

Early Years Foundation Stage

Profile 2019 / 2020

**Appendix** to

‘Assessment, Moderation

& Quality Assurance

Arrangements Booklet’

(includes important proformas and paperwork

for all Sheffield schools)





2

EYFSP judgements NOT agreed upon by Moderator and school

**EYFS Moderation Proformas and Paperwork 2019-20**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **APPENDIX** | | | | | | |
| ***To be completed by schools receiving an EXTERNAL MODERATION VISIT:*** | | | | | | |
| **1** | \*EYFSP self-evaluation & pre-moderation questionnaire | Complete and bring to \*‘Meet a Moderator’ meeting on 18 March 2020 | | | p3-7 | |
| Interim outcomes for children in the YR cohort ***(i.e. as if the children were being assessed using the EYFS profile on the day of the moderation visit)*** | **Required** to be completed and available for external moderators on arrival for the moderation visit | | | p8-9 | |
| \*Class Information | Useful to be completed to support the moderation visit | | | p10 | |
| \*Predicted EYFS Profile Assessments  (overview of whole cohort) | Useful to be completed to support the moderation visit | | | p11 | |
|  | \*As per Local Agreement with schools |  | | |  | |
| ***Useful* for all schools,**  **whether or not they are being externally moderated in 2019:** | | | | | | |
| **2** | Monitoring children vulnerable/at risk of being in Sheffield’s lowest 20% (proforma and guidance) | Useful proforma for identifying and targeting support for vulnerable / disadvantaged children. | | p12-14 | | |
| Agreement Trialling template (ELGs) | Useful template to support agreement trialling activities in respect of EYFSP | | p15-16 | | |
| Agreement Trialling template (Age bands) | Useful template to support agreement trialling activities prior to EYFSP | | p17-18 | | |
| EYFSP Quality Assurance proforma 2020 | Useful proforma to be completed prior to submitting data to the LA – will support accuracy of submitted data and preparation for QA telephone calls. | | p19-22 | | |
| **Self-evaluation**  If schools would like to self-evaluate their EYFSP processes, we recommend using the ‘self-evaluation & pre-moderation questionnaire’ (in Appendix Section 1, above), as this provides more comprehensive prompts than the proforma used in previous years (pages 3-7). | | | | | | |
|  |  | |  | | |  |
| **To be completed by ALL schools:** | | | | | | |
| **3** | EYFS Profile Local Agreement | To be completed and returned to Moderation Manager by 28 February 2020 | | Sent separately to this booklet | | |
| Headteacher declaration form | To be completed *after* data is submitted to LA | | p23 | | |

**EYFS Profile Self-evaluation & Pre-moderation**

\*To be completed by all schools that are being moderated

**Questionnaire 2019/20**

**Please complete each section below and give to an LA Moderator at your \*‘Meet a Moderator’ appointment.**

\*As per Local Agreement with schools

|  |  |
| --- | --- |
| **School:** |  |
| **Head Teacher:** |  |
| **EYFS Leader/Coordinator:** |  |
| **Reception Practitioners (names/roles):** |  |
| **Details of any NQT, RQT, or practitioner ‘new to EYFS’:** |  |
| **Date of External Moderation Visit:** |  |
| **Form completed by (name/role):** |  |

**Principles of EYFS profile assessment**

*(for further information and guidance, please see p10-13 of the EYFS profile 2020 handbook)*

|  |  |
| --- | --- |
| How do you use **observational assessment** in order to understand children’s learning?  *(EYFSP 2020 handbook p11)* |  |
| How do you apply **responsible pedagogy** in order to ensure that each child can demonstrate their learning in the fullest sense?  *(EYFSP 2020 handbook p11-12)* | 3 |
| How do you give opportunities for **child-initiated activity** and support children to develop effective learning characteristics?  *(EYFSP 2020 handbook p12)* |  |
| How do you enable children to demonstrate **embedded learning and secure development** without the need for overt adult support?  *(EYFSP 2020 handbook p12-13)* |  |
| How do you ensure that **links** in areas of learning. ELGs and Characteristics of Effective Learning are used to make sense of and ‘join up’ the assessment process?  *(EYFSP 2020 handbook p13)* |  |
| Please outline how the range and balance of self-initiated and adult-led activities informs **your practitioner knowledge**. This will form the majority of your evidence and isn’t often formally recorded.  *(EYFSP 2020 handbook p13)* |  |
| Describe how **contributions from a range of perspectives** support accurate assessment.  *(EYFSP 2020 handbook p13)* | The child: |
| The parent(s): |
| Other adults who have significant interactions with the child:  4 |

