

# EYFSP 2017

## Early Years Foundation Stage Profile Moderation Schedule 2016-2017

### Quality Assurance to secure reliable EYFSP outcomes

For the attention of

- Head teacher/Owner manager
- Foundation Stage Co-ordinators, Assessment Co-ordinators and Pre-school Room Leaders
- Reception/Foundation Stage 2 teachers/practitioners completing the EYFSP
- Local Authority Officers, including leads for Early Years, Primary, Assessment and Information Management, consultants and advisory teachers.

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## 1. Aim of the schedule

The purpose of this document is to provide schools and settings with the expectations for the moderation of the Early Years Foundation Stage Profile (EYFSP) in summer 2017.

Standards and Testing Agency are responsible for developing and delivery of EYFSP assessment and will ensure that outcomes are reliable as a result of robust moderation practice.

Under this remit Standards and Testing Agency produces guidance for Local Authorities and ensures that moderation processes are consistent across the country to secure accurate and reliable data. Bradford was visited by an external moderator in June 2016 and judged to have a robust moderation model in place to meet the key elements of moderation requirements.

## 2. Introduction

The program of events and activities in 2017 are in response to feedback from 2015-2016 arrangements. The range of event includes opportunities to work collaboratively to meet the statutory requirements by all partners.

Moderation validates teacher's judgements and has an impact on the assessment process as well as the outcomes for children.

This booklet details the EYFS Profile moderation plan for 2016/2017 and offers guidance to promote consistency and accuracy.

It can be used by all stakeholders involved with EYFS Profile including EYFS Practitioners, EYFS Coordinators, Head Teachers, Assessment Coordinators, School Improvement Partners, Governors, and Year 1 teachers, Lead Teachers, Children's Centre Teachers, Moderators and Consultants.

The quality assurance processes secure outcomes that are reliable, valid and accurate.

## 3. Statutory Requirements & Responsibilities

Information in this booklet supports recommendations from the following documents:

- Statutory Framework of the Early Years Foundation Stage
- Early Years Foundation Stage Profile Handbook
- Assessment and Reporting Arrangements for EYFS (ARA) available on the DFE website.

This booklet does not substitute or replace these key documents and should be used in conjunction with them. The moderation plan is designed in line with the key elements of an effective moderation process.

Local Authorities have a statutory duty to monitor and moderate EYFS Profile judgements to ensure that providers are making assessments that are consistent and reliable across all settings. Providers must take part in these arrangements. There is an expectation that Local Authorities will check and challenge the consistency of judgements by engaging in a range of professional discussions with practitioners to discuss evidence at the early learning events or during school visits.

#### 4. Guidance to develop accurate judgements

There are many key factors that contribute to accurate EYFS Profile judgements including

- a. The practitioner's knowledge of the child.
- b. The child's learning journey which may include photographs
- c. Observation of day to day interactions
- d. Video/tape/electronic recordings
- e. The child's view of their learning
- f. Information from parents and carers
- g. Information from other relevant adults

**EYFSP Handbook**

All stakeholders need a shared understanding of the EYFS principles and pedagogy including the provision required for child initiated activity and the significance of this in order to give an accurate and holistic profile of the child.

Practitioners may choose to record specific evidence to secure their judgements, but it is the final assessment of the child based on all their evidence (documented or not) that informs the Profile.

**It is this judgement that is moderated by the Local Authority.**

Guidance provided by Standards and Testing Agency refers to children being observed in independent or self initiated activities as a critical way in which evidence is collected and judgments made on what children really know and can do.

Definitions of the specific nature of adult or child activities are included in the EYFS Profile Handbook Glossary.

Further key factors that contribute to accurate EYFS Profile judgments include

- Stability in reception class
- Attendance at EYFSP course for those new to the EYFS
- Regular internal Standardisation activities
- Attendance at moderation events and successful moderation visits
- Effective understanding and analysis of EYFSP data at senior management level
- Contributions from a range of perspectives including parents, other settings and children themselves.

