



Moderation of the Early Years Foundation Stage Profile 2018 / 2019

Arrangements Booklet

(includes important information for all schools
and details of external moderation visits)



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EYFS Profile Timeline – Training, Moderation & Quality Assurance

The following information is to help schools and EYFS practitioners prepare for the submission of accurate EYFS Profile data to the local authority.

| | | |
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| Important dates and requirements for: <u>ALL SCHOOLS</u> | <u>Opportunities</u> for: all schools, whether or not they are being moderated in 2019 | Important dates and requirements for: <u>all schools that are receiving an external moderation visit in 2019</u> |
|--|---|--|

| Date | Information |
|---|---|
| 22 November 2018 | Opportunity for practitioners IN SCHOOLS who are new to EYFS Profile to attend a half day 'New to EYFSP' training session, which will introduce them to the basics of assessing children using the EYFS profile. |
| <div style="border: 2px solid black; padding: 5px; display: inline-block; margin-bottom: 10px;">NEW!</div> 1 March 2019 | ALL SCHOOLS EYFS Profile Moderation local agreement Please return a signed copy of the local agreement to the Moderation Manager |
| 26 March 2019 and/or 27 March 2019 | ALL SCHOOLS 'EYFS Profile / Moderation' training Please book onto a session - either Tuesday morning or Wednesday afternoon. <i>Failure to attend may result in an external moderation visit being made to your school.</i> |
| | Schools to be externally moderated in 2019 - 'Meet a Moderator' session Please bring your completed pre-moderation questionnaire on (pages 3-7 of the appendix to this booklet) to your allocated appointment time (either Tuesday afternoon or Wednesday morning). |
| 17 & 25 April 2019 | Opportunity for practitioners IN PVI SETTINGS who are new to EYFS Profile to attend a half day 'New to EYFSP' training session, which will introduce them to the basics of assessing children using the EYFS profile. |

| Date | Information |
|--|---|
| <p style="text-align: center;">NEW!</p> <p style="text-align: center;">18 April 2019</p> | <p>‘Mop-up sessions’ Opportunity for practitioners IN SCHOOLS who are new to EYFS Profile to attend a half day ‘New to EYFSP’ training session, which will introduce them to the basics of assessing children using the EYFS profile.</p> |
| <p style="text-align: center;">April – June 2019</p> | <p>Schools to be externally moderated in 2019 - External EYFSP Moderation visits Please see pages 6-9 of this booklet for the date of your moderation visit and p10-11 for details of the LA external moderation team.</p> |
| <p style="text-align: center;">11 June 2019</p> | <p>Opportunity for all practitioners (especially those who are new to EYFS Profile) to attend a half day ‘QA & Moderation Surgery’ training session, them with quality assuring their EYFS profile data prior to submission, and the opportunity to raise any assessment/moderation queries.</p> |
| <p style="text-align: center;">Dates throughout June 2019</p> | <p>Opportunity for all practitioners to attend an EYFSP Moderation Surgery in their Locality and discuss any assessment/moderation queries with an LA Moderator.</p> |
| <p style="text-align: center;">Midday 24 June 2019</p> | <p>Window opens for submission of EYFSP data to the LA</p> |
| <p style="text-align: center;">27 June 2019</p> | <p>ALL SCHOOLS EYFS Profile must be completed for all children</p> |

| Date | Information |
|-----------------|---|
| 28 June 2019 | <p>ALL SCHOOLS Final date for submission of EYFSP data to the LA Schools may submit their data any time from 24 June. The 28 June is the final date, and this applies to ALL SCHOOLS.</p> |
| 28 June 2019 | <p>ALL SCHOOLS Final date for return of 'Headteacher declaration' forms.</p> |
| 1 – 3 July 2019 | <p>ALL SCHOOLS Quality Assurance of EYFSP data Please be available for a telephone conversation with a member of the LA Moderation Team about the submitted data. Schools have a responsibility to resolve any queries raised by the LA.</p> <p>Schools may also be contacted by other LA data teams.</p> |

Schools to be Externally Moderated

May / June 2019

In addition to planned visits to all settings on a 4-year cycle, moderation visits/support may be triggered by additional circumstances, as outlined in the STA 2019 EYFS Profile Handbook, p43.