**Inclusion and EYFS profile assessment**

*(for further information and guidance, please see p17-20 of the EYFS profile 2020 handbook)*

|  |  |
| --- | --- |
| How do you ensure that your provision enables all children to demonstrate attainment in ways that are motivating to them, so that you are **taking into account the individual needs of all children**?  *(EYFSP 2020 handbook p17)* |  |
| How do you ensure **that children with SEND** can demonstrate their learning and development and be assessed accurately? Do any children need adaptations to carry out activities so practitioners can know them at their most capable?  *(EYFSP 2020 handbook p17-18)* |  |
| How do you assess **children with EAL**?  And how do you ensure that children with EAL have opportunities to engage in first hand experiences that do not depend solely on English for success?  *(EYFSP 2020 handbook p18-19)* |  |
| How do you take into account the cultural background of **children from minority groups**, ensure that the learning environment echoes children’s positive experiences and enable them to demonstrate their learning?  *(EYFSP 2019 handbook p19-20)* |  |

**Analysis of Data**

|  |  |
| --- | --- |
| What was your %GLD in 2019? |  |
| What do you predict your %GLD to be in 2020? |  |
| What % of pupils’ at your school were in Sheffield’s lowest 20% in 2019? | 5 |
| What are their characteristics of the most vulnerable individuals and groups of children in the 2019/20 cohort? (You may find it useful to use the proforma: ‘Monitoring children vulnerable/at risk of being in Sheffield’s lowest 20%’ – Appendix p12-14) |  |
| What strategies / interventions do you have in place to support children who are more/most able? |  |

**Moderation and Transition**

|  |  |
| --- | --- |
| How does internal moderation take place within school? |  |
| How do you work with other schools and settings to moderate, share experiences and develop assessment skills? |  |
| How do you receive information from feeder settings about pupil’s attainment and Characteristics of Effective Learning?  And how useful is this information? |  |
| What information do you share with Y1 colleagues and how? |  |
| Please provide information about any of the ELGs that you find difficult to assess. | 6 |

**External Moderation Visit**

|  |
| --- |
| Do you have any questions about your external moderation visit? |

7

# EYFS Profile Interim Outcomes

To be completed by all schools that are being moderated

***(i.e. as if the children were being assessed using the EYFS profile on the day of the moderation visit)***

(One per class – please duplicate this form as required)

Please use the table below (or provide your own document) to show EYFS Profile **interim (not predicted) outcomes** for all pupils **in the form of 1s, 2s and 3s** **(not ages/stages or age bands)**. It is important that these judgements are made by practitioners and not generated by an electronic tracking system. **Please ensure that you indicate these with a definitive whole number** (i.e. 1, 2 or 3, rather than 1/2, 2/3 etc.), but you may find it helpful to highlight with a \* where children are ‘on the cusp’ (*e.g. your best-fit score may occasionally be shown on this form as 2\*, which could indicate a child close to the cusp at either end of Expected level).*

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| **Name of Child** | ELG  1 | ELG  2 | ELG  3 | ELG  4 | ELG  5 | ELG  6 | ELG  7 | ELG  8 | ELG  9 | ELG  10 | ELG  11 | ELG  12 | ELG  13 | ELG  14 | ELG  15 | ELG  16 | ELG  17 |
| L&A | U | S | M&H | H&SC | SC&SA | MF&B | MR | R | W | N | SSM | P&C | TW | T | EUMM | BI |
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| **Emerging – 1 Expected – 2 Exceeding - 3**  8  7 | | | | | | | | | | | | | | | | | |

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| **Name of Child** | ELG  1 | ELG  2 | ELG  3 | ELG  4 | ELG  5 | ELG  6 | ELG  7 | ELG  8 | ELG  9 | ELG  10 | ELG  11 | ELG  12 | ELG  13 | ELG  14 | ELG  15 | ELG  16 | ELG  17 |
| L&A | U | S | M&H | H&SC | SC&SA | MF&B | MR | R | W | N | SSM | P&C | TW | T | EUMM | BI |
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| **Emerging – 1 Expected – 2 Exceeding - 3** | | | | | | | | | | | | | | | | | |