#### 5. The Bradford District Moderation Model

Moderation of the EYFSP in the Bradford District follows a quality assurance model and is based on the plan set out by Standards and Testing Agency. This model provides a wide range of activities to support the LA Statutory duties and setting responsibilities. All schools and settings are invited to attend a range of sessions that are delivered in response to the needs of the locality or cluster of schools/settings.

Bradford District model has 2 key elements:

- a) Standardisation activities
- b) Moderation events/visits

## a) Standardisation activities

Settings are required to carry out internal agreement trialling activities throughout the year. All practitioners within the school or setting using the EYFS Profile should be involved in the informal discussion with colleague to moderate judgements based on sound EYFS pedagogy. The Local authority team will query internal standardisation practices as part of the moderation event or visit to help them understand how well the EYFS Profile is embedded in practice.

Processes to support the professional development and accuracy of EYFSP assessment		
<b>Standardisation activities</b>	<b>Internal School level activities</b>	<p>a) EYFS staff hold regular internal discussions/activities informally and formally so there is a common understanding about the ELG and progress in the EYFS against the ages and stages.</p> <p>b) Children learning conversations with managers/ leadership are held periodically following summative assessments points in the year.</p>
	<p>Led by Locality/ Cluster groups of Schools/settings.</p> <p>The LA moderators working within the group is in their role as a school practitioner.</p>	<p>The reception teachers/practitioners complete discussions with colleagues in other schools and settings.</p> <ul style="list-style-type: none"> <li>From these group discussions staff develop a common and agreed understanding of the achievement of children operating at particular ages and stages.</li> <li>Groups are likely to develop portfolios of observations that have been discussed and agreed as demonstrating a particular age and stage. It would be difficult to make a judgement for entering, developing or secure within these materials as these refer to summative points and relate to progress.</li> </ul> <p><b>Note</b> - It is not within the remit of LA moderators to agree and act on the behalf of the LA at these activities or use the term moderator in any materials the group produce for their own use.</p>

## b) Moderation events/visits

<b>Moderation Events</b>	<p>Led by LA with LA trained moderators validating teacher's judgements.</p> <p>Sampling process – not a method to check each child's attainment. (EYFS Profile Handbook)</p>	<b>Group sessions Spring term 2017</b>	<p>To complete the statutory assessment EYFS Profile all teachers at the end of reception are required to</p> <ul style="list-style-type: none"> <li>Attend annual LA agreement trialling discussions with LA moderators and other colleagues to establish the consistency and accuracy of judgements made by different practitioners. Participating schools will record outcomes that may be used to validate the school's attendance and accuracy. Dates and venues to be notified by the end of the autumn term 2016</li> <li>Complete LA revised EYFSP training before making a first submission to ensure that school's data is reliable and accurate. (For staff new to EYFS and NQT's, who have not previously completed an EYFSP from 2013 these sessions can be booked through <a href="mailto:early.learning@bradford.gov.uk">early.learning@bradford.gov.uk</a> from October).</li> </ul>
		<b>School visits</b>	<p>LA moderators visit 25% of schools/settings to hold professional dialogues based on a representative sample of EYFSP assessments</p> <p>Schools receive notification in the 2<sup>nd</sup> half of the spring term as required by the Standards and Testing Agency. Leaders and a reception teacher are invited to attend a briefing to support the visit and meet the moderator. Following the visit the school receive a written report confirming the judgements and agreed actions.(reference STA EYFSP Handbook p.49)</p>

## Group sessions – Spring/summer 2016

Two sessions are planned for the spring/summer terms and schools will be invited to attend.

- Sessions 1 – will take place between 10 January and 24 January 2017. The focus will be on planning for gap analysis and Reading agreement activities, preparation for session 2.
- Session 2 – are planned for the beginning of the summer term 2017 and will take place between 25 April and 05 May 2017. The focus will be Mathematics and use of sense checking activities for quality assurance and links in learning.

Schools and settings will be invited in benchmark groups so practitioners can share data and consider the similarities and difference between groups of children.

