation is to enable practitioners to engage in professional dialogue around the assessments of children. It provides a brief picture of a pupil and contributes to the practitioner's understanding of the 17 ELGs and Characteristics of Effective Learning. It is part of the process to support schools and contributes to school based discussions in securing final data for all pupils.

School:		Headteacher:	
EYFS Co-ordinator		Date of Visit:	
Moderators			

Class information **Class Teacher** _____
NQT RQT New to EYFS (Delete as appropriate)

	Boys	Girls
Total in class		
Total of EAL pupils		
Total of pupils with SEND/ EHC plan		
Total of summer born pupils		
Total of Looked After Children		
Total of Children receiving pupil premium		

Class information **Class Teacher** _____
NQT / RQT/ New to EYFS (Delete as appropriate)

	Boys	Girls
Total in class		
Total of EAL pupils		
Total of pupils with SEND/ EHC plan		
Total of summer born pupils		
Total of Looked After Children		
Total of Children receiving pupil premium		

Class information **Class Teacher** _____
NQT / RQT / New to EYFS (Delete as appropriate)

	Boys	Girls
Total in class		
Total of EAL pupils		
Total of pupils with SEND/ EHC plan		
Total of summer born pupils		
Total of Looked After Children		
Total of Children receiving pupil premium		

Class information **Class Teacher** _____
NQT / RQT / New to EYFS (Delete as appropriate)

	Boys	Girls
Total in class		
Total of EAL pupils		
Total of pupils with SEND/ EHC plan		
Total of summer born pupils		
Total of Looked After Children		
Total of Children receiving pupil premium		

Predicted EYFS Profile Assessments

Please complete the table below or provide your own format to show **predicted EYFS Profile assessments** for all pupils in the EYFS (YR) cohort.

Area of Learning	ELG	Total no. of children			Number of boys			Number of girls		
		Emerging	Expected	Exceeding	Emerging	Expected	Exceeding	Emerging	Expected	Exceeding
Communication and Language	Listening & attention									
	Understanding									
	Speaking									
Physical Development	Moving & handling									
	Health & self-care									
Personal, Social, Emotional Development	Self -confidence & self-awareness									
	Managing feelings & behaviour									
	Making relationships									
Literacy	Reading									
	Writing									
Maths	Numbers									
	Shapes, space & measures									
Understand the World	People & communities									
	The world									
	Technology									
Expressive Arts and Design	Exploring & using media & materials									
	Being imaginative									

Predicted percentage of children expected to achieve a Good level of Development (GLD).....

EYFS Profile Interim Outcomes

(i.e. as if the children were being assessed using the EYFS profile on the day of the moderation visit)

Please use the table below or provide your own document to show EYFS Profile **interim outcomes** for all pupils in the form of 1s, 2s and 3s (NOT ages/stages or age bands). (Duplicate this form as appropriate). It is important that these judgements are made by practitioners and not generated by an electronic tracking system. You may find it helpful to highlight with a * where children are difficult to assess due to being 'on the cusp'.

Name of Child	ELG 1	ELG 2	ELG 3	ELG 4	ELG 5	ELG 6	ELG 7	ELG 8	ELG 9	ELG 10	ELG 11	ELG 12	ELG 13	ELG 14	ELG 15	ELG 16	ELG 17
	L&A	U	S	M&H	H&SC	SC&SA	MF&B	MR	R	W	N	SSM	P&C	TW	T	E&UM&M	BI
Emerging – 1 Expected – 2 Exceeding - 3																	

EARLY YEARS FOUNDATION STAGE

PROFILE RESULTS 2017/18

Headteacher Declaration Form

To support Early Years Foundation Stage Profile (EYFSP) Moderation across the Local Authority, and before you submit your school's EYFSP data, the Headteacher is requested to discuss the EYFS Profile results with the Reception and Year 1 Teachers/EYFS Coordinator/Assessment Coordinator (as appropriate). This will ensure that Sheffield's EYFSP results are a true and robust reflection of attainment in the Foundation Stage 2017/18, and support transition in to Key Stage 1.

School:

Headteacher:

I confirm that the EYFS Profile results are an accurate reflection of attainment in the Early Years Foundation Stage 2018 based on in-school / Local Authority moderation*

*Please delete as appropriate

Signed:(Headteacher)

Please return the form by **13th July 2018** to:

Zarah Shafique
Business Support Officer
Inclusion and Learning Service
Moorfoot Building
Level 5, North Wing
Sheffield
S1 4PL

