

Introduction

Under the *Statutory Framework for the Early Years Foundation Stage* (published in 2007 by the Department for Children, Schools and Families) an EYFS profile must be completed for every child during the academic year in which they reach their fifth birthday. The framework has legal force through an Order and Regulations made under the Childcare Act 2006.

The Local Authority has a statutory responsibility to ensure that all practitioners responsible for the completion of the EYFS Profile take part in moderation activities at least once annually. Schools receive an individual moderation visit once every 4 years and for the remaining 3 years in the cycle, attend a cluster moderation event.

This document outlines the procedures for moderation of the Early Years Foundation Stage Profile in Lincolnshire Schools. It is intended to be used as a reference document to assist and guide leaders and practitioners through the annual moderation process, ensuring they are aware of their statutory duties and providing additional information based on good practice.



The QCA document *Early Years Foundation Stage Profile Handbook (QCA/08/3657)* provides a comprehensive outline of the regulations and requirements, which can be downloaded at birthtofive.org.uk . It is recommended that all Early Years Leaders and Practitioners are familiar with the contents of this document.

Early Years Foundation Stage Profile

The EYFS profile sums up and describes each child's development and learning achievements at the end of the EYFS. It is based on ongoing observation and assessment across all six areas of Learning and Development.

Each child's development should be recorded against the 13 assessment scales spread across these six areas and derived from the Early Learning Goals. Judgements against these scales should be made from observation of consistent and independent behaviour, predominantly from children's self-initiated activities.

The process of collecting information about children's learning is a critical part of the assessment process, and is vital in order to ensure that the judgements made against the 13 assessment scales produce accurate and reliable data.

Completing the Early Years Foundation Stage Profile

The use of the EYFS Profile rests on the assumption that practitioners build up their assessments throughout the year on a cumulative basis from ongoing.

Early Years practitioners should be observing children and responding appropriately to help them make progress towards the Early Learning Goals as part of their everyday practice.

The most reliable way of building up a picture of children's development and learning is through ongoing observation of children participating in everyday activities. Some of this will be planned and some may be a spontaneous capture of an important moment.

Accurate assessment will depend on contributions from a range of perspectives including the child's and should be drawn from all adults who have significant interactions with the child.

In order to make consistent and accurate judgements, practitioners need to use valid and consistent evidence to inform their assessment.

The majority of evidence will come from the practitioner's knowledge of the child and observations of the child's self-initiated activities. Practitioners need to ensure that no more than 20% of the total evidence for each scale point comes from ***adult-led** activities.



*For a glossary of terms please see **Appendix 1**

Evidence

For the purpose of the EYFSP, the definition of *evidence* is any material, knowledge of the child, anecdotal incident, and result of observation or information from additional sources that support the overall picture of the child's development.

A broad range of evidence demonstrating a picture of a child's learning journey and attainment will consist of the following effective practice:

- Professional judgements of practitioners
- Spontaneous observations
- Focussed observations
- Conversations with children
- Information from parents
- Samples of work
- Photographs
- Evidence from other settings
- Evidence from other contributors

When collecting evidence and making assessments on children's achievement and attainment it should be remembered that the Early Learning Goals, and therefore scale points are interlinked. Seeing these links will bring coherence to the assessment process and enable practitioners to better capture the nature of each child's learning.

During moderation the practitioner will be asked to talk about particular children and their achievements against the EYFS Profile. They will be asked to share a range of the evidence illustrated above to give a full picture of the child's attainment. It is not expected that practitioners will have physical evidence to support each point discussed. Practitioners professional judgements, based on their knowledge of the children is sufficient.

EYFS profile assessment should be finalised during the summer term, summarising each child's development at that point. Assessments should be made in accordance with the guidelines in the EYFS Profile Handbook.



Special Books and Learning Journeys

Special Books/Learning Journeys are a powerful resource to support a smooth transition between pre-school to school. They will allow the reception teacher into the world of the child at a time when they are just getting to know each other.

