

Cluster Moderation Meeting Guidance

Agenda

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 new 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? (The purpose of moderation)

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 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