Below is an indication of the LA external moderators who are expected to carry out each statutory moderation visit. This is subject to change, and you will be informed with at least 2 days' notice if your school is affected (other than in exceptional circumstances, such as illness on the day). Please see p10-11 of this booklet for further information about each of the LA external moderators.

| Locality | School | LA External Moderator(s) | Date of Moderation Visit * |
|-------------------|---|-------------------------------|----------------------------|
| Locality A | Angram Bank P | Kate Dudley | Wed 22 May 2019 |
| | Coit P | Kate Dudley | Thurs 20 June 2019 |
| | Ecclesfield P | Kate Dudley & Clare Lindley | Friday 24 May 2019 |
| | Fox Hill P | Kirsty Maxton & Nicole Ramsey | Wed 19 June 2019 |
| | Greengate Lane P | Kate Dudley | Friday 3 May 2019 |
| | High Green P | Andrea Lancaster | Wed 5 June 2019 |
| | Mansel P | Kate Dudley & Kirsty Maxton | Tues 4 June 2019 |
| | Monteney P | Kate Dudley & Anne Wright | Friday 10 May 2019 |
| | St Mary's P, a Catholic Voluntary Academy | Kate Dudley | Mon 17 June 2019 |
| | St Thomas More Catholic P | Andrea Lancaster | Tues 4 June 2019 |

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|-------------------|--------------------------|---------------------------------------|--------------------|
| | Windmill Hill P | Ruth Beckett-Singh & Kate Dudley | Thurs 6 June 2019 |
| | Woolley Wood P | Rachel Billingsley | Tues 4 June 2019 |
| | | | |
| Locality B | Astrea Academy Sheffield | Maureen Hemingway & Kirsty Maxton | Tues 7 May 2019 |
| | Hatfield Primary Academy | Claire Lindley & Maureen Hemingway | Mon 17 June 2019 |
| | Pathways Academy | Jayne Atkinson & Helen Best | Mon 3 June 2019 |
| | | | |
| Locality C | Acres Hill Community P | Maureen Hemingway & Anne Wright | Thurs 20 June 2019 |
| | High Hazels Academy | Kate Dudley & Donna Pycroft | Wed 19 June 2019 |
| | Norfolk Park P | Rachel Billingsley | Tues 11 June 2019 |
| | Oasis Don Valley | Andrea Lancaster & Donna Pycroft | Tues 7 May 2019 |
| | | | |
| Locality D | Athelstan P | Ruth Beckett-Singh & Nicole Ramsey | Friday 3 May 2019 |
| | Ballifield P | Helen Best & Donna Pycroft | Tues 18 June 2019 |
| | Charnock Hall P Academy | Kate Dudley & Andrea Lancaster | Wed 8 May 2019 |






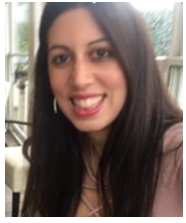
| | | | |
|-----------------------|---------------------|---|---------------------|
| | Reignhead P | Helen Best & Andrea Lancaster | Friday 21 June 2019 |
| | St Joseph's P | Andrea Lancaster | Friday 7 June 2019 |
| | Shortbrook P | Kate Dudley | Mon 20 May 2019 |
| | Stradbroke P | Ruth Beckett-Singh & Andrea Lancaster | Wed 19 June 2019 |
| | Woodhouse West P | Kate Dudley & Nicole Ramsey | Thurs 23 May 2019 |
| | Woodthorpe P | Jayne Atkinson & Anne Wright | Friday 21 June 2019 |
| | | | |
| Locality E | Anns Grove P | Jayne Atkinson & Kirsty Maxton | Tues 21 May 2019 |
| | Bankwood P | Clare Lindley & Donna Pycroft | Wed 22 May 2019 |
| | Lowedges P | Jayne Atkinson & Nicole Ramsey | Wed 8 May 2019 |
| | Mossbrook P | Rachel Billingsley & Andrea Lancaster | Friday 10 May 2019 |
| | Norton Free Primary | Kate Dudley | Thurs 9 May 2019 |
| | | | |
| Locality F | Greystones P | Ruth Beckett-Singh & Maureen Hemingway | Tues 21 May 2019 |

| | | | |
|--------------------------|---------------|-----------------------------------|--------------------|
| | Lowfield P | Kirsty Maxton & Anne Wright | Mon 20 May 2019 |
| | The Rowan | Rachel Billingsley | Thurs 20 June 2019 |
| | | | |
| Locality G | Loxley P | Andrea Lancaster | Friday 24 May 2019 |
| | Stannington I | Kate Dudley & Clare Lindley | Wed 5 June 2019 |
| | | | |
| Indep- endent | Mylnhurst | Helen Best & Maureen Hemingway | Thurs 2 May 2019 |

