

Oxfordshire County Council Early Years Foundation Stage Profile Moderation Plan 2019



Statutory documents

For: Headteachers/ EYFSCOs/reception teachers and support staff.

[The Assessment and Reporting Arrangements for EYFSP 2019](#)

This has been revised and is on the website.

[The Early Years Profile Handbook 2019](#)

This has been revised and is on the website.

[EYFS Profile exemplification 2014](#)

These materials will support practitioners and other professionals to undertake EYFS Profile assessments and offer a point of reference to help make accurate judgements about each child's level of attainment.

[The Early Years Foundation Stage Framework](#)

These documents are all available from the [Department for Education website](#)

What is the Profile?

A completed EYFS Profile consists of 20 items of information: the attainment of each child assessed in relation to the 17 ELG descriptors, together with a short narrative describing the child's three learning characteristics.

Sharing EYFS Profile data

All EYFS providers completing the EYFS Profile must give parents a written summary of their child's attainment using the 17 ELGs and a narrative on how a child demonstrates the three characteristics of effective learning. This information should also be shared with Year 1 teachers and form part of the transition discussion.

All EYFS providers must report EYFS Profile data (judgements against the 17 ELGs) to their Local Authority for each child by **Thursday 27th June 2019**. The narrative on how a child demonstrates the three characteristics of effective learning should **not** be submitted.

If a child moves to a new school or setting during the academic year, the original school must send their assessment of the child's development against the early learning goals to the new school or setting.

If a child transfers schools before the summer half term holiday, the new setting must report the child's EYFS profile data to the LA. If a child transfers schools during the second half of the summer term the previous school is responsible for reporting to the LA

An **updated EYFS transition pack for 2019** with samples of reports and information about good practice regarding transition from reception into year 1, can be found on the early education toolkit: www.oxfordshire.gov.uk/earlyeducationtoolkit

Headteachers will be required to quality assure and sign off the data before submission to the LA.

EYFSP Moderation in Oxfordshire 2019

Moderators

Moderators are experienced professionals working in Early Years who have demonstrated the knowledge, skills and experience to successfully perform the moderator's role. The team consists of Early Years Advisory Teachers, Deputy /Assistant Leaders; Headteachers; Foundation Stage Co-ordinators and Lead Early Years Teachers.

Moderators new to the role take part in an induction process and participate in a series of local authority training events annually. When moderation visits are being made, new moderators have two supported visits with more experienced colleagues.

Moderation Agreement Trialling cycle

Year	Focus
2018/19:	Prime area of learning: Personal, social and emotional development Specific area of learning: Literacy
2019/20:	Prime area of learning: Communication and language development Specific area of learning: Mathematics

EYFS Profile Moderation Meetings 2019 (for schools not having a moderation visit)

For those schools not receiving a visit from a moderator, an email will be sent out by the end of the Spring Term inviting them to attend a moderation meeting in the summer term (April – June 2019). There is no charge for attendance and all schools are encouraged to attend – ideally all reception teachers should attend. Support staff working in Reception; Year 1 teachers and headteachers/senior leaders are welcome to attend too.

Personal, social and emotional development and Literacy will be the focus for the agreement trialling. Practitioners will bring sample evidence in support of 'Emerging', 'Expected' and 'Exceeding' judgements and engage in peer moderation activities supported by a moderator.

New for 2019!

Meet the Moderators and find out more about the moderation process – visits and agreement trialling workshops.

This is an ideal opportunity for all new teachers (NQTs or new to the EYFS) or support staff new to Reception or leaders (including Heads) – or if you are feeling in need of a refresher about the statutory process and what will happen on the visit or at the

workshop. It will also include information about quality assuring data; data submission and transition.

There are no charges for attending these sessions.

Wednesday 24 th April 2019	10-11:30am	Green Dragon Room The Hill End Centre Eynsham Road Farmoor OX2 9NJ
Wednesday 24 th April 2019	1:00-2:30pm	Green Dragon Room The Hill End Centre Eynsham Road Farmoor OX2 9NJ
Wednesday 24 th April 2019	3:00-4:30pm	Green Dragon Room The Hill End Centre Eynsham Road Farmoor OX2 9NJ

To book a place at one of the meet the moderator sessions, please email your name, school and role and preferred date and time to early.years@oxfordshire.gov.uk.