## School visits – Summer 2017

Attendance is monitored at EYFS events. Where there is non-engagement in events data anomalies are scrutinised and further explored with the school/setting and may evoke additional scrutiny and moderation activities prior to final submission.

The following triggers inform the identification of schools/ settings who will receive moderation visits:

- Schools with practitioners new to Early Years Foundation Stage (including NQT's and practitioners moving from other key stages into Reception /FS 2 classes).
- Schools/settings where there has been limited participation in Local Authority moderation events over a period of three years.
- Concerns identified by the Head Teacher, local authority officers linked to EY settings
- Anomalies in EYFS profile data
- Position in the Local Authority moderation cycle.

Schools in receipt of a "not in line" report from July 2016 will receive a follow up visit in the autumn term 2016 to review the actions taken to address recommendations.

Moderation visits are carried out by a pair of skilled and experienced EYFS leaders, teachers and EY Local Authority consultants led by the Local Authority.

All schools and settings selected for a visit will be invited to meet the allocated lead moderator in the spring term to discuss the visit and assessment systems in place.

During the meeting the school will be provided with to return the moderator prior to the visit. It will be an ideal opportunity for the practitioners to ask questions and clarify any queries.

The purpose of the visit is to confirm practitioner's judgements and to gain an insight into practitioners' skills and confidence with observational assessment. All settings will be supported to ensure their judgements are consistent and accurate through the use of exemplification materials and professional dialogues. Other Staff including the Headteacher, year 1 or assessment post holders are invited to participate in the discussions during the school/setting visit.

The moderation process is open and transparent for the benefit of all stakeholders. Following a visit, schools/settings will receive verbal and written feedback about the outcomes of the visit. This may include recommendations to address some of the issues raised during the visit. The final report for schools will be located in the school's file on Bradford Schools on line.

### Note

**Continuation of EYFS Profile submission for Summer 2017 and 2018 has recently been determined by the DFE therefore all Reception teachers new to this will be required to attend training.**

## 6. Moderators

The team of moderators includes local authority advisory officers who have responsibility for delivery and leading Early Years Foundation Stage practice across the 0-5 sector and experienced Early Years Foundation Stage practitioners recruited from schools, children's centres and PVI settings. The team includes members with appropriate experience in special educational needs and in teaching English as an additional language.

Moderator selection processes take place in the second half of the autumn term. Suitable applicants are required to complete self-evaluation activities and demonstrate good or better provision within their own practice

All moderators undertake training for:-

- 6.1 The role of the moderator
- 6.2 Managing procedures for moderation workshops and visits to the sample schools.
- 6.3 Conducting effective observations and assessment using the EYFSP
- 6.4 Using the exemplification materials to support moderation dialogues.
- 6.5 Completing the visit record for the sample schools.

## 7. The Moderation Cycle

<b>Moderation focuses</b>	<b>Visits in the summer term A sample of all 17 Goals discussing a minimum of 5 children</b>	<b>Agreement trialling workshops in the late spring/ early summer term workshops</b>
<b>2012-2013</b>	33% of schools and settings	All schools and settings invited. Focus to implement the process, judgments, reporting on the characteristics of learning and children learning conversations. Capture discussions across all 7 areas of learning and 17 ELG's in moderation workshops and during visits.
<b>2013-2014</b>	33% of schools and settings	All schools and setting completing profile invited. <b>Prime area of learning</b> – Communication and Language <b>Specific area of learning</b> - Mathematics
<b>2014-2015</b>	33% of schools and settings	All schools and setting completing profile invited. <b>Prime area of learning</b> – Physical development <b>Specific area of learning</b> - Literacy
<b>2015-2016</b>	25% of schools and settings	All schools and setting completing profile invited. <b>Prime area of learning</b> – PSE <b>Specific areas of learning</b> - Understanding the world /expressive arts & Design
<b>2016-2017</b>	25% of schools and settings	All schools and settings completing profile invited <b>Specific areas of learning</b> - Reading and Maths

## 8. Appeals Process

All schools and settings will be supported to ensure that judgements are in line with Standards and Testing Agency exemplification materials.

