Early Years Foundation Stage Profile

Moderation Plan

2019
Statutory Duties of the Local Authority

The legal framework for the EYFS Profile is set out on page 3 of the Assessment and Reporting Arrangements for 2019:

The EYFS statutory framework sets the standards for learning, development and welfare for children from birth to 31 August following a child's fifth birthday. The ARA provides further guidance on the assessment and reporting of the EYFS profile, which is set out in the 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 child development at the end of the EYFS. The DfE 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 a minimum of 25% of practitioners implementing the EYFSP are required to take part in a moderation visit and EYFSP training will be arranged for all practitioners who need it (including agreement trialling activities). In Herefordshire this will take place at cluster groups held throughout the county and in moderation training sessions held centrally.

Visits will take place on a four year cycle within each local authority.

Specific guidance about moderation measurements, 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:

The Herefordshire Early Years Foundation Stage Moderation Plan 2019

This document outlines the 2019 arrangements for moderation of the Early Years Foundation Stage Profile (EYFSP) in Herefordshire. The local authority supports and implements effective moderation at four levels:

1. Internal moderation
2. Schools cluster group moderation
3. Local authority moderation visits
4. Training and agreement trialling meetings.

(details of these four areas are below).

The information can be used by all stakeholders including head teachers, managers, practitioners, teaching assistants, assessment co-ordinators, Year 1 teachers, school governors and LA Improvement Advisors (Early Years).

Reliable and accurate assessment at the end of the EYFS is underpinned by the following principles:

Assessment is based primarily on the practitioner’s knowledge of the child. Knowledge is gained predominantly from observation and interaction in a range of daily activities and events.

Responsible pedagogy must be in place so that the provision enables each child to demonstrate their learning and development fully.

Embedded learning is identified by assessing what a child can do consistently and independently in a range of everyday situations.

An effective assessment presents a holistic view of a child’s learning and development.

Accurate assessments take account of contributions from a range of perspectives including the child, their parents and other relevant adults.

For further information see the EYFS Profile Handbook 2019:


1. Internal moderation in schools

As local authority moderation visits generally only occur 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 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. We recommend that ongoing discussion about
summative judgements in relation to children’s development should occur throughout the year. The majority of practitioners in Herefordshire use Development Matters or Early Years Outcomes documents for this purpose.

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 the 3 characteristics of teaching and learning. The focus for this planned work should be clear and manageable.

During moderation activities and meetings, reference should be made to the EYFS Profile Handbook (link above) and the Exemplification 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. Schools will not be expected to hold these meetings until May/June.

Schools receiving an LA moderation visit will complete interim judgements against all the ELGs at the beginning of May 2019 for children in the final year of EYFS. We recommend that schools cluster groups follow this arrangement and have interim judgements in place prior to cluster moderation meetings.

Who?

Schools are asked to make arrangements with other schools with whom they will meet as a cluster group to moderate EYFS Profile assessments.

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 should inform their LA Improvement Advisor (Early Years) of the schools with whom they will be meeting. Improvement Advisors (EY) or an EYFSP Moderator will support cluster moderation meetings in May and June 2019 which will count as Agreement Trialling for those schools not receiving a statutory visit.

The focus for cluster moderation in 2019 will be all ELGs in **Personal, Social and Emotional Development** and **Literacy**.

What?

The purpose of the moderation activity is to promote greater consistency in assessment of the areas of learning being discussed. The meetings provide an opportunity for colleagues to discuss and gain a shared view of judgements made.

Reference should always be made to the EYFS Profile Handbook, and the Exemplification Materials may be used during moderation cluster meetings- see previous links or bibliography.

A suggested agenda is included in this plan as **Appendix 2** and it is hoped that schools will again find it supportive. A feedback form **Appendix 3** 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 a minimum of 3 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 Standards and Testing Agency about the moderation process in the authority and as part of their monitoring role LA moderators will attend the cluster meetings. They will act as observers and will provide support if required. A feedback form is attached as appendix 3 at the end of this document.

