



**Gloucestershire**  
COUNTY COUNCIL

**Early Years Foundation  
Stage Profile  
Moderation Plan 2019**

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## **Statutory Duties of the Local Authority.**

The EYFS (Learning and Development Requirements) Order 2007 as amended by The EYFS (Learning and Development Requirements) (Amendment) Order 2012 specifies the learning and development requirements and gives legal effect to the Early Years Foundation Stage (EYFS) statutory framework.

The framework requires that the Early Years Foundation Stage Profile (EYFSP) is carried out in the final term of the year in which the child reaches age five, and no later than 30 June in that term. The primary purpose of the EYFSP is to provide a reliable, valid and accurate assessment of individual children at the end of the EYFS.

The primary uses of EYFSP data are as follows:

- To inform parents about their child's development against the ELGs and the characteristics of their learning.
- To support a smooth transition to Key Stage 1 by informing the professional dialogue between EYFS and Key Stage 1 teachers.
- To help Year 1 teachers plan an effective, responsive and appropriate curriculum that will meet the needs of all children.

In addition, the EYFS profile provides an accurate national data set relating to levels of children's development at the end of the EYFS. The Department for Education uses this to monitor changes in levels of children's development and their readiness for the next phase of their education both nationally and locally. (School-level results won't be published in the Performance tables.)

### **Moderation**

Local authorities are responsible for providing a robust moderation process so that practitioner judgements are evaluated in line with statutory requirements.

The purpose of moderation is to:

- secure the consistency and accuracy of judgements made by different practitioners;
- reassure practitioners that their judgements are accurate, valid and consistent with national standards; and
- assure moderators that an acceptable level of accuracy and validity has been achieved for assessments recorded and reported by the settings for which they have responsibility.

This year 25% of practitioners implementing the EYFSP are required to take part in a moderation visit. In addition, the Standards and Testing agency recommend that - *"Schools should consider sending staff to EYFSP training if they are not receiving a moderation visit in 2019"*. In Gloucestershire this training takes the form of Moderation workshops held across the county in the Spring Term and sufficient workshops are offered to allow each school to send 1 practitioner. Some additional places are available.

Visits will take place on a four year cycle within each local authority. Specific guidance about moderation, including the requirements for academies and Free Schools, can be found in the EYFS Assessment and Recording Arrangements which is available on the Department's web site at [2019 early years foundation stage: assessment and reporting arrangements \(ARA\) - Publications - GOV.UK](#)

## **The Gloucestershire Early Years Foundation Stage Moderation Plan 2019**

This document outlines the 2019 arrangements for moderation of the Early Years Foundation Stage Profile (EYFSP) in Gloucestershire.

The local authority supports and implements effective moderation at four levels:

1. schools own internal moderation
2. schools cluster group moderation
3. local authority moderation visits
4. moderation workshops that include training and agreement trialling.

The information in this plan can be used by all stakeholders including head teachers, managers, teachers, teaching assistants, assessment co-ordinators, Year 1 teachers, school governors and LA Early Years Locality Advisers.

## 1. Schools own internal moderation

As a local authority moderation visit generally occurs every 4 years, head teachers and managers should be very clear that the primary responsibility for the moderation of EYFSP assessments sits within the school or setting.

### When?

Practitioners should plan formal opportunities to agree assessment judgements with others; this should take place in addition to daily informal conversations. Moderation conversations could take place during staff meetings and/or staff inset training days. As the EYFSP is completed at the end of the reception year, moderation of the EYFSP judgements is most likely to occur during the summer term. In Gloucestershire we strongly endorse the use of Development Matters as a developmental framework to support understanding of child development, the characteristics of teaching and learning and high quality Early Years provision. We recommend that ongoing moderation of summative judgements in relation to the Development Matters statements should occur throughout the year.

### Who?

Internal moderation could involve a teacher and a teaching assistant, a reception class teacher and a year 1 teacher, a reception class teacher and the head teacher. Other combinations are possible.

### What?

Internal moderation could include discussion of planned paired observations or discussion about the development of an individual child, or group of children, in relation to one of the ELGs. It should also include discussion in relation to the 3 characteristics of teaching and learning. The focus for this planned work should be clear and manageable. **Reference should always be made to the EYFSP handbook and the exemplification materials during moderation meetings.** There is no point or purpose to these meetings if not using the standardized Standards and Testing Agency (STA) materials.

