Short guide to Early Years Foundation Stage (EYFS) Profile and moderation 2015

What is the EYFS 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.

Key documents

- [Early Years Foundation Stage: Assessment and Reporting Arrangements 2015](#) (pub: 05.09.14)
  This has been revised and is organised in printable sections on the website.

- [EYFS Profile Handbook 2015](#) (pub: 07-10-14)
  This has been revised and is organised in printable sections on the website.

- [EYFS Profile exemplification 2015](#) (pub 07-10-14)
  Please note that there is revised early learning goal (ELG) exemplification for:
  - ELG03-Speaking
  - ELG09-Reading
  - ELG10-Writing
  - ELG11-Number

  The remainder of the ELG exemplification has not changed from the previously published version.

  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 guidance is available from the Department for Education website, the Standards and Testing Agency website and is also accessible from: [www.foundationyears.org.uk](http://www.foundationyears.org.uk)
Who is involved with the EYFS Profile and moderation process?

The Assessment and Reporting arrangements applies to all Early Years settings, including maintained schools, non-maintained schools, independent schools and all providers on the Early Years register.

"Academies are required to implement the requirements of the EYFS as set out in section 40 of the Childcare Act 2006 and must comply with local authority moderation requirements.

All registered Early Years providers are required to complete the EYFS assessment for any children in the final year of the EYFS and to participate in moderation. This includes an academy providing for children in the final year of the EYFS.

Children attending a pupil referral unit (PRU) or hospital school are not subject to the assessment requirements in this ARA. Children still on the register at a maintained school but attending a PRU or hospital school are required to be assessed, and the results should be reported by the home school.

These assessment and reporting arrangements do not apply to children who are being educated at home, unless they are on the register of a maintained school or independent school.” (Assessment and Reporting Arrangements 2014 page 5)

"All independent school and registered EYFS providers must comply with the information in the ARA unless they have an exemption from the EYFS learning and development requirements. This included participating in moderation arrangements for the EYFS Profile and submission of EYFS Profile data to the local authority.”

(Assessment and Reporting Arrangements 2014 page 6)

All those responsible for assessing and reporting on the EYFS need to refer to the ‘Assessment and Reporting Arrangements 2014’. This document contains important information on the responsibilities of Headteachers, governing bodies, managers of Early Years settings and also local authorities.

Exceptions and exemptions

"The EYFS Profile should be completed during the summer term of the academic year in which a child reaches age five unless:

- An exemption from the Profile has been granted for the setting or an individual child by the Secretary of State;
- The child is continuing in the EYFS provision beyond the year in which they turn five;
• The child has recently arrived from abroad and so a accurate and valid assessment cannot be completed; or

• The child has spent a lengthy period of time away from the setting, for example due to illness or medical treatment.

In these instances the practitioner should refer to the ARA for further guidance about the circumstances in which these decisions will be considered valid, and the associated requirement placed upon settings.” (Early Years Foundation Stage Handbook 2014 page 18)

Contact the EYFS Profile Manager for further advice and guidance regarding possible exceptions and exemptions.

Moderation in Oxfordshire 2015

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 Foundation Years Advisory Teachers, Deputy and Assistant Headteachers, Foundation Stage Co-ordinators and Lead Foundation Years Teachers.

Moderators new to the role take part in an induction process. All moderators participate in a series of local authority training events annually.

The role of the moderator is to conduct a professional dialogue with a practitioner(s) to ensure that practitioners’ judgements are consistent with the national exemplification of standards, and that the assessment of attainment is reliable, accurate and secure.

Moderation Training cycle

As set out in the Early Years Foundation Stage Handbook 2014 on page 29, the focus for training in 2014-15 is:

• Prime area of learning: Physical development
• Specific area of learning: Understanding the world ; Expressive arts and design

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<th>Year</th>
<th>Focus</th>
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<tr>
<td>2014/15:</td>
<td><strong>Prime area of learning</strong>: Physical development</td>
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<tr>
<td></td>
<td><strong>Specific area of learning</strong>: Understanding the world and expressive arts and design</td>
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<td>2015/16:</td>
<td><strong>Prime area of learning</strong>: Personal, social and emotional</td>
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Specific area of learning; Literacy

2016/17: Prime area of learning: Communication and language development
Specific area of learning; Mathematics

These areas of learning and development will be the focus of the ELG discussion at the statutory meetings in May 2015. These meetings are for those schools who do not receive a visit from a moderator.

For those schools not receiving a visit from a moderator, an email will be sent out by the end of February inviting them to a moderation meeting which will be held at venues around the county in May/June.

Visits from moderators

Letters to schools/settings receiving a visit should arrive by the end of March. Visits will take place in May and June 2015.

Schools are visited on a four year cycle based upon partnerships

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<th>2015</th>
<th>2016</th>
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<th>2018</th>
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<td>Eynsham</td>
<td>Kidlington</td>
<td>Bicester</td>
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<td>Burford</td>
<td>Headington</td>
<td>Oxford South East (SOX)</td>
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<td>Didcot</td>
<td>Cumnor and Botley</td>
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<td>ISIS</td>
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<td>Wallingford</td>
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<td>Henley &amp; Sonning Common</td>
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<td>Woodcote</td>
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Moderation visits are also triggered by:

- presence of NQTs and practitioners new to the EYFS
- non-accurate judgements the previous year
- requests from the Headteacher/manager
- concerns identified by the School Improvement Lead or local authority personnel or HMI
- data anomalies
- non-attendance at training events
- Schools that are judged to be RI or I by Ofsted

At the end of the visit, the moderator will inform the Headteacher /manager of the outcome of moderation and a brief report will be sent to school within 48 hours of the visit.

### 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 recommendations/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 19th June 2015.

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 recommendations/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.
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.

Year 1 teachers must be given a copy of the EYFS Profile report together with a narrative on how the child demonstrates the three characteristics of effective learning.

All EYFS providers must report EYFS Profile data (judgements against the 17 ELGs) to their Local Authority for each child by Friday 26th June 2015. The narrative on how a child demonstrates the three characteristics of effective learning should not be submitted.

An EYFS transition pack with samples of reports which could be used at the end and throughout the EYFS can be found on the Foundation Years toolkit: www.oxfordshire.gov.uk/earlyeducationtoolkit

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

Children Centres are held accountable for the EYFS Profile outcomes of children in their local area and schools are expected to share data trends with children centres on request.

For further guidance and queries please contact

The EYFS Profile Moderation Manager, Michelle Jenkins at Michelle.Jenkins@Oxfordshire.gov.uk or ring the school help line on: 01865 81 5830

Bibliography

Early Years Foundation Stage Profile Handbook 2014
Standards & Testing Agency
(available to download from: www.education.gov.uk/assessment)

EYFS Profile Exemplification for the Level of Learning and Development Expected at the End of the EYFS
Standards & Testing Agency
(available to download from: www.education.gov.uk)

Assessment and Reporting Arrangements for the Early Years Foundation Stage 2014
Standards & Testing Agency
(available to download from: www.education.gov.uk/assessment)
Development Matters in the Early Years Foundation Stage (EYFS)
The British Association for Early Childhood Education
(available to download from: www.early-education.org.uk)

Early Years Outcomes
Department of Education
(available to download from: https://www.gov.uk/government/publications/early-years-outcomes)

Statutory Framework for the Early Years Foundation Stage
Department for Education, available to download from:

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
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