3. **Local Authority moderation visits**

**When?**

Schools will be notified by the end of spring term 2019 if they have been selected for a moderation visit during May/June. In 2019 the moderation visits will ideally take place in the week commencing 20th May and the week commencing 3rd June (i.e. either side of half term).

**Who?**

All EYFS teachers in a school that is being moderated will be required to participate in the visit. 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 minimum 25% of schools in May/June 2019. Moderation visits will include schools to be moderated as part of the 4 year cycle and where:

- teachers or head teachers are new to the EYFS
- there is an NQT in the reception class
- concerns raised by school improvement partner of LA personnel
- head teachers request a visit
- there were data anomalies in 2018
- non-attendance at training events

**N.B. 2019 is year 3 of the current 4 year cycle.**

**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 (ELGs); moderation will not focus on a specific area of learning or set of ELGs at the expense of others.**

Settings selected for a moderation visit must complete interim judgements against all the ELGs at the beginning of May 2019 for children in the final year of the EYFS. There should also be short notes reflecting on each child's characteristics of effective learning completed prior to the moderation visit. N.B. Moderators are not asking for the final judgements at this time.

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 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.** A template to support discussion on the 3 characteristics of learning is available as **appendix 4** at the end of this document.

The moderator will ensure that within the constraints of the range of attainment available, practitioner judgements for all 17 ELGs are moderated. The moderator will not 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 will ensure that all practitioners participate in the moderation dialogue. Moderators 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 at least 5 children across reception, but not 5 children from each class if the school is two or more form entry.**

Moderation focuses on a professional dialogue between moderators and practitioners. It involves a suitably experienced and trained moderator, who is external and independent to the setting, validating practitioners’ judgements. LA external moderators will seek to confirm that:

- Practitioners’ judgements are consistent with the national exemplification of standards
- Practitioners’ assessments of children’s attainment are reliable, accurate and secure

**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, many schools in Herefordshire use 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 effective 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.
Herefordshire LA Early Years Foundation Stage Profile Moderation School Visit Report Form is attached as **appendix 1**.

**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. A senior moderator will accompany the visiting moderator to quality assure the process. The visit will be conducted as normal.

4. **Agreement trialling meetings**

This year the 75% of schools/settings who do not receive a local authority should attend moderation training and agreement trialling which will focus on the exemplification materials. Agreement trialling will run in localities during the summer term, where possible as part of normal cluster moderation meetings.

During the agreement trialling meetings there will be a focus on reviewing teachers’ own observational evidence drawn from the following 2 areas of learning: Personal, Social and Emotional Development and Literacy, and will also focus on the Characteristics of Effective Learning.

**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 a minimum of 25% of practitioners implementing the EYFS Profile take part in a moderation visit.

The Childcare Providers (Information, Advice and Training) Regulations require LAs to secure the provision of information, advice and training, for childcare providers, prospective providers and childcare employees, in accordance with section 13 of the Childcare Act 2006. LAs must offer training in EYFS assessment and the completion of the EYFS profile summaries to all providers who need it. The remaining 75% will be invited to attend EYFS Profile training and agreement trialling. For further details of the LA responsibility see the 2019 Assessment and Recording Arrangements and the 2019 EYFS Profile Handbook. **See previous links or bibliography.**

**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, governing bodies, multi-academy trusts (MATs) and managers of early years providers are responsible for the reliability of their EYFS profile outcomes. They must use quality assurance processes to ensure that the data accurately reflects the attainment of the current cohort of children.
They should arrange for practitioners who are involved in completing EYFS profiles to take part in LA moderation activities.