## 2. Schools cluster group moderation

### When?

The arrangements for cluster group moderation will follow the successful process that has now run for several years in Gloucestershire; schools will not be expected to hold these meetings until May. For internal moderation purposes we would recommend that schools complete interim judgements against all the ELGs at the beginning of May 2019 for children in the final year of EYFS.

## Who?

Schools are asked to make arrangements with other schools with whom they will meet as a cluster group to moderate EYFS Profile assessments. We strongly recommend that each school in the cluster should take a turn to host and chair the meeting. It is the responsibility of the nominated Chair to ensure that the agreement trialling / moderation activity is completed effectively. In addition to reception teachers and teaching assistants, the involvement of Year 1 teachers in cluster moderation will contribute to more effective transition from the EYFS to KS1.

**Schools are required to inform the Local Authority of the schools with whom they will be meeting. Appendix 4** provides a form to do so. The form should be returned to the Early Years Service by 25<sup>th</sup> February 2019. Please note that schools who do not inform the Early Years Team of their planned attendance at a cluster moderation meeting may be targeted for a moderation visit from an LA moderator in May.

## What?

The focus of the cluster meetings will be the 17 ELG Profile scale points. The purpose of the agreement trialling/moderation activity is to promote greater consistency in assessment of the points. The meetings provide an opportunity for colleagues to discuss and gain a shared view of judgements made. **Reference should be made to the EYFSP handbook and the exemplification materials during moderation cluster meetings.**

A suggested agenda is included in this plan as **Appendix 1** and it is hoped that schools will again find it supportive. A feedback form **Appendix 2** is also included to provide information to support future cluster group moderation.

In order to participate fully in cluster moderation teachers must take observational examples of evidence relating to children at an emerging, expected and exceeding level (if possible) with them to the meeting. This will include written observational assessment evidence and non-written examples which can be clearly articulated.

## Quality Assurance of Cluster moderation meetings

The local authority is asked to report to the STA about the moderation process in the authority and as part of their monitoring role LA moderators will attend some of the cluster meetings. They will primarily act as observers but will provide advice if required.

## 3. Local Authority moderation visits

### When?

Schools will be notified by email by the end of Spring Term 2019 if they have been selected for a moderation visit during May. Schools failing to notify the LA of their

cluster meeting arrangements are likely to be added to the moderation sample at a later date.

## Who?

All EYFS teachers in a school that is being moderated will be required to participate in the visit. It is preferable for all EYFS teachers to be released at the same time but it is recognised that this is not possible in some schools. Where it is not possible it is acceptable that they be released to meet with the moderator in turn. Y1 teachers are also invited to participate in the moderation meeting to support Y1 teachers' understanding of EYFS Profile data and the use of the data to inform their planning in the Autumn term.

Visits take place on a 4 year cycle within each local authority. The local authority moderation team will visit the required 25% of schools in May 2019. In addition to the selected 25% of schools moderation visits may also take place in schools where:

- teachers or head teachers are new to the EYFS
- there is an NQT in the Early Years class
- head teachers request a visit
- the Early Years Team has not been informed of the school's cluster arrangements
- concerns are raised about the accuracy of the teacher's levelling at the moderation workshops..
- there were identified data anomalies in 2018

## Local agreements

Local agreements are non-statutory moderation arrangements in addition to, and that do not replace, statutory guidance. They are drawn up in consultation with, and with the agreement of, all stakeholders and revised annually. A local agreement is signed by both LA and setting. Settings do not have to sign a local agreement and can instead ask the LA to follow the statutory moderation arrangements. All settings with a local agreement should have a written copy.

An example of a local agreement might be, following consultation with and agreement from stakeholders, an arrangement to moderate NQTs as a group or groups in accordance with the local agreement. This would normally be an additional arrangement to statutory moderation processes.

## What?

The purpose of moderation is the validation of practitioner judgements.

During moderation visits in 2019 local authorities must moderate all 17 Early Learning Goals (ELG); moderation will not focus on a specific area of learning or set of ELGs at the expense of others.