2019 Agreement Trialling Workshops

Who should attend? Reception teachers. Support staff working in Reception, EYFSCOs, Year 1 teachers and Heads are welcome to attend.

What should I bring? At least 3 learning journeys – ideally you want to bring a range of evidence (hard copies and/or electronic) to look at with a moderator to support your judgements – as the focus is PSED and Literacy it would be helpful to see evidence of

children's writing for example, writing books/folders providing evidence of children working at emerging, expected and exceeding levels.

Date	Time	Venue
Tuesday 30 th April 2019	1:30-4:00pm	Green Dragon Room The Hill End Centre Eynsham Road Farmoor OX2 9NJ
Thursday 2 nd May 2019	9:30-12:00	Green Dragon Room The Hill End Centre Eynsham Road Farmoor OX2 9NJ
Thursday 2 nd May 2019	1:00- 3:30pm	Green Dragon Room The Hill End Centre Eynsham Road Farmoor OX2 9NJ
Wednesday 8 th May 2019	9:30-12:00	Green Dragon Room The Hill End Centre Eynsham Road Farmoor OX2 9NJ
Wednesday 8 th May 2019	1:00-3:30pm	Green Dragon Room The Hill End Centre Eynsham Road Farmoor OX2 9NJ
Thursday 9 th May 2019	3:00-5:30pm	Green Dragon Room

		The Hill End Centre Eynsham Road Farmoor OX2 9NJ
Friday 10 th May 2019	9:30-12:00	Oxford Abingdon Hotel (Hilton Garden Inn) Marcham Road Abingdon OX14 1TZ
Tuesday 14 th May 2019	3:00-5:30pm	Green Dragon Room The Hill End Centre Eynsham Road Farmoor OX2 9NJ
Friday 17 th May 2019	9:30-12:00	Green Dragon Room The Hill End Centre Eynsham Road Farmoor OX2 9NJ
Wednesday 22 nd May 2019	9:30-12:00	Whately Hall Hotel 17-19 Horse Fair Banbury OX16 0AN
Wednesday 12 th June 2019 For special schools only	9:30-12:00	Green Dragon Room The Hill End Centre Eynsham Road Farmoor OX2 9NJ
Wednesday 12 th June 2019 For settings with reception	1:00-5:00pm	Green Dragon Room The Hill End Centre Eynsham Road

children & anyone unable to attend the above		Farmoor OX2 9NJ
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To book a place at an agreement trialling workshop, please email your name, school and role and preferred date and time to early.years@oxfordshire.gov.uk.

Moderation visits

Schools are visited on a four-year cycle based upon Oxfordshire partnerships:

	2018	2019	2020	2021
North	Banbury Woodstock	Eynsham Chipping Norton Burford	Kidlington Witney	Bicester Carterton
Central	Cherwell	Wheatley ISIS	Headington	Botley/Cumnor South East (SE)
South	Abingdon Thame & Chinnor	Wallingford Woodcote	Didcot Wantage Watlington	Henley Sonning Common

This includes all independent, voluntary and private schools/EY providers who have children involved in the EYFSP. It also includes all free schools and academies.

As set out in the Statutory EYFS Profile Handbook 2019 (page 43), moderation visits are also triggered by:

- presence of NQTs and practitioners new to the EYFS
- requests from the Headteacher/manager
- new senior leadership team
- Ofsted concern
- settings with an EYFS cohort for the first time

- concerns identified by the system leader or LA personnel
- data anomalies
- unusual patterns of attainment
- date and /or outcome of last external moderation visit
- non-attendance at moderation training events
- concern relating to the 2017-18 assessment cycle, including maladministration
- part of targeted support package from LA

Letters to schools/settings receiving a visit should arrive by the end of the spring term and visits will take place in May and June 2019. Moderators will contact schools to arrange the moderation visit. A confirmation email will be sent to the school and this will contain a sheet for practitioners to record their interim judgements against the ELGs in relation to the children's **current level of development**. The interim judgements should be returned to the moderator to allow him/her to prepare for the visit.