If they receive a LA moderation visit they must meet reasonable requests from the LA moderator:
- to enter the premises to carry out the visit
- to amend assessments
- for practitioners to take part in further training or moderation activities

In addition, they must:
- allow their LA to examine and take copies of documents and other articles relating to the EYFS profile and assessments
- provide their LA with such information relating to the EYFS profile and assessment as it may reasonably request

They are also responsible for ensuring that any of their practitioners who are involved in making assessments have the opportunity to become familiar with effective practice of completing the EYFS profile. This may involve:
- attendance at training courses
- visits by moderators to providers
- moderation meetings within providers (in-house moderation)
- moderation meetings with practitioners from other providers

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. They must also ensure that they are able to discuss each child in relation to the three characteristics of effective learning.

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

Demonstrating 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.
End of moderation visit

The external moderator must provide feedback to the head teacher, manager or a representative of the senior leadership team and ensure that the setting is aware of the appeals procedure.

They will provide the setting with a completed record of the visit, which includes the agreed, validated judgements for all moderated children along with any concerns that require further action.

The record of visit must be signed by head teacher, manager or a representative of the senior leadership team. It is the setting’s responsibility to ensure such a person is on site on the day of the moderation visit.

It is the responsibility of the head teacher, manager or a representative of the senior leadership team to ensure that any changes to practitioner judgements as a result of the external moderation visit are accurately reflected in the final data submission.

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.

<table>
<thead>
<tr>
<th>This year's team consists of:</th>
<th>Role</th>
<th>Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alison Murphy</td>
<td>Lead Improvement Advisor (Early Years)</td>
<td>Experienced EYFS/KS1 teacher. Lead EYFS trainer. EY Safeguarding lead.</td>
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<tr>
<td></td>
<td>Improvement Manager</td>
<td></td>
</tr>
<tr>
<td>Sue Sharp</td>
<td>Improvement Advisor (Early Years)</td>
<td>Experienced EYFS and SEN teacher, LA SEN lead for Early Years. STA registered moderator.</td>
</tr>
<tr>
<td>Rebecca Miller</td>
<td>Improvement Advisor (Early Years)</td>
<td>Experienced EYFS teacher. Early Years Professional.</td>
</tr>
<tr>
<td>Deborah Ball</td>
<td>Improvement Advisor (Early Years)</td>
<td>Experienced EYFS teacher. EY Ofsted Inspector</td>
</tr>
<tr>
<td>Corinne Benjamin</td>
<td>Deputy Head/Year R teacher</td>
<td>Experienced EYFS teacher</td>
</tr>
<tr>
<td>Charlotte Johnston</td>
<td>Year R teacher</td>
<td>Experienced EYFS teacher</td>
</tr>
<tr>
<td>Ed Sibcy</td>
<td>Key Stage 1 teacher</td>
<td>Experienced EYFS/KS 1 teacher</td>
</tr>
</tbody>
</table>

Please note, the above list of moderators is subject to change.

Training for moderators

Training for moderators is led by the moderation manager. It includes:

- thorough briefing on national and local systems for moderation
- dissemination of key messages from Standards and Testing Agency (STA) briefings
- dissemination of key messages from inter LA meetings
- agreement trailing 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
• de-briefing for all moderators.
• participation in training for EYFS practitioners, where possible

**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 Herefordshire 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.

**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, e.g. 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. Training is also provided for head teachers, assessment coordinators, Year 1 teachers and others.

**Information for schools receiving a moderation visit**
Schools that are receiving a moderation visit will be notified by the end of the spring term and EYFS practitioners within these schools will be invited to a briefing. This will give teachers the opportunity to hear more about the process of moderation this year and have the opportunity to ask questions. Details of this event will be sent to all schools receiving a moderation visit in 2019.