Settings selected for a local authority moderation visit must **complete interim judgements against all the ELGs at the beginning of May for children in the final year of the EYFS.**

At the time of the visit, the practitioner must provide the moderator with a list of the EYFS Profile interim outcomes for each child. **A proforma to support the presentation of this information is included as Appendix 3. It is easier for moderators to access the information they need using a paper based format.**

The moderator will select five complete profiles across the range of attainment (emerging, expected and exceeding). These will form the basis of the moderation dialogue. For the selected children the class teacher will need to provide some examples of evidence to exemplify the child's attainment in the 17 ELG profile points. The definition of evidence is any material, knowledge of the child, anecdotal incident or result of observation or information from additional sources that supports the overall picture of a child's development. Paperwork should be kept to the minimum that the practitioner requires to **illustrate, support and recall** their knowledge of the child's attainment. Any recorded assessments together with the teacher's clearly articulated professional judgements will form the basis for discussion. **Each moderation visit will begin with discussion about the 5 selected children in relation to the 3 characteristics of effective learning.**

The moderator will ensure that within the constraints of the range of attainment available, practitioner judgements for all 17 ELGs are moderated. The moderator is unlikely to scrutinise all 17 ELGs for all five children, but will ensure that judgements are moderated from each of the three outcome bands (emerging, expected and exceeding).

When moderating EYFS Profile judgements in multiple form entry schools, moderators must ensure that all teachers participate in the moderation dialogue. The moderator will ensure that the judgements moderated cover all 17 ELGs including judgements from all three attainment bands for each class. They will use professional discretion in order to complete this requirement in a way that is flexible and appropriate to the circumstances. They will moderate a total of 5 children not 5 children from each class

**Where these judgements are that the child is at an emerging level of development,** the moderation dialogue will reference both the description of the expected level of development (the ELG) and any developmental materials used, we recommend Development Matters for this purpose, so that the practitioner's understanding and application of the threshold between an emerging and expected outcome can be evaluated.

There will be children whose outcomes at the end of the EYFS are at the 'emerging' level for all ELGs. It is important that moderation of this pattern of outcomes is also a meaningful process. Where an outcome of emerging appears clear-cut, and limited moderation dialogue may be required to ascertain accuracy of a best-fit judgement, moderation should aim to ensure that the 'characteristics of teaching and learning' narrative highlights those aspects of the child's learning and development which may be masked by the 17 ELG outcomes.

**Where these judgements are that the child is at an exceeding level of development,** the moderation dialogue will reference the description of the expected level of development (the ELG) together with the exceeding descriptors. The moderator will determine whether there has been professional dialogue with KS 1

colleagues. The moderation process will be applied on an individual ELG basis as children may be at an 'exceeding' level for some ELGs but at 'expected' for others.

For each ELG the moderator will establish whether the EYFS profile assessment is being carried out in accordance with statutory requirements and whether practitioner judgements are accurate.

At the end of the visit, the moderator will inform the head teacher /manager of the outcome of moderation. Where the moderator judges that the assessment is not in line with exemplification of national standards, the local authority can require the head teacher/manager to both reconsider the practitioner's judgements as advised by the moderator and arrange further CPD opportunities for the practitioner.

### **Quality Assurance of Moderation visits**

The local authority will routinely quality assure a number of moderation visits each year to ensure consistency and standards of moderation across the county. Schools will be notified in advance if their school has been selected for a quality assurance visit. The local authority has a team of senior moderators who perform the Quality Assurance role. A senior moderator will accompany the visiting moderator to quality assure the process. The visit will be conducted as normal.

### **4. Agreement trialling meetings**

All schools/settings are offered the opportunity to attend training and agreement trialling workshops. Schools who are not receiving an LA moderation visit are particularly encouraged to attend. Sufficient places will be allocated to enable 100% of schools/ settings to attend. These sessions will run during March 2019 and are available to book via the schools online ordering website GCC plus.