'External moderation is a **collaborative process between the LA moderator(s) and the setting**. Practitioners should consider it a **positive part of their professional development**. It offers the opportunity to discuss judgements on children's performance against the requirements of the EYFS profile. Moderators should not demand multiple pieces of evidence against each ELG. They should have due regard for teacher workload and should not exhibit behaviours at moderation that would lead to reception teachers spending unnecessary time throughout the year on producing evidence.

Statutory **external moderation helps quality-assure judgements**. It is used to confirm that EYFS profile judgements are **accurate and consistent with national standards**, as stated in The Early Years Foundation Stage (Learning and Development Requirements) Order 2007¹⁵. This ensures that settings are assessing accurately against national standards, as set out in the EYFS framework and the

system is fair to all children.

Anyone responsible for EYFS profile assessments in a setting or LA must comply with the following guidance to ensure that the external moderation process results in valid and accurate judgements. It should be used alongside the EYFS ARA¹⁶. (EYFSP Handbook 2019 page 36)

At the end of the visit, the moderator will:

- provide formal feedback to the Headteacher /senior leader/manager
- ensure that the setting is aware of the LA appeals process
- provide a completed record of the visit which includes the agreed, validated judgements for all moderated children and any concerns that require further action by the setting or LA
- the record of the visit must be signed by the Headteacher or representative and LA external moderator
- A copy must be given to the setting and the original sent to the EYFSP Moderation Manager

Early Years Foundation Stage Profile Appeals Policy

This policy is only relevant to schools/settings that have a visit from an EYFS Profile Moderator

If the EYFS Profile Moderator is not able to agree that a practitioner's Early Years Foundation Stage Profile judgments are in line with the exemplification materials they will discuss the visit with the LA Moderation Manager, who will then contact the Headteacher/manager within a week of the visit to talk through the agreed action points.

After this discussion, the moderation report will be sent to the school. If, however, after discussion with the Moderation Manager and/ or receiving the moderation visit

report, the Headteacher/manager is not in agreement with the moderation outcome, then they may request a second visit by another EYFS Profile Moderator. This request needs to be made in writing within a week of receiving the moderation visit report and is dependent on finding a convenient time to visit before the 27th June 2019.

If, after a second visit, there is still no agreement on the Early Years Foundation Stage Profile judgements, then the LA will make their decision and inform the Headteacher/manager. The action points are intended to support the school/setting in improving the reliability of the Early Years Foundation Stage assessments.

In addition, any school/setting, where there has been a lack of agreement, will receive another moderation visit the following year.

Training available to support the statutory assessment process

Further training is available to support the moderation process through our [Step into Training programme](#).

Training is available for all **NQTs and teachers new to the EYFS**. Please contact the moderation manager or your EY advisory teacher for further information.

It is an **expectation** as set out in the Statutory EYFS Profile Handbook that practitioners will internally moderate assessment judgements and with other schools.

'It is important for practitioners to build a shared understanding of the ELGs and the EYFS Framework. They should have opportunities to discuss their assessment of children's attainment with colleagues against the EYFS framework.

Settings should work together so that practitioners can share experiences and develop their assessment skills. Outcomes of discussions could be recorded and referred during moderation visits.' (EYFSP Handbook 2019 page 36)

Useful publications

- ***How children learn. The characteristics of effective early learning***

Nancy Stewart, The British Association for Early Childhood Education,

ISBN-10 0-904187-56-X

- **Emerging, expected and exceeding: understanding the revised Early Years Foundation Stage Profile**

Helen Moylett and Nancy Stewart, The British Association for Early Childhood Education, ISBN -10-0-904187-63-2

- ***Effective Assessment in the Early Years Foundation Stage***

Jan Dubiel, Early Excellence, Sage Publications, ISBN-13-978-1-4462-7447-7

Oxfordshire Early Years guidance

- An exploration of the 'expected' and 'exceeding' descriptors within the Early Years Foundation Stage Profile – updated for 2018 including sense check
www.oxfordshire.gov.uk/earlyeducationtoolkit
- [Supporting children's writing in the reception class](#)

Other documents can be found on the toolkit (password required – subscription only) at www.oxfordshireearlyyears.co.uk

Contact us

For further guidance and queries please contact the EYFS Profile Moderation Manager, Michelle Jenkins: Michelle.Jenkins@Oxfordshire.gov.uk