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

Please contact Alison Murphy, Lead Improvement Advisor (Early Years)
EYFS Moderation Manager [amurphy@herefordshire.gov.uk](mailto:amurphy@herefordshire.gov.uk)
Bibliography

EYFS Profile Handbook 2019
Standards & Testing Agency
available for download from:


Assessment and Reporting Arrangements for the Early Years Foundation Stage 2019
Standards & Testing Agency 2012
available for download from:


EYFS Profile Exemplification for the Level of Learning and Development Expected at the End of the EYFS
Standards & Testing Agency 2012 (updated 2014)
available for download from: https://www.gov.uk/government/publications/eyfs-profile-exemplification-materials

Development Matters in the Early Years Foundation Stage (EYFS)
The British Association for Early Childhood Education
available for download from: https://www.early-education.org.uk/downloadable-resources

Statutory Framework for the Early Years Foundation Stage
Department for Education
available for download from: https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2

What to expect, when? A parents’ guide
https://www.foundationyears.org.uk/2015/03/what-to-expect-when-a-parents-guide/

Other useful publications:

Understanding the Revised Early Years Foundation Stage
The British Association for Early Childhood Education

How children learn. The characteristics of effective early learning - Nancy Stewart
The British Association for Early Childhood Education
**EYFS Profile Moderation Visit Template (Appendix 1)**

A copy of the form should be given to the head teacher or manager.

<table>
<thead>
<tr>
<th>Setting details</th>
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<td>School or setting</td>
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<table>
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<td>Date of visit</td>
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<td>Duration of visit</td>
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<table>
<thead>
<tr>
<th>Practitioner details</th>
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</thead>
<tbody>
<tr>
<td>Name</td>
</tr>
<tr>
<td>Experience (NQT / new to reception / number of years in reception)</td>
</tr>
</tbody>
</table>
**Moderated early learning goals**

Please indicate below which early learning goal (ELG) and level of development were moderated for each profile you sampled. If practitioner judgements could not be validated, please annotate the form and record the detail in the outcomes box.

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<th>ELG</th>
<th>Aspect</th>
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<td>Being imaginative</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## EYFS profile judgements

<table>
<thead>
<tr>
<th>Use this space to record comments against the following questions:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Are judgements consistent and accurate?</td>
<td></td>
</tr>
<tr>
<td>Is the evidence supporting the children’s attainment appropriate?</td>
<td></td>
</tr>
<tr>
<td>How does the evidence match the band descriptor?</td>
<td></td>
</tr>
<tr>
<td>Have you observed consistent and independent behaviour?</td>
<td></td>
</tr>
<tr>
<td>Is the child initiated / adult directed ratio appropriate?</td>
<td></td>
</tr>
<tr>
<td>Does the description of the child’s characteristics of effective learning match the child’s overall attainment?</td>
<td></td>
</tr>
</tbody>
</table>

## Contributors to the process

<table>
<thead>
<tr>
<th>Use this space to record comments against the following questions:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Who contributes to the children’s profiles within the school / setting?</td>
<td></td>
</tr>
<tr>
<td>How are the parents’ contributions valued and included within their child’s profile assessments?</td>
<td></td>
</tr>
<tr>
<td>How are the children’s contributions represented in the profiles?</td>
<td></td>
</tr>
</tbody>
</table>

## Strengths

<table>
<thead>
<tr>
<th>Use this space to record comments against the following questions:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Do practitioners’ have a thorough knowledge of the children?</td>
<td></td>
</tr>
<tr>
<td>How did internal / inter school moderation take place?</td>
<td></td>
</tr>
</tbody>
</table>
Agreed action points

Use this space to record any action points coming from your discussion:

<table>
<thead>
<tr>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose 1 statement to summarise the findings of the visit. Detail your decision below.</td>
</tr>
<tr>
<td>Practitioner judgements are ACCURATE, in line with EYFS profile</td>
</tr>
<tr>
<td>Practitioner judgements are NOT ACCURATE, in line with EYFS profile</td>
</tr>
</tbody>
</table>

Detail:

Signatures

Head teacher
Moderator
Practitioner
Practitioner

Setting’s comments on the moderation visit

LA moderation manager details

Alison Murphy – Lead Improvement Advisor (Early Years)
amurphy@herefordshire.gov.uk 01432 260844

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Appendix 2

Cluster Moderation Meeting

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

5. 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 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 3