9

# Class Information

\*May be completed by all schools that are being moderated

# Early Years Foundation Stage Profile Moderation 2020

\*As per Local Agreement with schools

**Please complete this record before your moderation visit.**

The purpose of this moderationis to enable practitioners to engage in professional dialogue around the assessments of children. It provides a brief picture of a pupil and contributes to the practitioner's understanding of the 17 ELGs and Characteristics of Effective Learning. It is part of the process to support schools and contributes to school based discussions in securing final data for all pupils.

|  |  |  |  |
| --- | --- | --- | --- |
| School: |  | Headteacher: |  |
| EYFS Co-ordinator |  | Date of Visit: |  |
| Moderator(s) |  | | |

**Class information Class Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**NQT RQT New to EYFS (Delete as appropriate)**

|  |  |  |
| --- | --- | --- |
|  | Boys | Girls |
| Total in class |  |  |
| Total of EAL pupils |  |  |
| Total of pupils with SEND/ EHC plan |  |  |
| Total of summer born pupils |  |  |
| Total of Looked After Children |  |  |
| Total of Children receiving pupil premium |  |  |

**Class information Class Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**NQT / RQT/ New to EYFS (Delete as appropriate)**

|  |  |  |
| --- | --- | --- |
|  | Boys | Girls |
| Total in class |  |  |
| Total of EAL pupils |  |  |
| Total of pupils with SEND/ EHC plan |  |  |
| Total of summer born pupils |  |  |
| Total of Looked After Children |  |  |
| Total of Children receiving pupil premium |  |  |

**Class information Class Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**NQT / RQT / New to EYFS (Delete as appropriate)**

|  |  |  |
| --- | --- | --- |
|  | Boys | Girls |
| Total in class |  |  |
| Total of EAL pupils |  |  |
| Total of pupils with SEND/ EHC plan |  |  |
| Total of summer born pupils |  |  |
| Total of Looked After Children |  |  |
| Total of Children receiving pupil premium |  |  |

**Class information Class Teacher\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**NQT / RQT / New to EYFS (Delete as appropriate)**

|  |  |  |
| --- | --- | --- |
|  | Boys | Girls |
| Total in class |  |  |
| Total of EAL pupils |  |  |
| Total of pupils with SEND/ EHC plan |  |  |
| Total of summer born pupils |  |  |
| Total of Looked After Children |  |  |
| Total of Children receiving pupil premium |  |  |

10

# Predicted EYFS Profile Assessments

\*May be completed by all schools that are being moderated

\*As per Local Agreement with schools

You may find it useful to complete the table below or provide your own format to show

**predicted EYFS Profile assessments** for all pupils in the EYFS (YR) cohort.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Area of Learning** | **ELG** | **Total no. of children** | | | **Number of boys** | | | **Number of girls** | | |
| **Emerging** | **Expected** | **Exceeding** | **Emerging** | **Expected** | **Exceeding** | **Emerging** | **Expected** | **Exceeding** |
| **Communication and Language** | Listening & attention |  |  |  |  |  |  |  |  |  |
| Understanding |  |  |  |  |  |  |  |  |  |
| Speaking |  |  |  |  |  |  |  |  |  |
| **Physical Development** | Moving & handling |  |  |  |  |  |  |  |  |  |
| Health & self-care |  |  |  |  |  |  |  |  |  |
| **Personal, Social, Emotional Development** | Self -confidence &  self-awareness |  |  |  |  |  |  |  |  |  |
| Managing feelings  & behaviour |  |  |  |  |  |  |  |  |  |
| Making relationships |  |  |  |  |  |  |  |  |  |
| **Literacy** | Reading |  |  |  |  |  |  |  |  |  |
| Writing |  |  |  |  |  |  |  |  |  |
| **Maths** | Numbers |  |  |  |  |  |  |  |  |  |
| Shapes, space & measures |  |  |  |  |  |  |  |  |  |
| **Understand the World** | People & communities |  |  |  |  |  |  |  |  |  |
| The world |  |  |  |  |  |  |  |  |  |
| Technology |  |  |  |  |  |  |  |  |  |
| **Expressive Arts and Design** | Exploring & using media & materials |  |  |  |  |  |  |  |  |  |
| Being imaginative |  |  |  |  |  |  |  |  |  |