It may be possible for the reception teacher to view the special books on his or her visits to pre-school settings in the summer term and to use them as a basis for his or her discussion with the child's key person. This will allow the teacher to prepare for the child's particular interests and needs once he or she starts school. Schools may also choose to refer to the special books and the assessment and record keeping information at induction meetings for reception parents and carers, in order to demonstrate how the school will be using and valuing children's achievement and previous experiences.

Teachers need to return the special book/ learning journey back to the parent and child once it has been used to supplement the teacher's initial assessment of the child's learning and development and ease his or her transition into school. Effective practice would be for parents and teachers to sign a 'contract' to ensure the safe return of the books to the family.



The ARK Document

The ARK document, highlighting the achievements of the child, will create evidence towards the EYFS Profile in the Autumn Term. The ARK guidance materials (which can be found on the Birth To Five website www.birthtofive.org.uk) show the links between the ARK statements and the EYFS Profile scale points. Ensuring special books/ learning journeys and the ARK document are shared and transferred to school, will allow teachers to view the assessment evidence and inform the judgements and assessments made during the child's first term at school.

Data

During 2010-2011 a group of settings have been trialling Prams (Progress Recording and Tracking Monitoring System) with their Birth To Five Early Years Consultant. This provides an overview of data for cohort and groups within the setting. It is recommended that your school makes enquiries with your feeder settings to ascertain if they have used this, or any other method of collating data, as this will provide you with useful transition information.

More information about Prams can be found on the Foundation Stage Forum website.

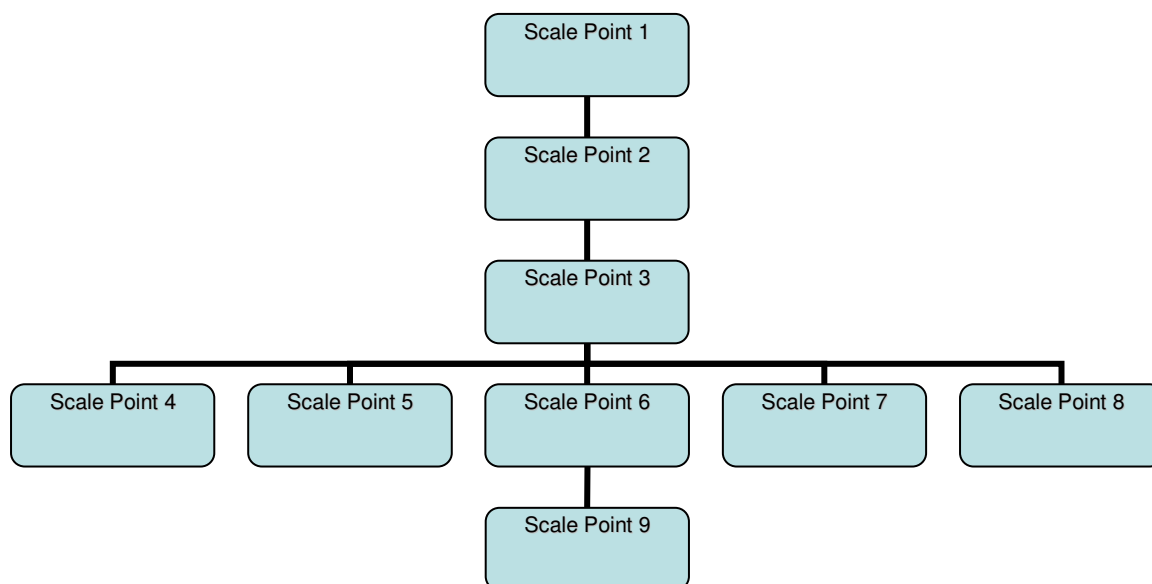
EYFS Profile Assessment Scales

Each child's development should be recorded against 13 assessment scales, spread across the six areas of Learning and Development and derived from the Early Learning Goals. A full description of each scale and point, with written exemplification can be found in Chapter 7 of the EYFS Profile Handbook. These should always be referred to when assessing children's learning and development.