*Moderators usually arrive at 8.15am, as per Local Agreement with schools

EYFS Profile LA Moderation Team

The LA external moderator team has been recruited and trained in accordance with STA requirements. LA external moderators have regard for moderation guidance produced by STA and exercise their powers and duties according to the guidance. All LA external moderators will be able to show ID and DBS details on arrival at schools.

| External LA Moderation Team | | |
|--|--|---|
|  | <p>Maureen Hemingway (LA-based)</p> <p>EYFS Quality, Access & Moderation Manager</p> <p>at Sheffield LA Inclusion & Learning Service Early Years Team</p> | <p><i>EYFS external moderator:</i> Responsible for the city-wide leadership of EYFSP Moderation since 2010</p> <p><i>EYFS experience:</i> 25 years +</p> |
|  | <p>Jayne Atkinson (School-based)</p> <p>Asst. Headteacher EYFS & KS1</p> <p>at Birley Primary Academy</p> | <p><i>EYFS external moderator:</i> 1 year</p> <p><i>EYFS experience:</i> 5 years</p> <p><i>Current/recent specialisms & leadership roles in school:</i> Assistant Headteacher – EYFS & Key Stage 1, work with PVI sector</p> |
|  | <p>Ruth Beckett-Singh (School-based)</p> <p>EYFS Phase Leader</p> <p>at Rainbow Forge Primary Academy</p> | <p><i>EYFS external moderator:</i> 1 year</p> <p><i>EYFS experience:</i> 15 years</p> <p><i>Current/recent specialisms & leadership roles in school:</i> EYFS Leader – FS1 / FS2 / Under 3 provision, work with PVI sector</p> |
|  | <p>Helen Best (School-based)</p> <p>Principal</p> <p>at Abbeyfield Primary Academy</p> | <p><i>EYFS external moderator:</i> 5 years</p> <p><i>EYFS experience:</i> 15 years</p> <p><i>Current/recent specialisms & leadership roles in school:</i> Principal, Designated Safeguarding Lead, EAL, New Arrivals, Roma Community</p> |
|  | <p>Rachel Billingsley (School-based)</p> <p>EYFS Leader & SENDCo</p> <p>at Stannington Infants</p> | <p><i>EYFS external moderator:</i> 3 years</p> <p><i>EYFS experience:</i> 20 years</p> <p><i>Current/recent specialisms & leadership roles in school:</i> EYFS Leader & SLE, SENDCo and Science Coordinator, work with PVI sector</p> |
|  | <p>Shama Chaudhry (School-based)</p> <p>EYFS Teacher (Reception)</p> <p>at Dobcroft Infants</p> | <p><i>EYFS external moderator:</i> 3 years</p> <p><i>EYFS experience:</i> 15 years</p> <p><i>Current/recent specialisms & leadership roles in school:</i> Behaviour and Pupil Welfare coordinator , Student Mentor coordinator, Curriculum and pupil welfare governor, work with PVI sector</p> |

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|  | <p>Kate Dudley (LA-based) EYFS Quality & Access Officer at Sheffield LA Inclusion & Learning Service Early Years Team</p> | <p><i>EYFS external moderator: 15+ years</i> <i>EYFS experience: 25 years +</i></p> |
|  | <p>Andrea Lancaster (LA-based) EYFS Quality & Access Officer at Sheffield LA Inclusion & Learning Service Early Years Team</p> | <p><i>EYFS external moderator: 7 years</i> <i>EYFS experience: 25 years +</i></p> |
|  | <p>Clare Lindley (School-based) FS2 Class teacher at Oughtibridge Primary</p> | <p><i>EYFS external moderator: 1 year</i> <i>EYFS experience: 10 years</i> <i>Current/recent specialisms & leadership roles in school: PSHE coordinator, student mentor, work with PVI sector</i></p> |
|  | <p>Kirsty Maxton (School-based) EYFS Leader & Reception Class Teacher at Coit Primary</p> | <p><i>EYFS external moderator: 2 years</i> <i>EYFS experience: 15 years</i> <i>Current/recent specialisms & leadership roles in school: EYFS leader, Outdoor leader & Peer mediators leader, work with PVI sector</i></p> |
|  | <p>Donna Pycroft (School-based) Assistant Headteacher at Springfield Primary</p> | <p><i>EYFS external moderator: 3 years</i> <i>EYFS experience: 13 years</i> <i>Current/recent specialisms & leadership roles in school: Assistant Head, EYFS & KS1 Lead, EAL, Safeguarding</i></p> |
|  | <p>Nicole Ramsey (School-based) Deputy Headteacher at Ecclesall Primary</p> | <p><i>EYFS external moderator: 6 years</i> <i>EYFS experience: 23 years</i> <i>Current/recent specialisms & leadership roles in school: Head of School, Deputy Safeguarding Lead, EYFS leader, EYFS assessment coordinator, work with PVI sector</i></p> |
|  | <p>Anne Wright (School-based) Assistant Head for EYFS & Reception class teacher at Owler Brook Primary</p> | <p><i>EYFS external moderator: 5 years</i> <i>EYFS experience: 14 years</i> <i>Current/recent specialisms & wider leadership roles in school: Assistant Head, EYFS Lead, Student & NQT mentor, EAL, New Arrivals, Roma Community</i></p> |

