

EYFSP 2019

Early Years Foundation Stage Profile Moderation Schedule 2018-2019

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.

Contents

- 1.** Aim of the schedule
- 2.** Introduction
- 3.** Statutory requirements and responsibilities
- 4.** Guidance to develop accurate judgements
- 5.** The Bradford District Moderation Schedule.
- 6.** Moderators
- 7.** Moderation Cycle
- 8.** Appeals Process
- 9.** Inter-LA Moderation
- 10.** Management and use of the EYFSP Data
- 11.** Annual events 2018/2019
- 12.** References
- 13.** Contacts

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 2019.

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. An external STA moderator visited the local authority in June 2016, judging the model robust and rigorous. The Bradford process demonstrated all key elements of national moderation and required no further actions.

2. Introduction

The program of events and activities in 2019 are in response to feedback from 2017-2018 arrangements. The range of events 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 2018/2019 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 Professionals, Governors, and Year 1 teachers, Specialist Leaders of Education (SLEs), Children's Centre Early Learning Lead practitioners, Moderators and Local Authority Officers.

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.

Academies and free schools in England - Section 5: Legal requirements and responsibilities (2018 EYFS Assessment and Reporting Arrangements)

“Academies must implement the requirements of the EYFS (by virtue of section 40 of the Childcare Act 2006). All references to academies in the guidance include free schools as, in law, they are academies.

Unlike other key stages, the assessment of the EYFS profile must be moderated by the academy's geographical LA. An academy must comply with the geographical LA's moderation requirements.”

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

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 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 Profile assessment
- 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 informal discussions with colleagues 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		
Standardisation activities	Internal School level activities	<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"> From these group discussions, staff develops a common and agreed understanding of the achievement of children operating at particular ages and stages. 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. <p>Note - 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

Moderation Events	<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>	<p>Group sessions Spring term 2019</p> <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"> 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 beginning of November 2018. Complete LA EYFS Profile training before making a first submission of EYFSP scores to ensure that school's data is reliable and accurate. <p>For staff new to EYFS and NQT's, who have not previously completed an EYFSP from 2013 these sessions can be booked through: early.learning@bradford.gov.uk .</p>
		<p>School visits</p> <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 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/s. Following the visit the school receive a written report confirming the judgements and agreed actions.</p>

Agreement trial group sessions – Spring/summer 2019

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

- Sessions 1 – will take place between 15th January and 24th January 2019. All new to EYFS Profile assessment reception teachers will be required to attend alongside more experienced reception practitioners to participate in agreement trial activities to establish consistency and accuracy of judgements. There will be a focus on Listening and Attention and Literacy aspects and ELGs (Reading and Writing including phonics)
- Session 2 – are planned for the end of Spring term and beginning of the summer term 2019 taking place between 08th April and 02nd May 2019. (before and after the Easter break). All teachers completing EYFS profile assessments will be expected to attend a session. The focus will be on the Specific aspects of Maths/SS&M/Reading/Writing

School visits – Summer 2019

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.

The EYFS ARA gives specific guidance about moderation measurements, including requirements for academies

Moderation visits are carried out by a pair of skilled and experienced EYFS leaders, teachers and EY Local Authority officers 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. (12 or 14 March 2019).

All schools/settings receiving a moderation visit will be informed before February half term 2019.

During the meeting the school will be provided with templates /information to return to 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 moderation 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.

Moderation Outcome

Schools in receipt of a "not in line" report from July 2018 will receive a follow up visit in the Autumn term 2018 by an early years officer to review the actions taken to address recommendations.

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.

There will be no new Moderator selection process taking place this year.

All moderators have undertaken training for:-

- The role of the moderator
- Managing procedures for moderation workshops and visits to the sample schools.
- EYFSP assessment and quality assurance
- Using the exemplification materials to support moderation dialogues.
- Completing the visit record for the sample schools.

7. The Moderation Cycle

Moderation focuses	Visits in the summer term A sample of all 17 Goals discussing a minimum of 5 children	Agreement trialling workshops in the late spring/ early summer term workshops
2012-2013	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.
2013-2014	33% of schools and settings	All schools and setting completing profile invited. Prime area of learning – Communication and Language Specific area of learning - Mathematics
2014-2015	33% of schools and settings	All schools and setting completing profile invited. Prime area of learning – Physical development Specific area of learning - Literacy
2015-2016	25% of schools and settings	All schools and setting completing profile invited. Prime area of learning – PSE Specific areas of learning - Understanding the world /expressive arts & Design
2016-2017	25% of schools and settings	All schools and settings completing profile invited Specific areas of learning - Reading and Maths
2017-2018	33% of schools and settings	All schools and settings completing profile invited Prime ELGs –Communication and Language Specific ELG - Writing Borderline GLD children and gender differences
2018-2019	25% of schools and settings	All schools and settings completing profile invited Prime ELGs – Listening & Attention Specific ELGs – Maths/SS&M/Writing/Reading

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

Andrea Nicholls - Early Years Officer
Education and Learning
2nd 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
Phillippa Degnan or Andrea Nicholls

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 2018 to support EYFSP July 2019

Autumn 2018	<ul style="list-style-type: none"> • Annual moderation schedule published • Selection of moderator team (no new moderators required for this year) • New to EYFSP Training (NQT's, returners and new to EYFS reception teachers) December 6th or 11th half day session • Follow up visits to support schools with a 'not in line' outcome for Summer 2018
Spring 2019	<ul style="list-style-type: none"> • New to EYFSP Training (NQT's, returners and new to EYFS reception teachers) Early January (date TBC) half day session • Agreement trial group sessions (January 18th - January 24th) • Moderators training (January 10th and March 12th or 14th) • Notification to schools selected for an external moderation visit. Schools are invited to meet the moderator for visit preparation. (March 12th or 14th 2019)
Summer 2019	<ul style="list-style-type: none"> • Agreement trial group sessions (April 8th – May 2nd) • External moderation visits to the 25% selected schools/settings • Quality assurance of data- sense checking • Data collection • Data reports

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 to find copies of:

- 2017/18 EYFS Profile Handbook (please be aware that this may be revised and updated in December by the DFE)
- EYFS 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

Andrea Nicholls (Officer managing the EYFSP and registered Standards and Testing Agency Moderator)

early.learning@bradford.gov.uk

☎ 01274 439609.

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