During the moderation workshops there will be a focus on reviewing teachers' own observational evidence drawn from the following 2 areas of learning: PSED and Literacy

### **Moderation roles and responsibilities**

#### **The role of the local authority**

Local authorities are responsible for providing a robust moderation process so that practitioner judgements are evaluated in line with statutory requirements. This year it is the responsibility of the LA to ensure that 25% of schools implementing the EYFS Profile take part in an LA moderation visit and the remaining 75% are offered the opportunity to attend EYFS Profile training. For further details of the LA responsibility see the 2019 Assessment and Recording Arrangements and the 2019 EYFSP handbook.

## **The role of the moderator**

At each visit the moderator has responsibility for establishing whether the EYFS profile assessment is being carried out in accordance with statutory requirements and whether practitioner judgements are accurate. This is done by

- Engaging in a professional dialogue
- Reviewing evidence and referencing national exemplification
- Providing verbal and written feedback and recommending additional training if appropriate
- Adhering to the appeals procedure if needed.

## **The role of the head teacher**

Head teachers and governing bodies have overall responsibility for implementing the statutory requirements for the EYFS Profile. Specific responsibilities include

- Quality Assuring EYFS data before submission to the LA
- Arranging for practitioners to take part in LA moderation activities
- Permitting the moderator to enter the premises for moderation purposes
- Meeting reasonable requests from the moderator to amend assessments and for practitioners to take part in further training/moderation activities
- Ensuring judgements are amended in line with moderation outcomes.
- Arranging for internal moderation to take place in school
- Ensuring practitioners have adequate opportunities to become familiar with best practice.

In order for moderation visits to be successful head teachers must make arrangements for teachers to be released for the duration of the visits as required.

Head teachers should be available for feedback from moderators at the end of the visit. They will be informed whether the EYFSP assessment is being carried out in accordance with statutory requirements and whether practitioner judgements are accurate.

## **The role of the practitioner**

Practitioners have responsibility for ensuring consistent and accurate EYFSP assessments. This must be ensured through internal moderation and attendance at moderation training events.

Practitioners need to be aware that the definition of evidence is any material, knowledge of the child, anecdotal incident or result of observation or information from additional sources that supports the overall picture of a child's development. There is no requirement that it should be formally documented or recorded.

Paperwork should be kept to the minimum that practitioners require to illustrate, support and recall their knowledge of the child's attainment.

At the time of the visit, the practitioner must provide the moderator with a list of the EYFS Profile interim outcomes for each child. **The practitioner must ensure that**

**interim judgements against all the ELGs have been completed prior to the visit.** A proforma to support the presentation of this information is included as Appendix 3. They must also ensure that they are able to discuss each child in relation to the 3 Characteristics of Effective Learning.

Practitioners must have available information from parents and carers and other significant adults that will inform the assessment judgements for each child.

### Partnership with parents

Schools must demonstrate that they actively involve parents with assessment and reporting of the EYFS. An EYFS profile completed by the practitioners alone will offer only a partial picture of a child's attainment. Awareness amongst parents of moderation processes both internal and external will reassure them that assessment is being carried out in accordance with statutory requirements and that consistent standards of assessment are being maintained.

### The Moderation Team

The moderation team includes both local authority personnel and serving practitioners with current EYFS experience.

All moderators participate in a comprehensive training programme using national exemplification materials to ensure consistency.

This year's team consists of:

Name	Role	Experience
Catherine Davenport	Moderation manager & EYFS Quality & Improvement Advisor	<u>Teaching:</u> Maintained Nursery/YR/KS1 and mixed age; Senior leader in school.  <u>Herefordshire LA:</u> Area SenCo; LA Children's Centre Ed Lead; Early Years Adviser; KS1 moderator; STA registered EYFSP moderator & EYFSP moderation manager; EY study trip to Reggio Emilia; Solihull Approach and Elklan Speech & Language tutor..  <u>Gloucestershire LA:</u> EYFS Quality & Improvement Advisor
Amanda Horniman	Head teacher	Head teacher of a village Primary School and Early Years. Has 30 years' experience (including leadership roles) of teaching in Reception and running an early years setting. Has worked as an EYFS lead practitioner in Gloucestershire for 8 years.
Tracy Shipp	YR teacher and deputy head in an infant school	South Glos LA 1999 – 2009, Teacher in YR/1/2. FS leader 5 years/Deputy Head, EY Research Trip to Denmark, Glos LA 2009-present. 9 years FS leader/Deputy head in an Infant and Nursery Academy which includes a pre-school and nursery. Currently working in FS1 and FS2. Moderator for EYFSP for 8 years