Information about EYFS Moderation 2019

Moderation of the EYFS Profile (including external moderation visits) will take place in accordance with the Standards & Testing Agency [EYFS profile 2019 handbook](#) and [2019 EYFS assessment and reporting arrangements](#).

Please see Sections 8 and 9 (pages 34 - 51) of the EYFSP 2019 Handbook for full details of EYFSP Moderation and Quality assurance. These include:

Moderation of the EYFS profile

- Purpose of moderation
- Internal moderation
- Inter-school moderation
- Local Authority moderation
- Process
- In advance of a moderation visit
- The professional discussion
- During the moderation visit
- End of a moderation visit
- Local Authority responsibilities
- Recruitment of local authority moderators
- How local authorities are moderated
- Appeals

Quality assurance of EYFS profile data

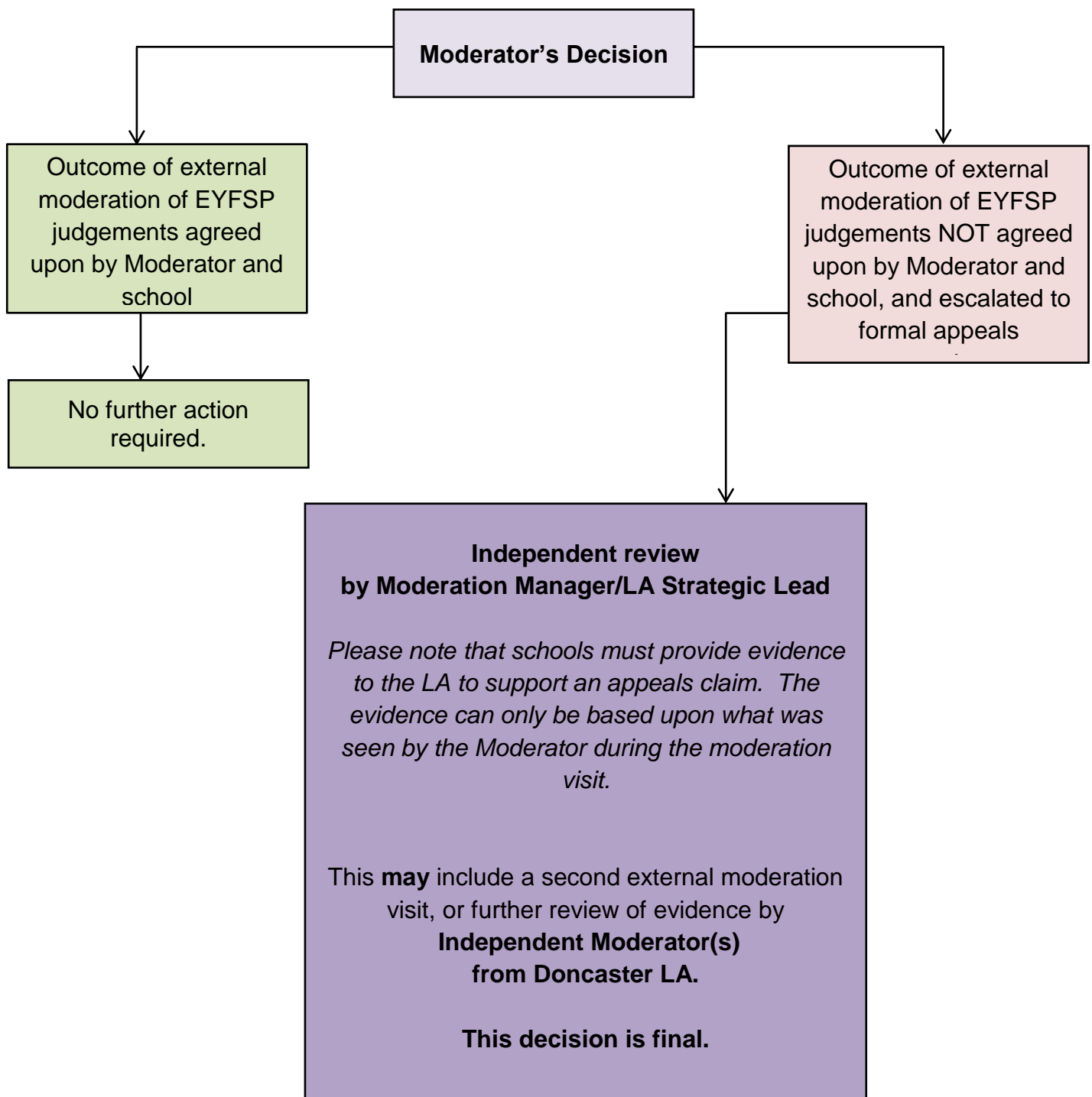
- Overview
- Pattern of outcomes for an individual child
- Schools' and settings' responsibilities
- Local authority responsibilities
- Data submission
- Statements to support level setting