**Predicted percentage of children expected to achieve a Good level of Development (GLD)………………………………………**

11

10

**Proforma - Monitoring pupils vulnerable/at risk of being in Sheffield’s lowest 20%,**

USEFUL

for all schools

**being below ARE at the end of the school year and/or not achieving GLD**

Name of School ……………………….. ……………… Class………………………………………………

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Name of Pupil** | **Gender** | **Term of**  **birth** | **Previous Setting** | **Pupil Premium** | **EAL** | **SEND** | **PPEL** | **Attendance** | **Ethnicity** | **Comments/Notes** |
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PPEL code: X – no communication, C – communication, E – engaged, I – Involved

12

**Guidance for Completing the Columns of the Proforma**

Although it is not an expectation, you may find it useful to complete this proforma in order to think about the characteristics and vulnerabilities of those pupils who are in the bottom 20% and those you believe will not achieve the Good Level of Development, or may not complete the school year at ARE.

**Name of pupil**

If you are being moderated it is likely that the Quality, Access and Moderation Manager will want to keep this information for this academic year. Therefore it is important that you do not use a pupils full names (initials would suffice to be able to identify the child at a later date).

**Gender**

Some boys are vulnerable to poor outcomes, e.g. White British boys and summer born boys. Some girls who are vulnerable to poor outcomes are ‘quiet’. Do any of the pupils you have identified fit these descriptions?

**Term in which the child becomes 5 years**

Enter ‘Autumn’, ‘Spring’ or ‘Summer’. Are a significant number of the children you identify Summer born?

**Previous setting**

Enter the school or pre-school setting the pupil attended. If, for example, a significant number of the pupils attended a particular previous setting this might be an opportunity for you to work with that setting to improve future outcomes. If a pupil did not access any pre-school education it could mean that their starting point in Reception would be below that typical for their age but not significantly so. Those pupils are expected to make rapid progress and still achieve the Good Level of Development.

**Pupil Premium**

This is a group of pupils for whom Ofsted expect you to track progress and attainment as they are vulnerable to poor outcomes. Within this group, White British boys are particularly vulnerable. Within the Pupil Premium cohort you may want to further identify whether the pupil accessed 2 year FEL or is a Looked After Child.

**EAL**

Insert the language(s) spoken at home here.

**SEND**

You may wish to further identify the specific SEND need here such as ‘Speech and Language’.

13

**PPEL**

This refers to the Parents as Partners in Early Learning (PPEL) Taxonomy.

X = where there is no communication with the child’s parent(s)

C (Communication) = where you have a relationship with parent(s) but the talk is not about learning and development.

E (Engagement) = where parents recognise that they need to be involved in their child’s learning. There is a change of attitude (you or the parent) and the talk is about learning and development where the early years practitioner generally takes the lead.

I (Involvement) = There is a change of behaviour. There is a true partnership approach between practitioner and parent with regard to the child’s learning and development.

The quality of the Home Learning Environment is a better predictor of a child’s educational outcomes than the quality of the educational establishment they attend. Therefore the quality of relationship between home and school is an important factor in supporting the development of pupils who are at risk of poor outcomes. Are there any relationships that you judge not to be at an engaged or involved level?

**Attendance**

Insert the percentage of attendance here.

**Ethnicity**

Use the codes identified in SIMS, e.g. WHB (White British)

14

USEFUL

for all schools

**Agreement Trialling Template (ELGs)**

Name: Date:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | ELG  Interim Assessment | Agreement reached? | Range of evidence  (including professional judgement) | Other notes/next steps |
| ELG 01  Listening & attention | Emerging  Expected  Exceeding | Yes  No |  |  |
| ELG 02  Understanding | Emerging  Expected  Exceeding | Yes  No |  |  |
| ELG 03  Speaking | Emerging  Expected  Exceeding | Yes  No |  |  |
| ELG 04  Moving & handling | Emerging  Expected  Exceeding | Yes  No |  |  |
| ELG 05  Health & self-care | Emerging  Expected  Exceeding | Yes  No |  |  |
| ELG 06  Self-confidence &  self-awareness | Emerging  Expected  Exceeding | Yes  No |  |  |
| ELG 07  Managing feelings &  behaviour | Emerging  Expected  Exceeding | Yes  No |  |  |
| ELG 08  Making relationships | Emerging  Expected  Exceeding | Yes  No |  |  |