Natalie Fryer	YR teacher, Deputy headteacher	BAQTS, 21 years teaching experience. Classes taught mixed reception/year 1, year 1, Foundation. 15+ years in Reception class. Bristol standard QA validator. Former Foundation/KS1 leader, currently Deputy Head teacher. Designated teacher for child protection and Pupil Premium.. Various curriculum lead roles across the primary phase, currently responsible for teaching and learning across the school and art. Moderator for EYFSP for 12 years.
Sara Bennion	Head Teacher	Head teacher of a 1 form entry Primary School in Tewkesbury. Has 15 years experience (including leadership roles) of teaching in Reception, Year 1 and Year 2. Experienced EYFS moderator having worked for Gloucestershire LA and Herefordshire LA. Has worked as an EYFS adviser in Gloucestershire (secondment). EYFSP moderator for 13 years.
Natalie England	EYFS teacher, Head of EYFS	Head of EYFS, which recently includes the onsite Nursery, with 11 years of teaching experience in the Early Years. For many of these years has been part of the GLA – a multi academy trust working closely with other EYFS practitioners on curriculum design, planning and internal moderation. Currently in the curriculum team with expertise in learning through play. Continuing to develop Continuous Provision within the EYFS and supporting transition into Year 1.
Jess Fawkes	Yr R & mixed age Teacher, Head of EYFS	Reception teacher in a mixed YR/1 class. SLT member and Head of EYFS which includes a pre-school in a primary school. Teaching across all ages for 13 years, teaching in EYFS for 8 years in London, Herefordshire and Gloucestershire. Moderator for Gloucestershire for 3 years.
Rachel Veeder	Deputy Headteacher and EYFS SLE	Currently Acting Headteacher of a primary school in the North Cotswolds. Experience in teaching all Key Stages. EYFS moderator for 5 years for Leeds LA. EYFS coordinator for 8 years, EYFS specialist leader of Education, ECAT leader, EAL HUB leader. This is my second year of moderating for Gloucestershire.
Nikki Teague	Acting Deputy Head	Acting Deputy Head at Battledown Centre for Children and Families. 17 years experience in Early Years and SEND. 10 within leadership roles. I was seconded for a year to work for the Early Years Advisory team and have been Moderating for 4 years.

Deborah Bullingham	YrR Teacher, EYFS lead	B.Ed Hons. NPQML. Reception teacher and EYFS Lead across Pre-School and Reception classes. Designated Safeguarding Lead. 24 years of teaching experience across the Primary phase nine of which are as Reception teacher and EYFS Lead. Glos Ed leader for Early years. Previously coordinated and led EYFS moderation meetings across a large academy trust in Gloucestershire. Currently part of the 'Schools' Partnership Programme' in my cluster schools as an 'Improvement Champion'. This involves developing and leading improvement workshops tailored to schools' needs. This is my second year as EYFSP moderator.
Sue Carpenter	YR & mixed age teacher, EYFS lead	I have been a primary teacher (PGCE Early Years) for 8 years but have 20 years experience working in early years (toddler groups, pre-schools, childminder and foster carer). I am EYFS Phase Lead, working in a mixed age class (pre-school, reception and Y1), Deputy DSL, Level 3 Forest School Leader, Science Ambassador, PTA lead. I co-ordinate a cross border Early Years Cluster Group (to include PVI settings and reception teachers). This will be my second year moderating for Gloucestershire.
Emma Williams	Multi- academy EYFS Lead	EYFS Lead for a Multi-Academy Trust - Currently EYFS Lead for a group of 6 schools across Gloucestershire & Worcestershire. Head of Early Years for a school in Special Measures, working in a School Improvement role, also offering Leadership to Year 1. Experience in teaching both EYFS and Year 1, and supporting and mentoring teachers in both year groups. EY teacher for 10 years.