A score is calculated for each of the 13 individual scales in the following way:

Scale points 1-3	If a child attains scale points 1, 2 or 3, their score is recorded accordingly as 1, 2 or 3 scale points.
Scale points 4-8	A child can attain up to five scale points in this grouping. For each scale point achieved, 1 is added to the base score of 3 (carried over from scale points 1-3 above) to give a total score. For example, if a child attained scale point 4, scale point 6 and scale point 8 on a particular scale, he or she would add 3 to their base score of 3 to create a total score of 6.
Scale point 9	A child attaining scale point 9 will have attained all scale points 1-8 on a particular scale and their total score will be recorded as 9 points.

The vast majority of children will achieve scale points 1-3 in order and then go on to achieve scale points 4 – 8 in any order. Scale Point 9 can only be achieved once scale points 1-8 have been attained. The diagram below, demonstrates how a typical child can achieve against the EYFS Profile scale points.



The Moderation Process

The moderation process involves a professional dialogue to ensure practitioner judgements are in line with nationally agreed exemplification and seeks to ensure that everyone feels confident that recorded judgements are accurate both locally and nationally.

Please refer to **Appendix 2** which outlines key moderation dates throughout the year.



Moderation should be a supportive process and is designed to develop practitioner confidence in their approaches to assessment and making judgements against the EYFS Profile. The Birth to Five Service will work with practitioners, offering support and challenge to ensure that the outcomes for children in Lincolnshire are consistent and fair.

Scale Points for Moderation in 2011/2012

Scale points to be moderated in 2011/2012 are:

- **Problem Solving Reasoning and Numeracy (3 scales)**
- **Physical Development (1 scale)**

As outlined in the QCDA Local Authority Moderation Requirements Booklet all schools' judgements are moderated at least once every year.

The usual organisation for this is;

- 25% of schools receive an individual moderation visit to the school.
- 75% of schools are then called to a cluster event local to the school to take part in agreement trialling and moderation events.

If you are receiving an individual moderation visit this year your school will be listed in **Appendix 3**.

All other schools are required to attend a cluster moderation meeting.

Special Schools

This year all special schools with EYFS aged children will be asked to attend a cluster moderation meeting; please see venue and date listed on page 10.

Private and Independent Schools

This year **all** private and independent schools will receive a moderation visit to their school as listed in **Appendix 3**

Individual Moderation

Individual Moderation visits consist of the following arrangements:

- A half day visit from a trained moderator (arranged at a mutually convenient time).
- On arrival the moderator will need to meet with the Lead EY practitioner.
- The school will need to provide a list of all children in the reception cohort and their summary profile scores so that the moderator can select the three children to be moderated.
- The moderator will need access to the school's EYFS Profile data collection programme, e.g. the eProfile.
- The moderator will select 3 children with which to undertake the moderation process from the following attainment bands:
 - Children attaining scale points 1-3
 - Children attaining scale points 4-8
 - Children attaining scale point 9
- The school will need to provide a broad range of evidence for the 3 selected children (ref P4). This can take many forms including practitioner's professional judgement.
- The moderator will undertake a joint observation with the EY practitioner, focussing on provision for learning and observation skills.
- The EY practitioner will need to be released to take part in the moderation process.
- The moderator will require a quiet room within which to work and meet with the EY practitioner.
- The school will need to provide the outcomes from last year's moderation for the practitioner to discuss with the moderator.
- Verbal feedback is provided to a member of the Senior Leadership Team at the end of the visit.
- The school will be provided with a written summary of the moderation outcomes (Please refer to **Appendix 4** for a sample Moderation Form)

Individual moderation will take place during the weeks beginning **30th April and 7th May 2012**. Your school will receive a letter and then a follow up phone call to organise a specific date for the individual moderation visit.

Please Note: Those schools to receive an **individual moderation visit in 2012** are listed in **Appendix 3** at the back of this guidance document. These schools should not book onto one of the cluster moderation sessions.

You will need...