15

Name: Date:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | ELG  Interim Assessment | Agreement reached? | Range of evidence  (including professional judgement) | Other notes/next steps |
| ELG 09  Reading | Emerging  Expected  Exceeding | Yes  No |  |  |
| ELG 10  Writing | Emerging  Expected  Exceeding | Yes  No |  |  |
| ELG 11  Numbers | Emerging  Expected  Exceeding | Yes  No |  |  |
| ELG 12  Shape, space & measures | Emerging  Expected  Exceeding | Yes  No |  |  |
| ELG 13  People & communities | Emerging  Expected  Exceeding | Yes  No |  |  |
| ELG 14  The world | Emerging  Expected  Exceeding | Yes  No |  |  |
| ELG 15  Technology | Emerging  Expected  Exceeding | Yes  No |  |  |
| ELG 16  Exploring & using media  and materials | Emerging  Expected  Exceeding | Yes  No |  |  |
| ELG 17  Being imaginative | Emerging  Expected  Exceeding | Yes  No |  |  |

16

USEFUL

for all schools

**Agreement Trialling Template (Age Bands)**

Name: Date:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Interim Assessment  (circle  best fit) | | Agreement reached? | Range of evidence  (including professional judgement) | Other notes/next steps |
| Listening & attention | 0-11/8-20/ 16-26/22-36/ 30-50/40-60 | E / D / S | Yes  No |  |  |
| Understanding | 0-11/8-20/ 16-26/22-36/ 30-50/40-60 | E / D / S | Yes  No |  |  |
| Speaking | 0-11/8-20/ 16-26/22-36/ 30-50/40-60 | E / D / S | Yes  No |  |  |
| Moving & handling | 0-11/8-20/ 16-26/22-36/ 30-50/40-60 | E / D / S | Yes  No |  |  |
| Health & self-care | 0-11/8-20/ 16-26/22-36/ 30-50/40-60 | E / D / S | Yes  No |  |  |
| Self-confidence &  self-awareness | 0-11/8-20/ 16-26/22-36/ 30-50/40-60 | E / D / S | Yes  No |  |  |
| Managing feelings &  behaviour | 0-11/8-20/ 16-26/22-36/ 30-50/40-60 | E / D / S | Yes  No |  |  |
| Making relationships | 0-11/8-20/ 16-26/22-36/ 30-50/40-60 | E / D / S | Yes  No |  |  |

17

Name: Date:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Interim Assessment  (circle  best fit) | | Agreement reached? | Range of evidence  (including professional judgement) | Other notes/next steps |
| Reading | 0-11/8-20/ 16-26/22-36/ 30-50/40-60 | E / D / S | Yes  No |  |  |
| Writing | 0-11/8-20/ 16-26/22-36/ 30-50/40-60 | E / D / S | Yes  No |  |  |
| Numbers | 0-11/8-20/ 16-26/22-36/ 30-50/40-60 | E / D / S | Yes  No |  |  |
| Shape, space & measures | 0-11/8-20/ 16-26/22-36/ 30-50/40-60 | E / D / S | Yes  No |  |  |
| People & communities | 0-11/8-20/ 16-26/22-36/ 30-50/40-60 | E / D / S | Yes  No |  |  |
| The world | 0-11/8-20/ 16-26/22-36/ 30-50/40-60 | E / D / S | Yes  No |  |  |
| Technology | 0-11/8-20/ 16-26/22-36/ 30-50/40-60 | E / D / S | Yes  No |  |  |
| Exploring & using media  and materials | 0-11/8-20/ 16-26/22-36/ 30-50/40-60 | E / D / S | Yes  No |  |  |
| Being Imaginative | 0-11/8-20/ 16-26/22-36/ 30-50/40-60 | E / D / S | Yes  No |  |  |

18

|  |  |
| --- | --- |
| **2019** | **2020** |
| **GLD** | **GLD** (pre-QA) |
| **ATPS** | **ATPS** (pre-QA) |

**School name:**

USEFUL for all schools

**School tel. no:**

**Moderated in 2020? Y / N**

**(Refer to notes)**

**How does GLD differ from last year? Is this expected/unexpected? Does it reflect the LA’s knowledge of the cohort or outcomes of moderation?**

**Are there any Aspects (ELGs) which are particularly low or high?** (e.g. more 1s/3s than expected? very few 1s/3s in some aspects?)

|  |
| --- |
| **Have any children not achieved Listening & Attention?** (Consider whether their pattern of achievement might indicate that a talk through PSED/behaviour may be beneficial if it isn’t likely to be discussed elsewhere in this QA conversation) |

**1. Are there any gaps / missing data / As ?** (*If any cells are completely blank, the school will need to re-submit the data BEFORE quality assurance can take place.* If data is entered as ‘A’, please check/confirm that this is correct and intended.)