## Training for moderators

Training for moderators is led by the Early Years Quality & Improvement Advisor. It includes:

- a thorough briefing on national and local systems for moderation
- dissemination of key messages from Standards and Testing Agency briefings
- dissemination of key messages from inter LA meetings
- agreement trialling sessions
- familiarisation with materials
- code of practice/role of the moderator discussion
- role modelling of moderation meetings
- shadow sessions with mentor
- quality assurance of moderation
- debriefing for new moderators after 1<sup>st</sup> moderation visit

- participation in training for EYFS practitioners
- Cross LA moderation opportunity

### **Code of Practice for Moderators**

The process of moderation should:

- provide teachers and head teachers with clear feedback about the accuracy of judgements
- be non-threatening, supportive and professional
- build trust and mutual professional respect
- be rigorous
- promote open and honest discussion – for example where there is confusion about a particular ELG
- build practitioners' confidence in their role as assessors and their knowledge of the EYFSP
- identify and promote good practice
- identify where further support and/or continuing professional development is needed.

The moderator will be:

- polite
- sensitive and reassuring
- clear when communicating outcomes
- Professional at all times.

### **Appeals**

The Gloucestershire moderation plan includes a specific appeals procedure in relation to the moderation of EYFS Profile judgements. **See Appendix 5**

### **Quality Assurance of data**

Quality assurance of EYFS Profile data has two main elements:

- to ensure that the pattern of outcomes for an individual child makes sense in relation to wider knowledge of children's learning and development; and
- to ensure that the resulting data is an accurate record of practitioner judgements.

Schools have responsibility for ensuring the quality, accuracy and reliability of data arising from EYFS Profile assessment; practitioners have a central role to play in ensuring that judgements are reliable and accurate. Practitioners need to be familiar with the ELGs and their exemplification if they are to apply them consistently.

In each school, Early Years 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. Year 1 teachers should be encouraged to play a role as moderators.

**Head teachers and managers have responsibility within their settings for the accuracy of EYFS Profile outcomes.** They should be actively involved in the quality assurance process within the setting prior to submission to the local authority, and later if the local authority quality assurance process generates enquiries.

Head Teachers are responsible for submitting accurate, reliable and high quality EYFS profile data to the LA. To achieve this, they need to make sure that:

- staff understand the setting's systems for recording children's profile outcomes and submitting data to the 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 the 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, eg postcode and unique pupil number
- they check and sign-off data before it is submitted to the LA

## **Data Submission**

It is essential that there is an understanding of the nature of EYFS Profile data by all those responsible for data collection and submission.

Head Teachers are responsible for submitting accurate, reliable and high quality EYFS profile data to the LA. To achieve this, they need to make sure that:

- staff understand the setting's systems for recording children's profile outcomes and submitting data to the 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 the 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, eg postcode and unique pupil number
- they check and sign-off data before it is submitted to the LA

## **Training for practitioners**

Specific training for teachers, which includes agreement trialling, is provided annually to ensure that EYFSP assessments are in line with the requirements set out in the EYFS statutory framework. The Head Teacher briefings in 2018/9 will include a focus on moderation.

In addition there will be specific training for those teachers who are taking part in moderation for the first time.

For

- enquiries or comments about the moderation plan
- requests for additional support for EYFS in schools

Please contact Cath Davenport, EYFSP moderation manager:  
[catherine.davenport@gloucestershire.gov.uk](mailto:catherine.davenport@gloucestershire.gov.uk)

## Bibliography

Early Years Foundation Stage Profile Handbook 2019

Standards & Testing Agency

- available for download from: [Early years foundation stage profile: 2019 handbook - GOV.UK](#)

EYFS Profile Exemplification for the Level of Learning and Development Expected at the End of the EYFS

Standards & Testing Agency

- available for download from: [Early years foundation stage profile: exemplification materials - Publications - GOV.UK](#)

Assessment and Reporting Arrangements for the Early Years Foundation Stage 2019

Standards & Testing Agency

- official download available on [2019 early years foundation stage: assessment and reporting arrangements \(ARA\) - Publications - GOV.UK](#)

Development Matters in the Early Years Foundation Stage (EYFS) available under Publications on the British Association for Early Childhood Education website

- available for download from: [www.early-education.org.uk](http://www.early-education.org.uk)

Statutory Framework for the Early Years Foundation Stage

Department for Education

- available for download from: [Early years \(under 5s\) foundation stage framework \(EYFS\) - Publications - GOV.UK](#) or [www.foundationyears.org.uk](http://www.foundationyears.org.uk) )

