

# A guide to the Early Years Foundation Stage Profile and moderation 2017



## Statutory documents

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For: Head teachers/ EYFSCOs/reception teachers and support staff

### **The Assessment and Reporting Arrangements for EYFSP 2017**

- <https://www.gov.uk/government/publications/2017-early-years-foundation-stage-assessment-and-reporting-arrangements-ara>

This has been revised and is organised in printable sections on the website.

### **The Early Years profile Handbook 2017**

<https://www.gov.uk/government/publications/early-years-foundation-stage-profile-handbook>

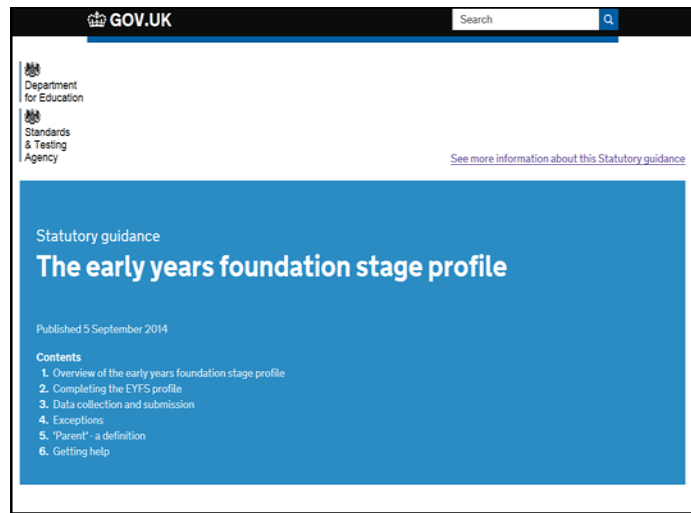
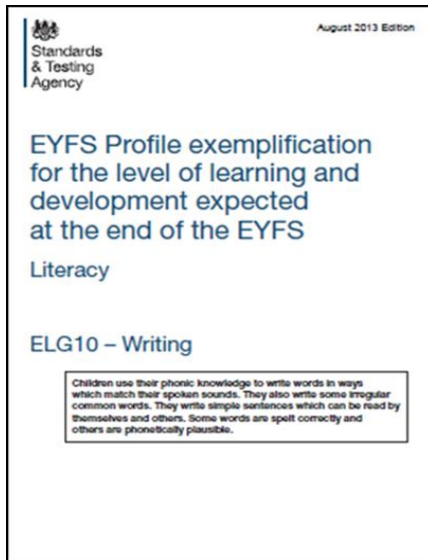
- [EYFS Profile exemplification 2015](#)

Please note that in 2014 the following exemplification was revised:

- ELG03-Speaking
- ELG09-Reading
- ELG10-Writing
- ELG11-Number

These materials will support practitioners and other professionals to undertake EYFS Profile assessments and offer a point of reference to help make accurate judgements about each child's level of attainment.

These documents are all available from the Department for Education website ([www.gov.uk/df](http://www.gov.uk/df)).



## Who is involved with the EYFS Profile and moderation process?

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'The EYFS profile was due to become non-statutory from September 2016. The DfE has now confirmed that the EYFS profile will remain statutory for the 2016 to 2017 and 2017 to 2018 academic years.

The 2017 EYFS profile handbook<sup>3</sup> will be updated in the autumn term. The handbook contains detailed information on the background and purpose of the EYFS profile. It also explains how practitioners should complete the profile. Headteachers and setting leaders should make sure those involved in assessing the EYFS have a thorough understanding of the handbook.

Schools must complete the EYFS profile for their reception-year children by Friday 30 June and report the results to their LA.

(Assessment and reporting Arrangements 2017 page 4)

## National data submission

The following table sets out the requirements for submission of EYFS profile data and contextual pupil data to LAs and the DfE.

Status of child and setting	Is submission of data to LA statutory?	Is LA submission to DfE statutory?
Child in a maintained school	Yes	Yes
Child in EYFS provision who is in receipt of government funding in the 2017 summer term	Yes	Yes
Child in EYFS provision who is not in receipt of government funding in the 2017 summer term	Yes	Yes
Child in an academy or free school	Yes	Yes
Child in an independent school which is in receipt of government funding in the 2017 summer term	Yes	Yes
Child in an independent school which is not in receipt of government funding in the 2017 summer term	Yes	Yes
Child with a registered childminder (for the majority of the time they spend within EYFS provision) between 8am and 6pm	Yes	Yes
Child being educated at home	Not applicable	Not applicable
Child in an EYFS provision where the setting has an exemption from the learning and development requirements of the EYFS for children 3 and over	No, on a voluntary basis only	No

(Assessment and reporting Arrangements 2017 page 5)

## Exceptions and exemptions

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### Exemptions from the assessment arrangements

All EYFS settings must participate in the assessment arrangements outlined in this ARA, unless the Secretary of State for Education has granted an exemption<sup>6</sup> from the learning and development requirements of the EYFS for children 3 and over. If an exemption is granted for an individual child, then this should be recorded as 'A' for each early learning goal (ELG) in their profile return.