- ✓ A 'Quick Scale Scores' printout
- ✓ All children's evidence folders
- ✓ Data for 2010-11
- ✓ Current data for whole cohort
- ✓ 2011 moderation outcomes



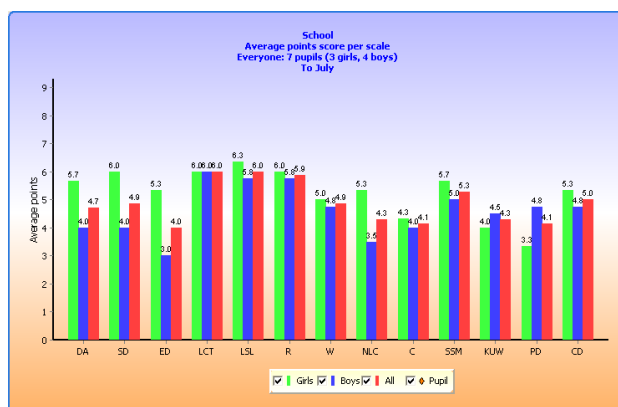
Cluster Moderation

Cluster moderation events will consist of the following arrangements:

- A full day attendance from **one** EY practitioner at a local cluster event
- The EY practitioner will select 3 children; one from each of the 3 attainment bands:
 - Children attaining scale points 1-3
 - Children attaining scale points 4-8
 - Children attaining scale point 9
- The EY practitioner should bring with them a broad range of evidence (refer to p4), including professional judgements and knowledge of the children, to support the judgements for the 3 selected children, and should expect to discuss this with a moderator and EY practitioner from another school. The practitioner will also need to bring the outcomes from last year's moderation.
- A team of trained moderators will be available to support EY practitioners during the moderation event.
- It is recommended that the EY practitioner should bring their eProfile/electronic recording system on a laptop computer.
- Practitioners will engage in agreement trialling activities with other colleagues.
- Practitioners will receive updates on new materials and have opportunity to discuss provision and practice.
- A record of the moderation event will be completed throughout the process and each school will receive 2 copies of this record for their information.
- The EY practitioner will be expected to take part in a standards discussion and will need to bring data print outs for the current **and** previous academic year to facilitate this discussion; (please see below).

School																	
EYFSP 2010-2011 summary scores																	
Everyone: 7 pupils																	
	DA	SD	ED	LCT	LSL	R	W	NLC	C	SSM	KUW	PD	CD	PSE	CLL	PRN	Tot
Canto Bel	6	7	6	6	6	7	5	6	3	4	2	4	4	19	24	13	66
Chestkoff Ivor	5	5	2	5	4	5	4	1	3	3	3	4	6	12	18	7	50
De Neez Ben	5	5	4	5	5	6	4	6	4	6	6	4	4	14	20	16	64
Minor Maurice	6	6	6	9	9	7	6	5	6	7	7	6	4	18	31	18	84
RusseCharlotte	8	6	6	7	7	6	6	5	5	6	8	6	5	20	26	16	81
SmotherCat	3	5	4	5	6	5	4	5	5	7	2	0	7	12	20	17	58
Winneris Andy	0	0	0	5	5	5	5	2	3	4	2	5	5	0	20	9	41

This chart is found in the 'Quick Scale Scores' tab under 'Assessment' on the eprofile



This graph is found on the charts drop down menu under 'averages-bar'

Cluster Moderation dates and venues for 2012

All Cluster Moderation events run from 9.00am – 3.30pm.

EY practitioners are asked to bring their own lunch, however tea and coffee will be provided.

There will be a maximum of 30 practitioners per venue.

Places can be booked by schools by ringing the **Birth to Five Office on 01522 552752** or email birthtofive@lincolnshire.gov.uk

Places will be allocated on a first come first served basis and should be booked by the school **before 25th November 2011**.

Please note this is limited to one representative per school.

Any schools that have not booked onto a venue by this time will be allocated a venue where there are spaces available.

