Early Years Foundation Stage Profile

Bournemouth Moderation Arrangements 2018
Bournemouth Moderation Process and Arrangements

The purpose of this document is to inform schools of the local arrangements for the implementation of the Early Years Foundation Stage (EYFS) Profile in 2017 and to highlight useful information, referencing where further information can be found.

Statutory information

For the successful implementation of the EYFS profile, teachers, practitioners and LA’s should be aware of, and to refer to the following government publications.

The Childcare Act Section 39(1)(a) 2006
This stipulates that early years providers must ensure that their provision meets the learning and development requirements as specified in the EYFS (Learning and Development Requirements) Order 2007 (amended in 2012). The Act states that this Order can specify the arrangements required for assessing children for the purpose of ascertaining what they have achieved in relation to the Early Learning Goals (ELGs).

Statutory Framework for the Early Years Foundation Stage
The EYFS framework sets the statutory standards for the development, learning and care of children from birth to age 5.

Assessment and Reporting Arrangements
The Assessment and Reporting Arrangements (ARA) for 2017 gives statutory guidance on making and moderating EYFS profile assessments.

Other key documentation

Early Years Foundation Stage Profile 2018 Handbook

The Handbook provides non-statutory guidance from the Department for Education. It has been produced to help practitioners make accurate judgements about each child’s attainment during the early years foundation stage (EYFS) and local authorities (LAs) when exercising their function under the EYFS (Learning and Development Requirements) Order 2007, Section 4.2.

Exemplification Materials

Practitioners should use these materials to decide whether a child has met the level of development expected at the end of the EYFS for each ELG or if they have exceeded that level or not yet reached it.
# Local Authority Personnel

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Moderation Role</th>
<th>Contact details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jonathan Payne</td>
<td>Early Years Advisor</td>
<td>Moderator manager</td>
<td>01202 451729 [<a href="mailto:Jonathan.payne@bournemouth.gov.uk">Jonathan.payne@bournemouth.gov.uk</a>]</td>
</tr>
<tr>
<td>Dawn Simpson</td>
<td>Senior Management Information Officer</td>
<td>Data collection and analysis</td>
<td>01202 456296 [<a href="mailto:Dawn.Simpson@Bournemouth.gov.uk">Dawn.Simpson@Bournemouth.gov.uk</a>]</td>
</tr>
<tr>
<td>Kay Errington</td>
<td>Early Years Strategy Lead</td>
<td>Appeals manager</td>
<td>01202 456204 [<a href="mailto:Kay.Errington@bournemouth.gov.uk">Kay.Errington@bournemouth.gov.uk</a>]</td>
</tr>
<tr>
<td>Sue Wickings</td>
<td>Education Improvement Advisor</td>
<td>LA based moderator</td>
<td>01202 456117 [<a href="mailto:Sue.wickings@bournemouth.gov.uk">Sue.wickings@bournemouth.gov.uk</a>]</td>
</tr>
<tr>
<td>Monika Pardo</td>
<td>EYFS Quality and Development Partner</td>
<td>LA based moderator</td>
<td>01202 458976 [<a href="mailto:Monika.pardo@bournemouth.gov.uk">Monika.pardo@bournemouth.gov.uk</a>]</td>
</tr>
</tbody>
</table>

# School Based Moderation Team

<table>
<thead>
<tr>
<th>Name</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yvonne Kay</td>
<td>St Luke’s CE Primary School</td>
</tr>
<tr>
<td>Karen Ingleby</td>
<td>Corpus Christi Catholic Primary School</td>
</tr>
<tr>
<td>Fiona Pollard</td>
<td>St Katharine’s CE Primary School</td>
</tr>
<tr>
<td>Gabrielle Anthony</td>
<td>Kinson Primary School</td>
</tr>
<tr>
<td>Sarah Beer</td>
<td>King’s Park Academy</td>
</tr>
</tbody>
</table>
# Key Dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Location</th>
<th>Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday 22 February 2018</td>
<td>Moderator Agreement Trialling with all schools</td>
<td>EYCPD Queens Park</td>
<td>1 to 4pm</td>
</tr>
<tr>
<td>Tuesday 27 February 2018</td>
<td>Moderator Agreement Trialling with all schools (Please note this is the same event as 22 February)</td>
<td>EYCPD Queens Park</td>
<td>1 to 4pm</td>
</tr>
<tr>
<td>By Thursday 29 March 2018</td>
<td>Schools selected for moderation will be informed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>By Monday 14 May 2018</td>
<td>Schools selected for moderation need to complete interim judgements against all ELGs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monday 14 May to Thursday 24 May 2018</td>
<td>Moderation Visits</td>
<td>Various</td>
<td>Morning or Afternoon</td>
</tr>
<tr>
<td>Thursday 14 June 2018</td>
<td>Moderation Agreement Trailing Support drop in session</td>
<td>EYCPD Queens Park</td>
<td>1 to 4pm</td>
</tr>
<tr>
<td>Friday 29 June 2018</td>
<td>Data submission</td>
<td></td>
<td>Final submission is 12:00 on Friday 29 June</td>
</tr>
<tr>
<td>Monday 2 July to Friday 20 July 2018</td>
<td>LA scrutiny of data by LA data and moderation team and queries to be raised with settings and resolved</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Purpose of the EYFS Profile