Additional information specific to Sheffield LA can be found in the remainder of this booklet and its Appendix, including:

- *Formal Appeals Procedure*
- *Frequently Asked Questions*
- *All proformas / templates / 'paperwork'*

Also please see the accompanying 2019 EYFSP Moderation Local Agreement.

EYFS Moderation 2018/19 – Formal Appeals Procedure



Frequently Asked Questions

“External moderation is a collaborative process between the LA moderator(s) and the setting. Practitioners should consider it a positive part of their professional development.” (EYFS profile 2019 handbook).

Every year we receive very positive feedback from Sheffield practitioners about their moderation visits, and we look forward to working with you. We hope these FAQs will inform and reassure you, however if you still have any questions at all, please do not hesitate to contact us (via EarlyYearsBusinessSupport@sheffield.gov.uk), and one of us will get back to you as quickly as we can.

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| <p><i>What time will the external moderation visit start?</i></p> | <p>In accordance with feedback and preferences from schools, we have included this in our 2019 local agreement. Schools usually agree for Moderators to arrive at 8.15am, in order to start looking at the moderation paperwork and begin selecting the moderation sample before the school day begins. During this time teachers will be free to go about their normal duties (e.g. talking to supply teacher). The professional discussion will begin after this, usually around 8.45am.</p> |
| <p><i>How long will the moderation visit take?</i></p> | <p>The duration of external moderation visit can vary for a number of reasons. Wherever possible moderation visits will be completed in a morning, however please make arrangements in case they need to continue into the afternoon.</p> |
| <p><i>Do all teachers need to take part in the moderation visit? And who needs to be present?</i></p> | <p>Yes. Moderators need to secure the consistency and accuracy of judgements by all practitioners who are responsible for completing the EYFS profile, and most settings find it useful to have all teachers present for the whole moderation visit. If this is not possible and practitioners are released for only parts of the moderation visit, it is helpful for one member of staff to be present for the whole of the visit. Generally schools find that releasing the teachers together results in more valuable professional development, and often a shorter moderation visit. No visit should involve any teachers or staff working outside normal hours.</p> <p>Please ensure that all teachers are in a position to talk about <i>all aspects</i> of their children’s learning and development, taking into account the knowledge of all adults who have significant interaction with the child. For example, if your children are taught music or PE by somebody else, you need to know (and be able to talk) about this area of development at the</p> |