When an agreement cannot be reached between the school and the moderator, the EYFSP Lead will contact the school/setting to address concerns. A further moderation visit will be arranged to be completed by a LA registered moderator and accompanied by the EYFSP Lead.

The visit will be recorded and the evidence will be discussed with the staff members and the Headteacher.

If agreement cannot be reached following the EYFSP Lead visit the setting/school will be required to put their appeal in writing to

Dulcie Leach  
Lead Early Years Achievement Officer  
Early Years Learning Team  
Education, Employment & Skills  
2<sup>nd</sup> Floor Margaret McMillan Tower  
Princes Way, Bradford, BD1 1NN

The appeal will go forward to an Inter LA panel of EYFSP Leads from within the Inter LEA Local Moderation group.

The school/setting will be informed of the outcome of the appeal within 28 days of receipt of the appeal. The decision of the panel will be final and if school/setting is not in agreement with the panel's decision this will be brought to the attention of the Standards and Testing Agency.

## 9. Inter-LA Moderation.

Members of the moderation team participate in moderation activities with 11 other Local Authorities within the Yorkshire and Humber Region to ensure consistency across the county.

Key activities include;

- a. Developing joint guidance
- b. Developing portfolio of examples
- c. Disseminating good practice
- d. Annual Agreement trialling

## 10. Management and use of the EYFSP Data

### 10.1 Data Collection

#### Schools

Data collection from schools is via the SIMS.net. Once submitted the data can be viewed through KEYPASS –Perspective Lite to verify that the correct data is held by the Local Authority. It is also assumed that the received data has been checked by Headteachers for anomalies and accuracy of the information.

#### Children Centres, Private, Voluntary and Independent Settings

Guidance for submission of data will be provided by an Early Years Officer

## 10.2 Analysis and Dissemination

The EYFSP data will be collated and analysed for inclusion in the school profiles for use by schools. Further analysis will be completed by Bradford District Area Managers during the autumn term to feedback emerging trends to schools and settings through the agreed protocols and procedures.

## 11 Annual program of events from September 2016 to support EYFSP July 2017

<b>Autumn 2016</b>	<ul style="list-style-type: none"> <li>• New to EYFS Training (NQT's, returners and new to EYFS reception teachers) 1.12.16 and 6.12.16</li> <li>• Annual moderation schedule published</li> <li>• Recruitment of moderator team</li> </ul>
<b>Spring 2017</b>	<ul style="list-style-type: none"> <li>• Moderation events – session 1 (January 10 - January 24)</li> <li>• Moderators training</li> <li>• Notification to schools selected for an external moderation visit. Schools are invited to meet the moderator (visit preparation)</li> </ul>
<b>Summer 2017</b>	<ul style="list-style-type: none"> <li>• Moderation events – session 2 (April 25 – May 5)</li> <li>• External moderation visits</li> <li>• Quality assurance of data- sense checking</li> <li>• Data collection</li> <li>• Data reports</li> </ul>

## 12. References

The DFE website contains all resources and materials for EYFS Profile as well as important updates from December onwards. Visit [www.dfe.gov.uk](http://www.dfe.gov.uk) to find copies of:

- 2017 EYFS Profile Handbook
- Assessment and Report Arrangements

## 13. Contacts

If you wish to discuss any aspects of the EYFS/EYFSP in relation to the arrangements for the moderation of EYFSP contact

Dulcie Leach (Officer managing the EYFSP and registered Standards and Testing Agency Moderator)  
[early.learning@bradford.gov.uk](mailto:early.learning@bradford.gov.uk)

☎ 01274 385728.

### Support for schools data collection

The EYFSP data collected by schools should be uploaded to Bradford Council. Detailed information will be available through BSO for uploading of the file Helpdesk.

☎ 01274 439648

### Support for Children Centres, Private, Voluntary and Independent Settings completing EYFSP.

Any queries about training, moderation of EYFSP and any queries regarding the submission of data should be addressed to Andrea Nicholls. (Early Years Officer)

☎ 01274 439609