

Kent Policy for the Moderation of the Early Years Foundation Stage Profile

“The Early Years Foundation Stage (EYFS) is a comprehensive and statutory framework setting standards for development, learning and care of children from birth to five.

All registered early years providers are, from September 2008, required to use the framework and to complete the Early Years Foundation Stage profile (EYFS profile) for each child at the end of the academic year in which they reach the age of five.

The primary purpose of the EYFS profile is to provide Year 1 teachers with reliable and accurate information about each child’s level of development as they reach the end of the EYFS, enabling teachers to plan an effective, responsive and appropriate curriculum that will meet all children’s needs.”
Early Years Foundation Stage Profile Handbook – 2008

Kent adheres to the requirements of the EYFS profile. The Local Authority (LA) responsibilities for moderation are carried out by the Advisory Service Kent (ASK). In Kent there is a commitment to the eight principles of assessment (EYFS Profile P4) and the LA strives to support practitioners in putting these principles into practice within a rich learning environment that builds on the individual needs and interests of the children reflecting the four themes and commitments of the EYFS.

The purpose of moderation is to ensure the accuracy of judgements for the profile in line with national exemplification materials. The moderation process is a supportive one, designed to develop practitioners’ confidence in their approaches to assessment and their understanding of the EYFS profile. The profile is an ‘on going’ summative tool designed to record a child’s independent and consistent achievements and to inform next steps in learning. Judgements recorded in the profile must be consistent with nationally agreed exemplification and give a reliable and accurate picture of the child’s learning and development in relation to the Early Learning Goals at the end of the EYFS. All stakeholders have a responsibility to ensure the accuracy of data.

The Local Authority has the following responsibilities for moderation of the EYFS profile (EYFS Profile p.21):

- ensuring all practitioners responsible for the completion of the EYFS profile take part in moderation activities at least once annually
- appointing moderators with appropriate EYFS experience to secure consistent standards in assessment judgements
- ensuring moderators are trained and participate regularly in LA and cross LA moderation activities and have good understanding of how to promote progress within the EYFS profile and ease transition to Key Stage 1
- ensuring all settings are visited regularly as part of a cycle of moderation visits by a LA moderator and those settings with identified problems or other particular circumstances are visited more frequently. LAs should have a view of what constitutes quality in the EYFS and have systems for auditing this
- after a moderation visit, to notify headteachers/managers of settings of whether (or not) EYFS assessments are being carried out in accordance with requirements
- where the moderator judges that the assessment is not in line with exemplified standards, to require the headteacher/manager of the setting to arrange for practitioners to participate in further training/moderation activities and to reconsider their assessments as advised by the moderator

Kent fulfils its statutory responsibility with:

- **Training for practitioners** – available from *Advisory Service Kent*
- **Moderation activities** through:
 - **Training** a team of moderators
 - **Moderating** all settings annually. Through a four year cycle, each year 25% of schools are moderated by a school visit with the remaining schools attending an LA moderation meeting. Additional school visits are carried out where issues have arisen or by request from the Headteacher or School Improvement Partner
 - **Partnership Meetings:** For both '**Sharing practice in moderation**' in the spring term and **LA moderation meetings** in the summer term, schools will be invited to attend a meeting in their locality. This will involve a group of schools working with a moderator to verify judgements through professional discussion and by checking those judgements against national exemplification materials. Each practitioner will be asked to bring to the meeting evidence that supports judgements related to the areas of the curriculum that are the focus for that particular year.

This evidence will include:

- teacher's files of dated observations
- assessments of teacher directed activity
- annotated photos which demonstrate achievement (these may be electronic)
- recent examples of children's own mark making
- paintings, drawings and models etc
- comments from parent and child
- electronic summative Profile Assessment

Teachers are requested to bring their own laptop

- **Visits to Schools / Settings:** A moderator spends approximately half a day at the school. The majority of the time is spent in the classroom working alongside the teacher. Supply cover is not required. During this time the moderator, with the teacher's agreement talks to children and looks at the evidence that demonstrates their individual achievement. Electronic profile data should be available to the moderator.

Evidence required is the same as for moderation meetings and will include time to talk with the teacher. The teacher's own knowledge is an important part of the evidence base and it is very helpful if the teacher can be released from the class for approximately 30 minutes to talk with the moderator. If there is more than one reception class teacher they are invited to join in the discussion and share their assessment procedures as part of the process.

Roles and responsibilities for training and moderation for Practitioners, Headteachers and Governing Bodies – EYFSP Handbook – P 20

- It is expected that schools moderate internally and/or with linked schools and keep evidence related to this activity. They should use methodology similar to that used at moderation meetings. Guidance – Appendix A. The LA has made funding available in 2009 and will do so for 2010 for this purpose and encourages the involvement of Y1 and where appropriate nursery teachers.

- **Written feedback** is provided following all LA moderation in the summer. The comments made relate only to the overall quality of the evidence that supports the accuracy of judgements for the EYFS profile. Note will also be made of involvement in internal and/or locality linked moderation activities
- **Headteachers and governing bodies** are supported in fulfilling their statutory responsibility
- **Kent Exemplification Materials** expand and support nationally produced exemplification
- **Tracking Progression in Reading, Writing, Phonics & Problem Solving, Reasoning & Numeracy:** Kent teachers have developed these documents. They support the tracking of progress and the identification of next steps for learning
- **Data** is quality assured to ensure accuracy and reliability. The LA will contact the school where anomalies in data are found and gives the school the opportunity to amend. Data is instrumental in supporting the child's learning journey and provides the basis for reporting to parents and the effectiveness of future provision.

Appeals: Settings wishing to appeal against any decision related to the moderation of the EYFS profile should initially take their concern to their area Early Years Adviser who will instigate a further moderation activity carried out by a different moderator or team of moderators. If the situation is not resolved to the satisfaction of the headteacher/manager of the setting, further evidence may be required to support moderation that will be carried out by a Senior Adviser, with responsibility for the EYFSP in the LA and a nationally accredited moderator with advice sought, if necessary, from QCDA.

At times of transfer: Kent provides support and advice for practitioners. The new Kent Record of Transfer called '**My Unique Story**' supports transition though the EYFS and into Y1. It values the voice of both the parent and the child and supports learning and development through the individual needs and interests of the child. This document provides valuable information at the start of the reception year to inform initial assessments for the profile and to plan appropriately for learning. '**Continuing the Learning Journey**' in Y1 is recommended to ensure that the opportunities are appropriate to the needs of the child. Year 1 teachers must take account and use information from the EYFS profile to inform their planning.

Kent LA is committed to providing consistency of moderation practice and through the Advisory Service Kent provides advice, challenge, support and guidance for the process.

LA Moderation can not verify all judgements but supports schools own processes towards accuracy.

Judy Venner
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