**2. Have any children *just* missed out on GLD (i.e. by one aspect)?** (Please check that this is not a typo, and offer opportunity to explore the assessment in more depth if required)

**3. Have any children achieved GLD but scored 1s for all of Understanding the World (ELGs 13-15) or Expressive Arts & Design (ELGs 16-17)?**

**4. Have any children scored all 1s?** (We may wish to confirm that these children have really not achieved any ELGs in any area – particularly consider M&H, and EUMM?)

**5. Have any children scored all 3s? Consider Characteristics of Effective Learning.** (Unexpected pattern: if a child’s outcomes are consistently exceeding ELGs but the characteristics of effective learning describe a child who lacks interest and excitement to learn. Whilst this scenario is possible, high attainment is often associated with interest in learning)

**6. Have any children scored 1 for Speaking – and 2s or 3s in any areas requiring significant communication, it may need to be challenged. (SC&SA, MFB, U, SSM, P&C, TW)**

(This pattern is more common for children with EAL)

**7. Have any children scored 1 for Listening and Attention – and 2 or 3 for Reading?**

**8. Have any children scored 1 for Moving and Handling – and 2 or 3 for Writing or E&UM&M or BI?**

**9. Have any children scored 1 for Understanding and 2s or 3s for SSM, P&C or TW?**

(This pattern is more common for children with EAL)

**10. Have any children scored 1 for Exploring & Using Media & Materials, and 2 or 3 for Being Imaginative?**

**11. Any children duplicated on the data submission form?**

|  |
| --- |
| **MODERATED SCHOOLS ONLY**  **Check if any validated scores (particularly those that were changed from the data presented at moderation) have been changed in the final data submission.** The timing of the moderation visit and the direction of change will need to be taken into consideration, but all changes must be explainable by the school. |

|  |  |  |
| --- | --- | --- |
| **QA TELEPHONE CALL WITH SCHOOL** | | |
| **Who did you have the QA conversation with in school: …………………………………………………………………………………………**  **Role: ………………………………………………………………………………………………………………………………………………………………………** | | |
| Dates/times | Notes/comments, if required | Initials |
|  |  |  |
| **Is the school likely to re-submit data? Y / N** | | |
| **QA COMPLETED & SCHOOL INFORMED Date:** | | |
| **Signed: ……………………………………………………………………………………………**  **(Moderator who made the telephone call and *completed* QA for this school)** | | |

**EARLY YEARS FOUNDATION STAGE**

To be completed

by **all schools**

**PROFILE RESULTS 2020**

# Headteacher Declaration Form

To support Early Years Foundation Stage Profile (EYFSP) Moderation across the Local Authority, and before you submit your school’s EYFSP data, the Headteacher is requested to comply with the Headteachers’ and Managers’ responsibilities, as outlined in the STA EYFS Profile 2020 handbook.

School: ………………………………………………………………………

Headteacher: ……………………………………………………………………….

I confirm that the EYFS Profile results are free of errors and an accurate reflection of attainment in the Early Years Foundation Stage 2020, and that all queries raised by the local authority in their quality assurance processes have been resolved.

Signed: ……………………………………………… (Headteacher)

Date: …………………………………………………

(Optional)

Comments on EYFSP assessment, moderation and quality assurance processes in 2019-20

Please return this form after EYFSP data submissions and when Quality Assurance has been completed (by **10th July 2020)**:

*By email*: FAO Kate Dudley via [EarlyYearsBusinessSupport@sheffield.gov.uk](mailto:EarlyYearsBusinessSupport@sheffield.gov.uk)

*Or by post*: to Kate Dudley, EYFS Moderation Manager

c/o Early Years Business Support

Commissioning, Inclusion and Learning Service

Moorfoot Building

Level 5, West Wing

Sheffield

S1 4PL