**Herefordshire LA Early Years Foundation Stage Profile**

**Cluster Moderation Report Form - 2019**

<table>
<thead>
<tr>
<th>Name of school setting</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Practitioner name/s</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term/Year</th>
<th>Date of cluster moderation</th>
<th>Moderator(s) present</th>
<th></th>
</tr>
</thead>
</table>

**Moderation for schools not receiving a moderation visit**

**Focus on: Personal, Social and Emotional Development (ELG’s 6, 7 & 8) and Literacy (ELG’s 9 & 10)**

---

**Have the Characteristics of Effective Learning been considered when reaching judgements?**

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

**EYFS Profile Judgements**

**Does the evidence demonstrate embedded learning?**

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

**Contributors to the process**

**Who contributes to the children’s profiles within the school/setting?**

- Teacher
- Parents
- Head Teacher
- Teaching Assistant
- Lunch Supervisor
- After School Club
- Other significant Adult

**Parents’ contributions have been included within their child’s profile assessments?**

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

**Children’s contributions are represented in the profiles?**

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

**Is there Internal moderation in house and links with other settings, schools or Local Partnership Groups?**

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

**Signatures**

- Teacher
- Practitioner
- Practitioner
- LA Moderator

Practitioner judgements are **ACCURATE**: in line with exemplification

Practitioner Judgements are **NOT ACCURATE**: in line with exemplification
<table>
<thead>
<tr>
<th>Area of Learning</th>
<th>ELG</th>
<th>Child A initials</th>
<th>Child B initials</th>
<th>Child C initials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personal, Social and Emotional Development</strong></td>
<td>ELG 06</td>
<td>Self-Confidence and Self-Awareness</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ELG 07</td>
<td>Managing Feelings and Behaviour</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ELG 08</td>
<td>Making Relationships</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Literacy</strong></td>
<td>ELG 09</td>
<td>Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ELG 10</td>
<td>Writing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Further training for practitioners requested – refer comments to Alison Murphy

Please keep a record of the outcomes from this cluster moderation for your files. Copy of register to be sent to Alison Murphy, Lead Improvement Advisor (Early Years), amurphy@herefordshire.gov.uk
### Appendix 4

**EYFS profile template**

Name.............................................................. Age in months......................................

<table>
<thead>
<tr>
<th>Characteristics of effective learning</th>
<th>How ............................................. learns</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>By playing and exploring:</strong></td>
<td></td>
</tr>
<tr>
<td>• finding out and exploring</td>
<td></td>
</tr>
<tr>
<td>• using what they know in their play</td>
<td></td>
</tr>
<tr>
<td>• being willing to have a go</td>
<td></td>
</tr>
<tr>
<td><strong>Through active learning:</strong></td>
<td></td>
</tr>
<tr>
<td>• being involved and concentrating</td>
<td></td>
</tr>
<tr>
<td>• keeping on trying</td>
<td></td>
</tr>
<tr>
<td>• enjoying achieving what they set out to do</td>
<td></td>
</tr>
<tr>
<td><strong>By creating and thinking critically:</strong></td>
<td></td>
</tr>
<tr>
<td>• having their own ideas</td>
<td></td>
</tr>
<tr>
<td>• using what they already know to learn new things</td>
<td></td>
</tr>
<tr>
<td>• choosing ways to do things and finding new ways</td>
<td></td>
</tr>
</tbody>
</table>
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 visit arrangements at least once in a four year cycle. Accordingly, each year, Herefordshire appoints and trains a team of skilled EYFS practitioners with recent EYFS experience to moderate teacher assessments alongside Herefordshire's Early Years Team so that judgements are consistent with national standards.

Herefordshire 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 judgments 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 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 EYC 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 visits 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 panel (June 2019). The initial and second moderator must attend and the school may be offered the opportunity to attend at the LA's discretion.

6. 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.

7. The outcome of the STA panel will be final.