### Other useful publications:

How children learn. The characteristics of effective early learning

Nancy Stewart

The British Association for Early Childhood Education

ISBN-10 0-904187-56-X [www.early-education.org.uk](http://www.early-education.org.uk)

## Appendix 1

### Agenda Cluster Moderation Meeting

#### Welcome by the cluster Chair & introductions

#### Format for the meeting

A suggested format for the meeting is as follows:

1. Review the code of practice
2. General discussion regarding arrangements for completion of EYFSP
3. What is moderation and why do it?
4. Moderating judgements (the main focus of the meeting)

#### 1. Code of practice for cluster meetings

Discussions should:

- Be conducted in a way that is polite, respectful and non-judgemental
- Be non threatening but supportive and professional
- Build trust and mutual professional respect between teachers
- Be open and honest
- Allow each person the opportunity to contribute
- Build teacher confidence in their role as assessors
- Identify and promote good practice
- Identify areas for discussion on return to school

School cluster groups may wish to add additional locally agreed elements to this code of practice

#### 2. General discussion

This should be kept to a minimum in order to ensure there is sufficient time for moderation activity

#### 3. What is moderation and why do it?

All teachers attending the meeting should understand the process of moderation.

Moderation involves;

- reviewing **observations** and any **other evidence** gathered
- drawing upon **teacher knowledge** of the children
- discussing the required attainment to meet the emerging, expected and exceeding levels of attainment for the 17 ELG's
- discussion about the 3 Characteristics of Effective Learning
- using the EYFSP exemplification materials in order to agree judgements

Agreement of assessment judgements is essential so that:

- Information collated is accurate.
- Recorded judgements are fair and consistent for all children
- Assessment judgements made for any one child are comparable with those made for all other children.
- Data produced is reliable

#### 4. **Moderating judgements (the main focus of the meeting)**

It is suggested that teachers work in small groups if the meeting is very large.

Each teacher **in turn** should select a particular ELG from the 17 ELG's that they would like to moderate evidence against.

Initially teachers may choose to discuss evidence that they feel illustrates an expected level and then move on to discuss an exceeding and emerging level

If other teachers have evidence for this particular ELG and level they should also take it in turn to share their supporting evidence, this includes verbal evidence, with the group.

Each teacher should:

- Explain the context for the evidence presented and offer an opinion as to why it provides good evidence for the ELG in discussion.
- When discussing the emerging, expected and exceeding levels teachers should refer to the Early Years Foundation Stage Profile exemplification materials and the EYFSP handbook
- Discussion about the evidence should take place and agreement should be reached about the level evidenced i.e. emerging, expected, exceeding

This activity should be repeated with different ELG's and different levels.

#### **At the end of the meeting**

The cluster Chair will complete the feedback form. Agree a date and venue for the next meeting; many schools now meet throughout the year to discuss EYFSP related matters.

## Appendix 2

### Cluster moderation feedback form

<b>Date and location of cluster meeting:</b>			
<b>Chair:</b>			
<b>Name</b>	<b>School</b>	<b>Role</b>	<b>Year Group</b>
<b>ELG'S/ levels discussed:</b>			
<b>Types of evidence used:</b>			

**How often does this cluster meet?**

**When is your next meeting?**

**How useful have you found the Cluster meeting agenda?**

**Which ELG's are generally found difficult to interpret?**

**Is there anything else you would like us to know?**

**Please return to:**

[assessment@gloucestershire.gov.uk](mailto:assessment@gloucestershire.gov.uk)

**Thank you.**

### Appendix 3

Sample proforma for Interim Judgements (only partially completed with 'Em, Exp, Exc or 1,2,3 as an example)

Area of learning	ELG	Aspect	Joe	Saul	Anne	Dean	Paul	Sasha
Communication and language	1	Listening and attention	Exp (2)	Em (1)	Exc (3)	Em (1)	Exp (2)	Exc (3)
	2	Understanding	Exp (2)	Em (1)	Exc (3)	Em (1)	Exp (2)	
	3	Speaking	Exp (2)	Em (1)	Exc (3)			
Physical development	4	Moving and handling	Em (1)	Em (1)	Exc (3)			
	5	Health and self-care	Em (1)					
Personal, social and emotional development	6	Self-confidence and self-awareness	Exp (2)					
	7	Managing feelings and behaviour						
	8	Making relationships						
Literacy	9	Reading						
	10	Writing						
Mathematics	11	Numbers						
	12	Shape, space and measures						
Understanding the world	13	People and communities						
	14	The world						