EYFS Moderation Paperwork 2018

To be completed by statutory Moderators

EYFS Moderation – Record of Visit

School:								
Area of learning	ELG		Profile 1	Profile 2	Profile 3	Profile 4	Profile 5	Profile 6
Communication and language	ELG 01	Listening & attention						
	ELG 02	Understanding						
	ELG 03	Speaking						
Physical development	ELG 04	Moving & handling						
	ELG 05	Health & self-care						
Personal, social and emotional development	ELG 06	Self-confidence & self-awareness						
	ELG 07	Managing feelings & behaviour						
	ELG 08	Making relationships						
Literacy	ELG 09	Reading						
	ELG 10	Writing						
Mathematics	ELG 11	Numbers						
	ELG 12	Shapes, space & measures						
Understanding the world	ELG 13	People & communities						
	ELG 14	The world						
	ELG 15	Technology						
Expressive arts and design	ELG 16	Exploring & using media & materials						
	ELG 17	Being imaginative						

EYFS Profile judgements

Contributors to the process

Strengths

Practitioner judgements are ACCURATE
and in line with national standards

Practitioner judgements are NOT ACCURATE
and not in line with national standards

Agreed action points if Practitioner judgements are NOT ACCURATE	
Headteacher to reconsider the judgements and ensure they are accurate. Further training for practitioners Informed of appeals procedure	

Date:	Signature	Print name
Headteacher		
Moderator		
Moderator		
Practitioner		
Practitioner		
Practitioner		
Setting comments on the moderation visit:		

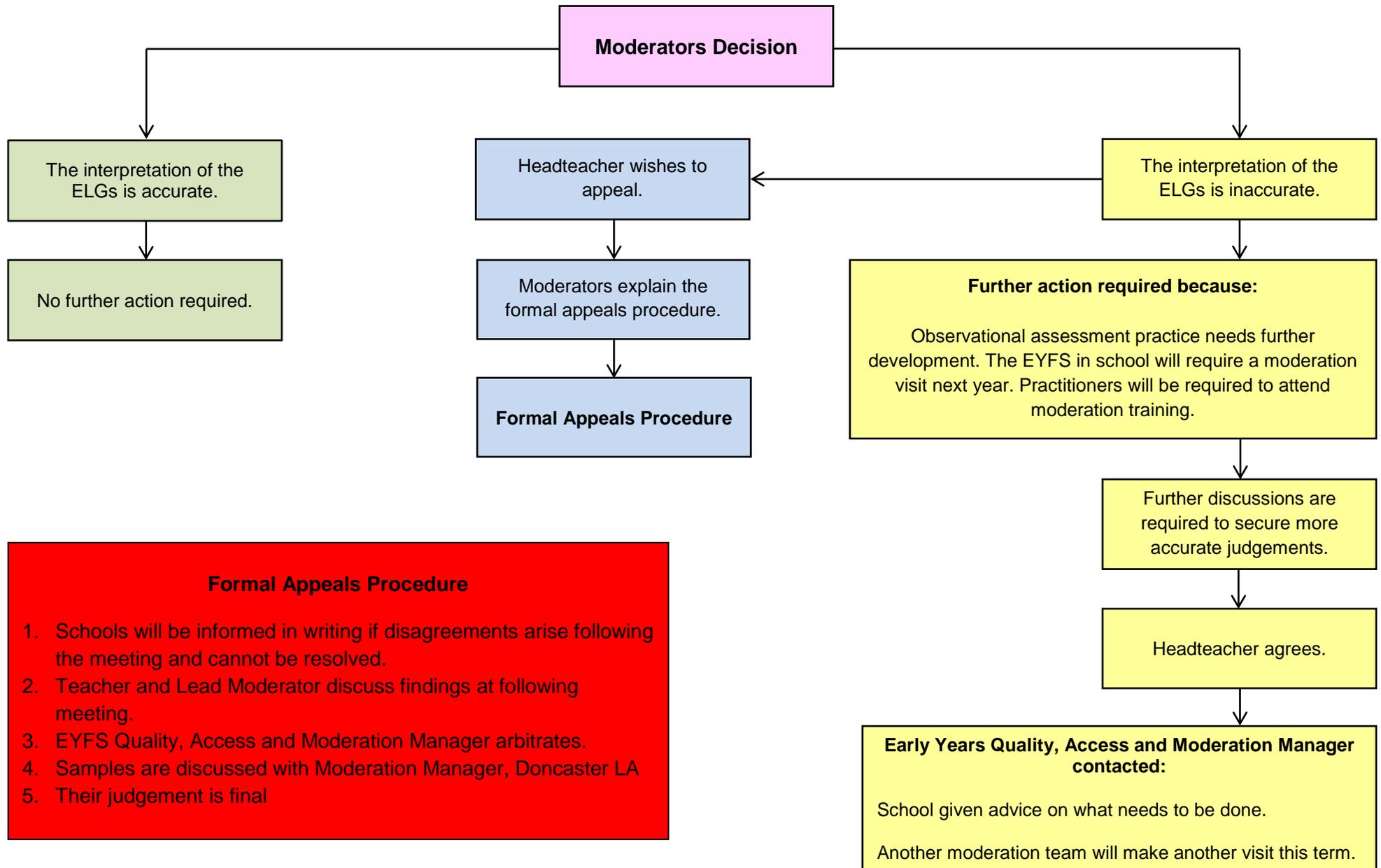
Formal Appeals Procedure

- Schools will be informed in writing if disagreements arise following the moderation visit which cannot be resolved.
- Teacher and Lead Moderator to discuss outcomes at subsequent meeting to be arranged.
- EYFS Quality, Access and Moderation Manager will arbitrate.
- Samples are discussed with Doncaster LA