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| | <p>moderation visit and when making your EYFSP assessments. This is the case whether or not these people are present at the moderation visit.</p> <p>The headteacher, manager or their representative (a member of SLT) will need to be available to meet with the LA external moderator(s) for formal feedback and to sign the record of visit.</p> |
| <p><i>How many children's profiles will be moderated, and do the children need to be in school on the day of the moderation visit?</i></p> | <p>For a single form entry setting, Moderators will initially select a sample of five completed profiles across the range of attainment, and will moderate all 17 ELGs. The sample size is likely to be larger in multiple form entry schools. If moderators have concern about the accuracy of one or more judgements, they may expand the sample or request additional evidence.</p> <p>Children whose profiles are selected do not need to be in school on the day of the moderation visit.</p> |
| <p><i>Why do some schools have one moderator, and others have two?</i></p> | <p>There may be one or more moderators at any LA external moderation visit. The STA expects there to be more than one moderator if the setting has a large cohort, or the LA external moderator is being quality assured, or if the visit forms part of moderator induction. We have also responded to feedback from Sheffield schools, which has been very positive about the benefits of having more than one moderator. For this reason we have included this option in our local agreement with schools.</p> |
| <p><i>What do I need to prepare for the moderation visit?</i></p> | <p>On arrival, moderators will need a list of EYFS profile interim outcomes (in the form of 1s, 2s and 3s) for all children in each class in the cohort.</p> <p>Please ensure that these interim judgements are accurate for the day of the visit, and that they have been subjected to internal moderation prior to the moderation visit. It is helpful for moderators if you complete a Class Information sheet, and you may find it beneficial to calculate your predicted outcomes too.</p> <p>You will find all these proformas in the Appendix to this Moderation Arrangements Booklet.</p> <p>During the visit you will also need access to your recorded evidence (see below for more information about 'evidence'). Please do not spend time in advance either printing out electronic records, or transporting all children's records to the room where the moderation visit will take place. On the morning</p> |

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| | <p>of the moderation visit, once we have selected the sample of children, you will have time to go and collect any recorded evidence (portfolios, books, work samples, records etc) and bring it to the meeting room. If some of your 'evidence' is on computer, laptop or ipad, please ensure you have access to these during the meeting. You will be able to refer to your electronic evidence and there is no requirement for hard copies.</p> <p>Please note that whilst you will need access to your recorded evidence for the moderation visit, practitioners will also have built up a significant professional knowledge of each child. This will not be recorded but it must be considered when EYFS profile judgements are made, and much of the moderation visit will be spent considering this type of evidence.</p> |
| <p><i>How much evidence do I need to produce?</i></p> | <p>Moderators will hold a professional discussion with the EYFS practitioner(s) to understand how the judgements have been reached and in order to be able to validate them as being accurate, consistent and in line with national standards. There is no requirement that evidence should be formally recorded or documented. It should come from day-to-day activity in the classroom, can be drawn from a variety of sources, and will vary from setting to setting, class to class, and even child to child. The form of evidence supporting a practitioner judgement is entirely up to the practitioner, and practitioners should avoid excessive evidence gathering. Practitioners must actively engage children, their parents and other adults who have significant interaction with the child in the assessment process. Moderators will seek to ensure that contributions from parents and the child are actively sought by practitioners and that these are used to inform EYFSP judgements.</p> <p>Moderators will not scrutinise recorded evidence without the practitioner present.</p> |
| <p><i>Why are we being moderated when it is less than 4 years since our last external moderation visit?</i></p> | <p>In addition to planned visits to all settings on a 4-year cycle, moderation visits/support may be triggered by a number of reasons, as outlined on p43 of the EYFS profile 2019 handbook. If you are unsure why you are receiving an external moderation visit out of cycle, please contact the EYFS Moderation Manager, who will be able to explain the reason(s).</p> |

What should I do if the date of the external moderation visit is unsuitable?

The local authority appreciates that most schools take steps to accommodate the dates as set out in the schedule of visits (p6-7 in this Moderation Arrangements booklet). We also do our best to minimise visits to schools where and when SATs are taking place. In exceptional circumstances, it may be possible to rearrange some visits – please contact the EYFS Moderation Manager as quickly as possible if this is the case.

Feedback from External Moderation Visits 2018

It's been really helpful and supportive.

A very useful exercise to support judgements – gone away from the morning feeling confident in our judgements.

A very productive dialogue. Purposeful meeting to discuss outcomes in a one form entry setting.

A positive experience. Really enjoyed it. The whole experience has made me more confident with my judgements.

Professional, thorough and developmental.

Very happy with how the process went.

Very supportive and really helped with reassurance and confidence about where the children are. Helped with some areas unsure of.

A positive day that has enabled us to reflect on judgements and classroom practice. We are more aware of changes to make to support our children. Good to challenge and be challenged. Thanks.

It was really helpful. Thank you for your support.

We feel that the moderation visit was a positive, supportive visit. We feel confident to make our judgements against the ELGs and Exceeding statements.

Moderation visit was very positive in validating our judgements.

The process was very valuable in terms of clarifying judgements and exploring exemplification in depth. I felt the process was very supportive. Thank you.