Dates and venues for cluster moderation meetings- Maintained and Independent schools

Date	Venue
Monday 14 th May 2012	Lincoln – Bishop Grosseteste College
Tuesday 15 th May 2012	Market Rasen - Market Rasen Racecourse
Wednesday 16 th May 2012	Louth - Kenwick Park Hotel
Thursday 17 th May 2012	Spalding - Springfields Event Centre
Friday 18 th May 2012	Boston – Boston Conference Centre
Monday 21 st May 2012	Horncastle – Horncastle College
Tuesday 22 nd May 2012	Hemswell Cliff – Hemswell Court
Wednesday 23 rd May 2012	Greetham Valley Hotel
Thursday 24 th May 2012	Grantham – EM Direct Centre
Friday 25 th May 2012	Lincoln – Bentley Hotel

Date and venue for cluster moderation meeting- Special Schools

Date	Venue
Monday 28th May 2012	Myle Cross Centre, Lincoln

Interim Moderation

The Birth to Five Service also offers an opportunity for schools to receive Interim Moderation mid-year. This may be at the request of schools and P.A.Fs or individual schools may be identified following data analysis.

Unlike the end of year moderation, interim moderation allows schools, in partnership with a consultant, to identify key scale points to be moderated and further support in making judgements if needed, therefore offering a more bespoke moderation package.



Don't forget to bring...

- ✓ A 'Quick Scale Scores' printout
- ✓ whole cohort current data and for 2010-11
- ✓ evidence for 3 children
- ✓ 2011 moderation outcomes

EYFS Profile Data

The usefulness of data depends on its accuracy. As such, responsibilities for quality assuring the EYFS profile data rest with three key stakeholders:

Practitioners

- Should ensure judgements truthfully and accurately reflect the picture of each child's attainment.
- Final assessments should be moderated in the setting and with other settings.
- Do a final check exploring links between separate judgements and checking for anomalies.

School Manager/ Setting Leader

- Need to assure them that data is accurate.
- Comparison with the outcomes from previous years can provide early indications that data could be inaccurate.
- Data needs checking after processing the administration staff, since it is at this stage that errors, such as incomplete entry, can creep in.
- In Lincolnshire Headteachers are asked to sign a letter of agreement stating that the data has been checked before submission to the Local Authority in order to ensure that no errors have occurred.

Local Authority

- Before data is submitted to the DfE, the local authority should check it setting by setting, to identify anomalies in outcomes and check these with the setting.
- The average national scale point score, which aggregates the summary score data submitted by local authorities, is published annually by the DfE. This is usually available in the autumn term.
- It is recommended that all practitioners, leaders and managers are familiar with; 'Quality Assurance of Early Years Foundation Stage Profile Data' document (QCDA Sept 2008) when quality assuring EYFS Profile data.
- This is available to download from the Birth to Five website - www.birthtofive.org.uk

Please refer to **Appendix 5** for a suggested timeline for the effective management of the EYFS Profile

Final EYFS profile Data Submission

Schools will be sent a further letter at the beginning of the Summer Term stating the specific cut off date for the final submission of EYFS profile data. This will be sent in via the data exchange website to the Quality Assurance Team.

All schools' EYFS Profile data will be analysed to check for anomalies in the two weeks after the submission date by the Birth to Five Team.

Any queries and anomalies will be followed up through a phone call or visit to the school in order to ensure that the data submission is accurate before submission to the DfE.



EYFS Profile Training

It is recommended that all staff working with children in their final year of the Early Years Foundation Stage should have training in order to familiarise themselves with best practice. Listed below are the dates and venues available for practitioners to attend which will support with a thorough understanding of EYFS Profile assessment. All training should be booked through CfBT Inset and Support.

Introduction to the Early Years Foundation Stage and Early Years Foundation Stage Profile

Course No	Dates	Venue
CN 029611	(13 July 2011) 4 October 2011	Hemswell Court, Hemswell
CN 029711	29 September 2011 8 November 2011	Myle Cross Centre, Lincoln
CN 029811	7 February 2012 13 March 2012	The Olde Barn Hotel, Marston

Early Years Foundation Stage Profile Training for the Experienced Practitioner

Course No	Dates	Venue
CN 029311	11 October 2011	Hemswell Court, Hemswell
CN 029411	17 January 2012	Myle Cross Centre, Lincoln
CN 029511	15 March 2012	The Olde Barn Hotel, Marston



Glossary of Terms

Adult-led activity - An activity defined, structured and delivered by an adult to a child or group of children. It focuses on the direct teaching of skills and knowledge with a specific objective in mind.