EYFS profile data is used to:

- Inform parents about their child’s development against the Early Learning Goals (ELGs) and the characteristics of their learning
- Support a smooth transition to key stage 1 (KS1) by informing the professional dialogue between EYFS and KS1 teachers
- 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.

Principles of EYFS Profile Assessments

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

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1 For more information see ‘Early years foundation stage profile 2018 handbook’ page 10
2 For more information see ‘Early years foundation stage profile 2018 handbook’ pages 11 to 12
How an EYFS Profile is completed

This flow chart can be found in the EYFS Profile Handbook, page 10. The following table summarises key information from the EYFS Profile Handbook and the Assessment and Reporting Arrangements against each section of the flow chart.
<table>
<thead>
<tr>
<th>Section</th>
<th>Considerations</th>
<th>Where to find more information</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Most evidence will come from teachers observing a child’s self-initiated activities. Practitioners should involve children fully in their own assessment and should build on the insights of all adults who have significant interactions with the child. Evidence doesn’t have to be formally recorded or documented. The extent to which the practitioner chooses to record information will depend on individual preference. Paperwork should be kept to the minimum that practitioners need to illustrate, support and recall their knowledge of the child’s attainment.</td>
<td>Handbook page 14, 14, ARA page 9</td>
</tr>
<tr>
<td>2</td>
<td>Practitioners may refer to the exemplification materials. These illustrate the standard expected for each ELG at the end of the EYFS. If practitioners are confident in their judgements, there is no requirement to refer to the exemplification material. No one piece of evidence meets the ELG as a standalone item.</td>
<td>Handbook page 15, 15, 27-28</td>
</tr>
<tr>
<td>3</td>
<td>If the ELG description and accompanying exemplification best fit a practitioner’s professional knowledge of the child’s then their learning and development can be judged as ‘expected’. Best fit’ doesn’t mean that the child has equal mastery of all aspects of the ELG. Practitioners should use the best-fit model to judge whether a child’s learning and development is ‘exceeding’. Refer to the ‘exceeding’ descriptors found in the handbook. Practitioners should reflect on their observations and ensure that the provision enables all children to demonstrate attainment in ways that are motivating to them. This should be regardless of their stage of development or interests, needs and inclinations. ‘Emerging’ – Practitioners should think about what information could be useful for the child’s new year 1 teacher before the summer term.</td>
<td>Handbook page 15, 15, 53-56, 18, 21</td>
</tr>
</tbody>
</table>

**SEN**
Children should use the adaptations they normally use to carry out their activities so that practitioners come to know all children at their most capable.

**Bilingual Children**
Children must have opportunities to engage in activities and first-hand experiences that do not depend solely on English for success.
Within the EYFS profile, the ELGs for communication and language, and for literacy, must be assessed in relation to the child's competency in English. The remaining ELGS may be assessed in the context of any language – including their home language and English.

**Minority Groups**
Practitioners must take particular care to make sure the learning environment echoes children’s positive experience.

A child will find it easier to express their feelings and feel confident in their learning if practitioners listen and respond in ways that show understanding.