### Inclusive assessment

The EYFS profile is an inclusive assessment. It can capture a wide range of children's learning and development outcomes. Despite this, practitioners might find the observation and assessment of some children particularly challenging.

If a child is given an outcome of 'emerging', it might not provide the full picture about that child's learning and development at the end of the EYFS. In these cases, extra information should be considered alongside EYFS profile judgements. This will ensure that conversations with key stage 1 (KS1) staff are meaningful and help the child to make a successful transition.

There may be cases where it is not appropriate to make a judgement against an assessment scale, for instance if the child has recently arrived from abroad. In these cases, practitioners must use 'A' (no assessment) when they submit the data to their LA.

### **Children who remain in EYFS provision beyond the age of 5**

The expectation is that children will move with their peers so they will only be assessed once for the EYFS profile. In exceptional circumstances, after discussion and in agreement with parents, a child might remain in EYFS provision beyond the end of the academic year in which they reach the age of 5. Providers should take care to make sure this decision does not prejudice the child's personal, social and emotional development.

In these exceptional cases, assessment should continue throughout the child's time within EYFS provision. An EYFS profile should be completed once only, at the end of the year before the child moves into KS1. The setting should discuss their intention to defer the child's statutory assessment with their LA EYFS profile moderation manager. This will ensure the child's data is not considered missing when the setting submits EYFS profile outcomes for the current cohort.

Care should be taken when entering the child's EYFS profile assessment into any electronic recording system. The child's date of birth may now be outside the expected range for the cohort. LAs should give settings instructions in such cases. The DfE will consider the child to be part of this new cohort, and will accept data submitted in this way. The DfE may check the accuracy of the dates of birth of individual children with the relevant LA.

(Assessment and reporting Arrangements 2017 P7)

**Contact the EYFS Profile Manager for further advice and guidance regarding possible exceptions and exemptions.**

### **What is the Profile?**

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A completed EYFS Profile consists of 20 items of information: the attainment of each child assessed in relation to the 17 ELG descriptors, together with a short narrative describing the child's three learning characteristics.

## Sharing EYFS Profile data

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All EYFS providers completing the EYFS Profile must give parents a written summary of their child's attainment using the 17 ELGs and a narrative on how a child demonstrates the three characteristics of effective learning. This information should also be shared with Year 1 teachers and form part of the transition discussion.

All EYFS providers must report EYFS Profile data (judgements against the 17 ELGs) to their Local Authority for each child by **Friday 30th June 2017**. The narrative on how a child demonstrates the three characteristics of effective learning should **not** be submitted.

If a child moves to a new school or setting during the academic year, the original school must send their assessment of the child's development against the early learning goals to the new school or setting.

If a child transfers schools before the summer half term holiday, the new setting must report the child's EYFS profile data to the LA. If a child transfers schools during the second half of the summer term the previous school is responsible for reporting to the LA

An **updated EYFS transition pack for 2017** with samples of reports and information about good practice regarding transition from reception into year 1, can be found on the early education toolkit: [www.oxfordshire.gov.uk/earlyeducationtoolkit](http://www.oxfordshire.gov.uk/earlyeducationtoolkit)

Headteachers will be required to quality assure and sign off the data before submission to the LA.

Children Centres are held accountable for the EYFS Profile outcomes of children in their local area and schools are expected to share data trends with children centres on request.

## EYFSP Moderation in Oxfordshire 2017

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### Moderators

Moderators are experienced professionals working in Early Years who have demonstrated the knowledge, skills and experience to successfully perform the

moderator's role. The team consists of Early Years Advisory Teachers, Deputy and Assistant Headteachers, Foundation Stage Co-ordinators and Lead Early Years Teachers.

Moderators new to the role take part in an induction process and participate in a series of local authority training events annually. When moderation visits are being made, new moderators have two supported visits with more experienced colleagues.

### **Moderation Training cycle**

As set out in the Early Years Foundation Stage Handbook 2015 (p29) the focus for training in 2016-17 is:

- **Prime area of learning: Communication and language development**
- **Specific area of learning: Mathematics**

<b>Year</b>	<b>Focus</b>
2014/15:	<b>Prime area of learning:</b> Physical development <b>Specific area of learning:</b> Understanding the world and expressive arts and design
2015/16:	<b>Prime area of learning:</b> Personal, social and emotional development <b>Specific area of learning;</b> Literacy
<b>2016/17:</b>	<b>Prime area of learning: Communication and language development</b> <b>Specific area of learning; Mathematics</b>

### **Statutory EYFS Profile Moderation Meetings 2017 (for schools not having a moderation visit)**

For those schools not receiving a visit from a moderator, an email will be sent out by the end of February inviting them to a moderation meeting which will be held at venues around the county in Term 5 ( April 2017).