Adult-directed activity - An activity defined by an adult that focuses on a specific objective that the child may complete independently or with adult support.

Independent activity - An activity completed by a child without support. It may be adult-directed or child-initiated.

Self-initiated activity - An activity wholly decided by the child and that is the result of an intrinsic motivation to explore a project or express an idea. In doing this the child may make use of a variety of resources and demonstrate a complex range of knowledge, skills and understanding.

Assessment - Through observing children and making notes when necessary, practitioners can make professional judgements about children's achievements and decide on the next steps in learning. They can also exchange information with parents about how children are progressing.

Evidence - Any material, knowledge of the child, anecdotal incident, observation or information from additional sources that supports the overall picture of the child's development. There is no expectation that such evidence is always formally recorded or documented. Practitioners may choose to record specific evidence in order to secure their own judgements.

Observation - In the context of making a judgement for the EYFS Profile this is the practice of watching and listening to a child as they engage in an activity and demonstrate specific knowledge, skills and understanding. Sometimes the observations can be very short and can occur as part of another activity and practitioners may be observing children alongside their ongoing interaction. Sometimes observations may be longer and are the result of targeting a scale point or child to gain specific information.

Key Moderation Dates- A Yearly Overview

Month	Key Moderation Event
September	Schools receive Moderation Handbook and sign up for cluster moderation venues
October	
November	End of November- final date for signing up to cluster moderation venue
December	
January	Interim Moderation
February	
March	
April	
May	Individual moderation visits to schools Cluster moderation with schools Individual moderation visits to any PVI settings with children of appropriate age
June	Schools submit final EYFS Profile data
July	Data quality assurance prior to submission to the DfE

Maintained schools to receive an individual moderation visit in 2012

Allington with Sedgebrook CE Primary	Holbeach Primary
Bardney CE and Methodist Primary	Ingham Primary
Barkston & Syston CE Primary	Ingoldmells Primary
Barrowby CE Primary	Lea Frances Olive Anderson CE Primary
Bassingham Primary	Legbourne East Wold CE Primary
Binbrook CE Primary	Legsby Primary
Branston CE Infant	Lincoln Ermine Community Infant
Boston St Mary's Roman Catholic Primary	Lincoln Monks Abbey Primary
Boston St Thomas' CE Primary	Lincoln St Faith's CE Infant
Boston Staniland Primary	Lincoln St Peter at Gowts
Brant Broughton CE and Methodist Primary	Lincoln The Sir Francis Hill Primary
Butterwick Pinchbeck's Endowed CE Primary	Lincoln Woodlands Infant
Corby Glen Community Primary	Long Sutton Primary
Corringham CE (Voluntary Controlled) Primary	Mareham-le-Fen CE Primary
Crowland South View Community Primary	Market Deeping William Hildyard Primary
Cranwell Primary	Marshchapel Primary
Deeping St Nicholas Primary	Marston Thorold's Charity CE Primary
Denton CE Primary	Marton Primary
Dunston St Peter's CE Primary	Moulton Chapel Primary
Edenham CE Primary	Moulton The John Harrox Primary
Fiskerton CE Primary	New Leake Primary
Gainsborough North County Primary	Newton-on-Trent CE Primary
Gainsborough St George's Primary	Nocton Community Primary
Gedney Church End Primary federated with Lutton St Nicholas Primary	North Hykeham Ling Moor Primary
only one mod =between 2 sites	Pinchbeck West CE Primary
Gedney Hill CE (cont) Primary	Quadring Cowley and Brown's Primary
Gosberton Clough & Risegate Primary	Sleaford The William Alvey Primary
Gosberton Community Primary	Spalding Monkshouse Primary
Grantham Belmont Community Primary	Spalding Parish Church CE Day Primary
Grantham Belton Lane Primary	Spalding St Paul's Community Primary
Grantham Harrowby CE Infants	Stamford St Gilberts CE Primary
Grantham Huntingtower Primary	Stamford The Malcolm Sargent Primary
Grantham Little Gonerby Infants	Sutton Bridge Westmere Primary
Grantham St Anne's CE Primary	Tealby Primary
Grantham St Mary's Catholic Primary	Tydd St Mary CE Primary
Grantham the Isaac Newton Primary	Utterby Primary
Great Ponton CE Primary	Weston Hills CE Primary
Hackthorn CE Primary	Weston St Mary's CE Primary
Helpringham Primary	Wyberton Primary Primary
Holbeach Bank Primary	

