

Early Years Foundation Stage Profile Moderation Procedures 2014

Name of school setting	Lancasterian School
Headteacher/Manager	Katie Cass

Term/Year	Summer 2014	Date of visit	4 th June 2014	Duration of visit	3hrs
Moderator name	Shirley Johnson				
Practitioner names: NQT/new to Reception?/ Years in Reception?	Helen Nuttall			Experience	10yrs
	Lydia Seton			Experience	1 yr

Please indicate below which ELG and level of development were moderated for each of the sampled profiles. Where practitioner judgements could not be validated for any ELG, please annotate the form and record the detail in the outcomes box.

Area of learning	ELG	Profile 1	Profile 2	Profile 3	Profile 4	Profile 5	
Communication and language	ELG 01	Listening and attention	E2	E2	E1	E1	E1
	ELG 02	Understanding	E2	E2	E1	E1	E1
	ELG 03	Speaking	E1	E1	E1	E1	E1
Physical development	ELG 04	Moving and handling	E1	E1	E1	E1	E1
	ELG 05	Health and self-care	E1	E1	E2	E1	E1
Personal, social and emotional development	ELG 06	Self-confidence and self-awareness	E2	E1	E1	E1	E1
	ELG 07	Managing feelings and behaviour	E2	E1	E1	E1	E1
	ELG 08	Making relationships	E3	E1	E1	E1	E1
Literacy	ELG 09	Reading	E1	E1	E1	E1	E1
	ELG 10	Writing	E1	E1	E1	E1	E1

Area of learning	ELG		Profile 1	Profile 2	Profile 3	Profile 4	Profile 5
Mathematics	ELG 11	Numbers	E1	E1	E1	E1	E1
	ELG 12	Shapes, space and measures	E1	E1	E1	E1	E1
Understanding the world	ELG 13	People and communities	E3	E1	E1	E1	E1
	ELG 14	The world	E2	E1	E1	E1	E1
	ELG 15	Technology	E2	E2	E2	E1	E1
Expressive arts and design	ELG 16	Exploring and using media and materials	E2	E1	E1	E1	E1
	ELG 17	Being imaginative	E2	E1	E1	E1	E1

EYFS Profile judgements	
<p>Are judgements consistent and accurate?</p> <p>Is the evidence supporting the children's attainment appropriate?</p> <p>How does the evidence match the band descriptor?</p> <p>Consistent and independent behaviour?</p> <p>Appropriate child initiated/adult directed ratio?</p>	<p>Judgements were consistent and accurate. Even more so than is possible to show on this format as the children are meticulously leveled in very small steps across all areas according to their diverse and extremely complex needs</p> <p>In addition to anecdotal evidence, all children have detailed learning journeys containing observations, children's work, photographs e.t.c Practitioners were able to talk extensively about each child and went to considerable lengths to explain how, given their complex needs, children were demonstrating the characteristics of effective learning. This was particularly evident when they talked about a child who was only able to communicate via minimum head movement and expressions.</p> <p>Evidence presented accurately matched the band descriptors</p> <p>Practitioners are fully aware of the need for the children to exhibit consistent and independent behaviour.</p> <p>Due to the complexity of needs, conversations took place around the support that some children needed to be able to show their learning. The ratio of child initiated/adult ratio was therefore appropriate to the needs of particular children.</p>
Contributors to the process	
Who contributes to the children's profiles within	Contributors include children, parents/carers, lunchtime

<p>the school/setting?</p> <p>How are the parents' contributions valued and included within their child's profile assessments?</p> <p>How are the children's contributions represented in the profiles?</p>	<p>organisers, previous settings/schools, SEN/EMA staff, Speech therapists and where appropriate, other outside agencies.</p> <p>Parents are involved continuously with children's profile assessments both in the form of written/verbal contributions from home and the frequency of meetings to discuss children's attainment.</p> <p>Examples of children's work and photographs</p>
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Strengths

<p>Practitioner's' knowledge of the children</p> <p>Internal moderation/linking with other settings</p>	<p>Practitioners have a thorough knowledge of the children and continue to endeavor to understand and appropriately provide for the children's complex changing needs on all levels and in all curriculum areas.</p> <p>Considerable effort has gone into developing the skills and knowledge of teaching assistants who now also make valuable contributions to the discussions.</p> <ul style="list-style-type: none"> • Team meetings take place weekly within classes where pupil progress is reported and any issues discussed. This is then reflected in the planning. • Termly moderations take place where an area is chosen to focus on. All staff in the team contribute collaboratively agree on the level each child is working at based on evidence provided. • Class teachers attend termly meetings with other special schools to cross moderate <p>Transition</p> <p>Children are placed in their classes according to individual needs. The two classes work very closely together, planning jointly each half term and sharing the same topic.</p> <p>On two afternoons each week the children are mixed across EYFS and Key Stage 1. During this time they will engage in creative and PE activities.</p> <p>Where appropriate, there is also flexibility for children to attend additional sessions in other classes.</p> <p>Transition sessions take place during the second half of the summer term when, following a detailed handover between teachers, children spend time in their new setting. To maintain some consistency and familiarity, some teaching assistants remain with the children over</p>
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<p>Further training for practitioners</p> <p>Informed of appeals procedure</p>	<p>the next academic year.</p> <p>All reviews and individual EYFS profiles are available are accessible on the staff drive.</p> <p>Learning journeys and detailed pen portraits are shared at 'handover' meetings</p> <p>When are where appropriate bespoke transition plans are developed with mainstream schools</p> <p>Continue to keep up to date with both EYFS and other appropriate developments</p> <p>MCC</p>
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Practitioner judgements are **ACCURATE**; in line with exemplification Yes

Detail:

- The characteristics of learning undoubtedly underpin learning and support children to become effective and motivated learners. However, at Lancasterian, an incredible amount of teaching is done before the children may be able to demonstrate such characteristics. Additionally, many of the children may have such characteristics but are unable to demonstrate them.
- The allocation of 'emerging' for some of the children does not reflect neither the progress and attainment of the children. If the complex needs of the children were to be taken into consideration in a more meaningful manner, many more of the children would be at least 'expected' and in some cases, undoubtedly, 'exceeding'
- It is also important to note that, due to their complex needs, there are some areas in which individual children will never be able to reach the EYFS expected level

Signatures	Headteacher	
	Moderator	
	Practitioner	
	Practitioner	
Setting comments on the moderation visit Valuable discussion around difference between 'expected' and 'exceeding' and 'best fit' for children		LA moderation manager details Christine Nicholson One Education on behalf of MCC christine.nicholson@oneeducation.co.uk 0844 967 1111

Key: E1 = Emerging
E2 = Expected
E3 = Exceeding

*=Disagree