Their judgement is final.

The case and evidence will be discussed and examined by a neighbouring authority.

EYFS Moderation 2017/18 – Appeals Procedure



APPENDIX

1. Guidance for completing the proforma “Monitoring pupils vulnerable/at risk of being in Sheffield’s lowest 20%”
2. Proforma: “Monitoring pupils vulnerable/at risk of being in Sheffield’s lowest 20%”
3. Self-evaluation proforma QA of EYFSP

Guidance

‘Monitoring pupils vulnerable/at risk of being in Sheffield’s lowest 20%’

Although it is not an expectation, you may find it useful to complete this proforma in order to think about the characteristics and vulnerabilities of those pupils who are in the bottom 20% and those you believe will not achieve the Good Level of Development. Where schools are being moderated, it is a useful focus for discussions between moderators and teachers when they meet prior to the moderation visit.

Completing the columns of the proforma;

Name/initials of pupil

If you are being moderated it is likely that the Quality, Access and Moderation Manager will want to keep this information for this academic year. Therefore it is important that you do not use a pupils full names (initials would suffice to be able to identify the child at a later date.

Gender

Some children are vulnerable to poor outcomes, e.g. white British children (especially boys) from low income/workless households, and summer born children. Some children who are vulnerable to poor outcomes may be ‘quiet’. Do any of the children you have identified fit these descriptions?

Term in which the child becomes 5 years

Enter ‘Autumn’, ‘Spring’ or ‘Summer’. Are a significant number of the children you identify Summer born?

Previous setting

Enter the school or pre-school setting the pupil attended. If, for example, a significant number of the pupils attended a particular previous setting this might be an opportunity for you to work with that setting to improve future outcomes. If a pupil did not access any pre-school education it could mean that their starting point in Reception would be below that typical for their age but not significantly so. Those pupils are expected to make rapid progress and still achieve the Good Level of Development.

Pupil Premium

This is a group of pupils for whom Ofsted expect you to track progress and attainment as they are vulnerable to poor outcomes. Within this group, White British boys are particularly vulnerable. Within the Pupil Premium cohort you may want to further identify whether the pupil accessed 2 year FEL or is a Looked After Child.

EAL

Insert the language(s) spoken at home here.

SEND

Insert the SEND code here. You may wish to further identify the specific SEND need here such as 'Speech and Language'.

PPEL

This refers to the Parents as Partners in Early Learning (PPEL) Taxonomy.

X = where there is no communication with the child's parent(s)

C (Communication) = where you have a relationship with parent(s) but the talk is not about learning and development.

E (Engagement) = where parents recognise that they need to be involved in their child's learning. There is a change of attitude (you or the parent) and the talk is about learning and development where the early years practitioner generally takes the lead.

I (Involvement) = There is a change of behaviour. There is a true partnership approach between practitioner and parent with regard to the child's learning and development.

The quality of the Home Learning Environment is a better predictor of a child's educational outcomes than the quality of the educational establishment they attend. Therefore the quality of relationship between home and school is an important factor in supporting the development of pupils who are at risk of poor outcomes. Are there any relationships that you judge not to be at an engaged or involved level?

Attendance

Insert the percentage of attendance here.

Ethnicity

Use the codes identified in SIMS, e.g. WHB (White British)

Self Evaluation

Quality Assurance of the Early Years Foundation Stage Profile

What moderation processes are in place in school to quality assure the accuracy of judgments within the EYFS Profile?

Actions	In place	Partly in place	Not in place	Practitioners involved
1. Moderation is part of your practice throughout the year				
2. The whole EYFS team is involved in moderation				
3. Information from families and other adults and agencies who know the child well is included in the child's assessment				
4. Attendance at EYFS Moderation Cluster meetings				
5. Attendance at EYFS moderation training and disseminate to the FS team and Y1 colleagues				
6. Identification of vulnerable groups and intervention/support strategies				
7. Periodically check data for individuals and cohort to monitor progress				
8. Check data for anomalies or unusual patterns				
9. EYFS Profile results are scrutinised and confirmed by Headteacher and SLT before submission				