Private and Independent Schools to receive an individual moderation visit in 2012

Ascoughfee Hall School	Greenwich House School
Bicker Preparatory School	Handel House Preparatory School
Copthill Preparatory School	Kirkstone House School
Dudley House School	St Mary's Preparatory School, the Preparatory School of Lincoln Minster School
Grantham Preparatory School	St Hugh's School
Stamford Junior School	
The Viking School	
Witham Hall School	

Early Years Foundation Stage Profile Moderation Form

Name of school/setting:		Headteacher/ Manager:				Date:								
Total Number of reception children:		Moderation Type:				Moderator:								
Year group mix:														
Practitioner's names	Years of EY experience	Attended training	Number of children with EAL	Number of children with SEN										
Assessment type used:														
Additional background information:														
Moderation focus and scale points discussed: (please tick)		PSED			CLLD				PSRN			KUW	PD	CD
		D&A	SD	ED	LCT	LSL	R	W	NLC	C	SSM			
	1													
	2													
	3													
	4													
	5													
	6													
	7													
	8													
9														
Recommendations from previous moderation:														

EYFS Profile Judgements for three children

Are judgements consistent and accurate?

Is the evidence supporting the children's attainment of scale points appropriate?

How does the evidence match the scale point criteria?

Comment on evidence of consistent and independent behaviour, child initiated/ adult directed ratio

Comment the range of evidence discussed

Scale points that need to be reviewed for the whole cohort:

Scale Points awarded after discussion:

*** ANY SCALE POINTS CHANGED SHOULD BE REVIEWED ACROSS THE WHOLE COHORT PRIOR TO SUBMISSION OF DATA**

• Standards Discussion:

Whole cohort analysis (include reasons):

- boys/girls
- areas of strength.
- links between scale points
- number of children achieving 6+ in CLLD & PSED & 78 points +
- areas for development

Comparing data 2011- 2012 (include reasons):

- trends, dips and peaks
- reasons

• Outcomes of moderation and key recommendations:

Signed: Date:..... (Moderator)

Comments from school/ setting:

Signed: Date:..... Role(representing the school)

I have read the above and confirm that I am in agreement with the outcomes noted.

Suggested timeline for the effective management of the EYFS Profile

Action	Timescale	On going	Termly
Communicate with feeder settings to collect information about new children and identify their current age and stage. Use this to plan appropriate provision. Transfer ARK statements into profile scale points (use guidance document on Birth to Five website to support this process)	July	Assessments made based on observations. Plan next steps for provision	Analysis of assessments made: Produce report for HT, SLT and Governors Up date all versions of e-profile with new data
Ensure e-profile is downloaded with handbook on Head teacher and all YR teachers' PCs plus a central copy available through admin. Input pupil data for the current cohort.	Beginning September		
LA sends summary report for previous year data. School analysis with HT, FS Leader, YR & Y1 teachers of data; planning next steps for provision. Subject leaders informed. SEF informed, School Improvement Plans, Subject specific action plans informed.	September		
Interim Moderation	Spring Term		
Annual Individual Moderation	Summer Term		
Annual Cluster Moderation Follow up outcomes of moderation	Summer Term		
Quality assurance checks made and data finalised. HT signs declaration form	June		
EYFSP data submitted to LA	June		
Analysis of assessments made: up date all versions of e-profile with new data. Plan next steps for provision with Y1 teachers and review planning for future EYFS provision	July		

