



Early Years Foundation Stage Profile Moderation School Visit Report Form

| | | | |
|--|--|--|--|
| School: | | | |
| Head teacher: | | | |
| Moderator: | | | |
| Date & duration of visit | | | |
| Number of EYFS classes: | | | |
| Total number of children within the school for whom the Early Years Foundation Stage Profile is completed | | | |
| Class teacher/s | | Experience: NQT/new to reception/years in reception | |
| Teaching assistant/s | | Experience: HLTA/ NNEB/years in reception | |
| Are summative judgements recorded during the year? yes/no | | | |
| If yes how are they recorded? | | | |

Those present at the moderation meeting

Teacher/s

Headteacher yes /no

Year 1 teacher yes/no

Assessment coordinator yes/no

Governor yes/no

Who contributes to the children's profiles within the school?

How do the children contribute to the evidence for the EYFSP?

How do parents contribute to the observational evidence for the EYFSP?

What moderation activity takes place during the year?

| | Who was involved? (i.e. yr R , yr 1, HT) | When did it take place? Comments |
|---------------------------|---|---|
| School based | | |
| Cluster moderation | | |

Is a member of SLT involved in moderation? yes/no

How?

Does the Head teacher quality assure the accuracy of the final data in school? yes/no

Is the Y1 teacher involved in moderation? yes/no

Comments

Is EYFS Profile data shared with Y1 teachers and used to inform next steps in children's learning? yes/no

Comments

Please indicate below which ELG and level of development were moderated for each of the sampled children. Where practitioner judgements could not be validated for any ELG, please HIGHLIGHT the judgement and record the detail in the outcome box.

| Area of Learning | Sample | | Child 1 | Child 2 | Child 3 | Child 4 | Child 5 |
|--|--------|---|---------|---------|---------|---------|---------|
| | Class | | | | | | |
| Communication and language | ELG 01 | Listening and attention | | | | | |
| | ELG 02 | Understanding | | | | | |
| | ELG 03 | Speaking | | | | | |
| Physical development | ELG 04 | Moving and handling | | | | | |
| | ELG 05 | Health and self-care | | | | | |
| Personal, social and emotional development | ELG 06 | Self-confidence and self-awareness | | | | | |
| | ELG 07 | Managing feelings and behaviour | | | | | |
| | ELG 08 | Making relationships | | | | | |
| Literacy | ELG 09 | Reading | | | | | |
| | ELG 10 | Writing | | | | | |
| Mathematics | ELG 11 | Numbers | | | | | |
| | ELG 12 | Shapes, space and measures | | | | | |
| Understanding the world | ELG 13 | People and communities | | | | | |
| | ELG 14 | The world | | | | | |
| | ELG 15 | Technology | | | | | |
| Expressive arts and design | ELG 16 | Exploring and using media and materials | | | | | |
| | ELG 17 | Being imaginative | | | | | |

Is the evidence supporting the children's attainment appropriate? yes/no

What did the evidence sample consist of?

| | | | | | |
|--------|-----------|--------------|------------------------|----------------------|-------|
| Photos | Online LJ | Observations | Practitioner knowledge | Parent contributions | Other |
|--------|-----------|--------------|------------------------|----------------------|-------|

Was there sufficient evidence to support the teacher's judgements? yes/no

Did the evidence describe consistent and independent behaviour? yes/no

Is the child initiated / adult directed ratio appropriate? yes/no

Does the YR teacher use STA exemplification materials to support accuracy of assessments?
yes/no

Outcome

Are the teacher judgements for all five children for all scale points discussed accurate in line with exemplification?

Yes/No

If no please comment on any inaccuracies that were discussed:

Action to be taken if inaccurate:

-

Was a consensual agreement reached to amend the points in question? yes/no

Are the teacher judgements likely to be accurate at the point of submission to the Local Authority? yes/no

Areas of effective practise

-

Action(s):

-

Additional comments

Thank you for making me so welcome. If you have any queries relating to this note of visit please do not hesitate to contact me.

| | | |
|-------------------|------------------------|--|
| Signatures | Headteacher | |
| | Practitioner(s) | |
| | Moderator | |

School's comments on the Moderation visit

If the school has any queries with any aspect of the moderation visit or report, please contact Joanne Bradbury, EYFS Profile Moderation Manager/School Readiness Adviser within 3 working days of the receipt of this report.

Telephone 01942 828849

E-mail Jo.bradbury@wigan.gov.uk

Wigan Council Early Years Foundation Stage Moderation Appeals Procedure (Reviewed January 2020)

Background

- In Wigan the moderation of the Early Years Foundation Stage Profile Teacher Assessment is carried out by a team of moderators with a range of experience in Early Years Foundation Stage including 10 teachers and one Local Authority officer, also a teacher.
- Any differences of opinion in the judgements made will be discussed with the Head Teacher or member of the SLT
- If schools disagree with a moderator's advice their viewpoints will be taken into consideration and advice sought from the moderation team manager. If necessary, further advice will be sought from STA and other LAs.
- It is hoped that, as in previous years, agreement will continue to be reached through discussion with schools.

Appeals procedure

The process described above is formalised into an appeals procedure. This is summarised below:

- If the moderator disagrees with any judgements made by a school in relation to Teacher Assessment, this will be discussed with the Head Teacher and reasons given for their view. Agreement will be sought through this process.
- If there is still a difference of opinion between the moderator and the school then the following process will be followed:
 - A second experienced Moderator will visit the school to discuss outstanding issues with both the Headteacher and Reception teacher .
 - If the school disagrees with this decision a partner LA moderator will visit school to moderate judgements
 - Any unresolved appeals will be referred to an Inter-LA appeals panel

A flow chart illustrating this process follows.

Early Years Foundation Stage Profile Moderation – Appeals Process