| 4 | Practitioners should record each child’s level of development against the 17 ELGs as;  
|   | 1. Emerging  
|   | 2. Expected  
|   | 3. Exceeding  
|   | They must complete the profile with a brief commentary on the child’s skills and abilities in relation to the 3 characteristics of effective learning.  
|   | Schools and other providers required to complete the EYFS profile must share the results of EYFS profile with parents, and offer them the opportunity to discuss the report with the teacher or practitioner who completed it. | Handbook page 23-25 and ARA page 6  
| 5 | **Internal Moderation**  
|   | Moderation begins within each individual setting. Practitioners can informally agree assessment judgements with others. Staff meetings or training days can be an opportunity for more formal agreement processes. | Handbook page 35  
|   | **Inter-school Moderation**  
|   | Settings should work together so that practitioners can share experiences and develop their assessment skills. | Handbook page 36  
|   | **Local Authority Moderation**  
|   | External moderation is a collaborative process between the LA moderator(s) and the setting. Statutory external moderation helps quality-assure judgements. It is used to confirm that EYFS profile judgements are accurate and consistent with national standards. | Handbook page 36  
| 6 | Practitioners, school managers, setting leaders and LAs are responsible for ensuring the quality, accuracy and reliability of data arising from EYFS profile assessment.  
|   | Headteachers are responsible for submitting accurate, reliable and high quality EYFS profile data to their LA.  
|   | LA’s should scrutinise the validity and accuracy of EYFS profile data before they submit it to the DfE. | Handbook page 47  
|   | Handbook page 48  
|   | Handbook page 49 |
What will a moderation visit look like?\(^3\)

As part of their statutory duty for moderation, LAs are required to visit schools and settings implementing the EYFS profile on a regular basis. Schools and settings in Bournemouth will be notified by writing by the end of March 2018.

During moderation visits, a member of the moderation team will use and complete the Bournemouth EYFS profile moderation visit 2018 form. Follow the link to access a copy online. This is based on the following DfE recommended EYFS profile moderation visit template.

The moderation visit focuses on a professional dialogue between the moderator and each practitioner responsible for completing EYFS profiles.

The ‘Early years foundation stage profile handbook 2018’ details what is expected of moderation visits on page 40. For more information

**Setting/Visit/Practitioner Details**
- Visits take place at an agreed time within the school day, with practitioners released for the duration of the visit.

**Moderated early learning goals**
- At the time of the visit, the practitioner provides the moderator with a list of the EYFS profile interim outcomes for each child. The moderator selects 5 complete profiles across the range of attainment (‘emerging’, ‘expected’ and ‘exceeding’). These will form the basis of the moderation dialogue. If needed, the sample size can be larger.
- When moderating EYFS profile judgements in multiple form entry schools, moderators must ensure that all practitioners participate in the moderation dialogue. Moderators should ensure that the judgements moderated cover all 17 ELGs including judgements from all 3 attainment bands for each class. Moderators should adjust the size of the sample as appropriate to ensure that this can be achieved.
- The moderator must 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 5 children, but will ensure that judgements are moderated from each of the 3 outcome bands (‘emerging’, ‘expected’ and ‘exceeding’).
- For each ELG the moderator establishes whether EYFS profile assessment is in line with exemplified national standards.

**EYFS Profile Judgement**
- Information concerning the characteristics of effective learning is an integral part of the moderation dialogue.
- The moderator establishes the accuracy and consistency of practitioner judgements by scrutinising a range of evidence, the majority of which will come from the practitioner’s knowledge of the child and observations of the child’s self-initiated activities. Moderators must not scrutinise recorded evidence without the practitioner present.

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\(^3\) For more information see ‘Early Years foundation stage profile moderation 2018’ page 40
**Contributors to the process**

- Contributions from parents and the child are actively sought by practitioners and are used to inform the judgements made for the EYFS profile.

**Strengths/Agreed Action Points/Summary**

- LAs ensure that practitioners are familiar with STA guidance materials and moderators reference these where relevant during the moderation visit.
- Moderators ensure that judgements are validated throughout the professional dialogue. Where the moderator judges that the assessment is not in line with exemplification of national standards, the LA can require the headteacher or manager to both reconsider the practitioner’s judgements as advised by the moderator and arrange further training opportunities for the practitioner.
- Outcomes of internal and cross-school moderation are considered within the moderation dialogue. Moderators establish how settings develop and use internal moderation processes.
- Where the moderator judges that the assessment is not in line with exemplification of national standards, the LA can require the headteacher or manager to both reconsider the practitioner’s judgements as advised by the moderator and arrange further training opportunities for the practitioner.
Appeals

Bournemouth Early Years act on the principle that the moderation visit should offer the opportunity for a supportive, positive professional dialogue, during which teachers are able 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 practitioners 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 soon as they are able.

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 a week of the visit.
2. Within a week 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 the Early Years Strategy Lead Officer to arrange contact with the setting.
4. After the contact, if the EYFS profile judgements are agreed to be consistent with National expectations, the moderator manager will complete an ‘outcome of appeal’ letter detailing what has been agreed. Headteachers and practitioners must sign or document that they agree with the outcome of the letter.
5. If the judgement is still disputed following contact with the Early Years Strategy Lead Officer, the matter will be referred to the Standards and Testing Agency.
6. The outcome of the STA panel will be final.