<b>Area of learning</b>	<b>ELG</b>	<b>Aspect</b>	<b>Joe</b>	<b>Saul</b>	<b>Anne</b>	<b>Dean</b>	<b>Paul</b>	<b>Sasha</b>
	15	Technology						
Expressive arts and design	16	Exploring and using media and materials						
	17	Being imaginative						

**Appendix 4**

Early Years Foundation Stage Profile  
May Cluster Groups  
Notification of Moderation Arrangements 2019

Name of school.....

Name of head teacher.....

Number of reception classes.....Mixed age? .....

Name of reception teacher/s.....

Any specific summative assessment tool used? .....

Names of schools with which you will meet to will moderate EYFS Profile  
assessments:

.....  
.....  
.....  
.....

Name of school at which the cluster meeting will take place.....

Date and time of cluster moderation meeting.....

Please complete the form and email to: [assessment@gloucestershire.gov.uk](mailto:assessment@gloucestershire.gov.uk)

**by 25<sup>th</sup> February 2019**

## Appendix 5



### **The Early Years Foundation Stage Profile Appeals Policy and Procedure**

The statutory responsibility for moderating teacher assessment judgements in settings at the end of the Early Years Foundation Stage is held by the Local Authority. All applicable settings must be included in the formal moderation arrangements at least once in a four year cycle. Accordingly, each year, Gloucestershire appoints and trains a team of skilled EYFS practitioners with recent EYFS experience to moderate teacher assessments alongside Gloucestershire's Early Years Team so that judgements are consistent with national standards.

Gloucestershire adopts the principle that the moderation visit should offer the opportunity for a supportive, positive professional dialogue, during which teachers are enabled to reflect on their assessment processes and share their understanding of standards. The moderator is required to validate judgements and notify the head teacher whether teacher assessments are accurate or not.

Where the moderator and YR staff disagree on the accuracy of an assessment judgement, the moderator is required to discuss this further with the head teacher. If there is still a disagreement about accuracy of judgements the moderator must outline the appeals process which will be followed. The moderator will bring the meeting to a close and must contact the moderation manager as a matter of priority to inform her of this outcome.

The note of visit for the school will record the judgements as 'currently under further investigation pending an appeal'.

#### **Appeals Procedure**

1. The moderator will provide the EYFS Profile Moderation Manager with a detailed verbal report of the visit. An electronic version of the report will be sent to the moderation manager within 24 hours of the visit.
2. Within 24 hours of receiving the information from the moderator the EYFS Profile Moderation Manager will contact the head teacher of the school to discuss the issues. The outcome of this discussion will inform the next step.

3. If the situation is resolved no further action will be taken. If the situation remains unresolved the EYFS Profile Moderation Manager will arrange for a senior moderator or the moderation manager to contact the school to organise a return visit in order to re-moderate the teacher/s. **This visit will take place within 1 week of the original visit.**
4. At the conclusion of the visit, if the judgements are agreed, the moderator will complete an 'outcome of appeal' visit form on site with the head teacher and Year R teacher(s). This should be countersigned by the head teacher. A second moderation note of visit will subsequently be completed and sent to the school. **The note of visit must report the assessed levels as agreed.**
5. If it is still not possible to come to an agreement regarding the assessment judgements, then this case will be referred to an inter LA Appeals panel. The initial, and second, moderator must attend and the school may be offered the opportunity to attend at the LA's discretion. Gloucestershire are part of an inter LA partnership with Oxford, Swindon, Worcestershire, Herefordshire and Wiltshire.
6. The outcome of the Inter LA Appeals Panel will be relayed in writing to the school in question and followed up with a telephone call to the head teacher from the Moderation Manager.
7. If the judgement is still disputed following the judgement of the inter LA panel the matter will be referred to the Standards and Testing Agency.
8. The outcome of the STA panel will be final.