These areas of learning and development will be the focus of discussion at the statutory meetings. Practitioners will bring sample evidence in support of 'Emerging', 'Expected' and 'Exceeding' judgements and engage in peer moderation activities supported by a moderator.

Date	Time	Venue
Wednesday 26 <sup>th</sup> April 2017	1:00-3:30pm	Green Dragon room The Hill End Centre Eynsham Road Farmoor OX2 9NJ
Thursday 27 <sup>th</sup> April 2017	1:00-3:30pm	Green Dragon room The Hill End Centre Eynsham Road Farmoor OX2 9NJ
Wednesday 3rd May 2017	9:30-12:00	Green Dragon room The Hill End Centre Eynsham Road Farmoor OX2 9NJ
Wednesday 3rd May 2017	1:00-3:30pm	Green Dragon room The Hill End Centre Eynsham Road Farmoor OX2 9NJ
Monday 15 <sup>th</sup> May 2017	1:00-3:30pm	Green Dragon room The Hill End Centre Eynsham Road Farmoor OX2 9NJ
Wednesday 17 <sup>th</sup> May 2017	9:30-12:00	Green Dragon room The Hill End Centre Eynsham Road Farmoor OX2 9NJ
Wednesday 17 <sup>th</sup> May 2017	1:00-3:30pm	Green Dragon room The Hill End Centre Eynsham Road Farmoor OX2 9NJ
Friday 19 <sup>th</sup> May 2017	9:30-12:00	Green Dragon room The Hill End Centre Eynsham Road Farmoor OX2 9NJ
Wednesday 7 <sup>th</sup> June 2017 <b>For special schools only</b>	9:30-12:00	Green Dragon room The Hill End Centre Eynsham Road Farmoor OX2 9NJ
Wednesday 14 <sup>th</sup> June 2017 – <b>For settings with reception children &amp; anyone unable to</b>	9:30-3:30pm	Green Dragon room The Hill End Centre Eynsham Road Farmoor OX2 9NJ



<b>attend the above</b>		
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To book a place at one of the statutory meetings above please ensure you have a registered account at <https://oxfordshirecpdonline.com/cpd/default.asp> then email your name, school and role and preferred date and time/venue to [stepintotraining@oxfordshire.gov.uk](mailto:stepintotraining@oxfordshire.gov.uk)

### Moderation visits

Schools are visited on a four year cycle based upon partnerships:

2015	2016	2017	2018
Eynsham	Kidlington	Bicester	Banbury
Chipping Norton	Witney	Carterton	Woodstock
Burford	Headington	Oxford South East (SOX)	Cherwell
Wheatley	Didcot	Cumnor and Botley	Abingdon
ISIS	Wantage	Faringdon	Thame and Chinnor
Wallingford	Watlington	Henley & Sonning Common	
Woodcote			

As set out in the Statutory EYFS Profile Handbook, moderation visits are also triggered by:

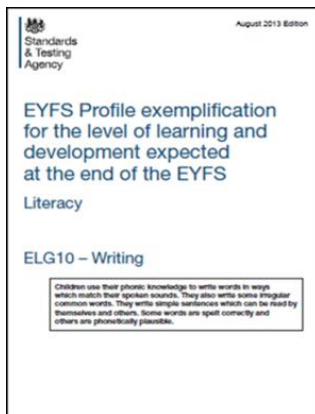
- presence of NQTs and practitioners new to the EYFS
- non-accurate judgements the previous year
- requests from the Headteacher/manager
- non-attendance at moderation training events the previous year
- Schools that are judged to be RI or I by Ofsted (as part of the LA support package)

Letters to schools/settings receiving a visit should arrive by the end of February and visits will take place in May and June 2017. Moderators will contact schools to arrange the moderation visit. A confirmation email will be sent to the school and this will contain a sheet for practitioners to record their interim judgements against the ELGs in relation

to the children's current level of development. The interim judgements should be returned to the moderator to allow him/her to prepare for the visit.

The role of the moderator is to conduct a professional dialogue with a practitioner(s) to validate the accuracy of judgements in line with national exemplification materials, and determine that the assessment of attainment is reliable, accurate and secure. For judgements to be accurate, practitioners must refer to the following documents as part of assessment procedures:

## STA EYFS Profile Exemplification Materials



## An exploration of the 'Expected' and 'Exceeding' descriptors within the Early Years Foundation Stage Profile (includes sense checks)

An exploration of the 'Expected' and 'Exceeding' descriptors within the Early Years Foundation Stage Profile  
Guidance for EYFSP Moderation 2016



Documents to support assessment can be found on the early education toolkit [www.oxfordshire.gov.uk/earlyeducationtoolkit](http://www.oxfordshire.gov.uk/earlyeducationtoolkit)

At the end of the visit, the moderator will inform the Headteacher /manager of the outcome of moderation and a brief report will be sent to school within 48 hours of the visit. When judgements have been agreed as being accurate, recommendations for

further development of assessment will be made. In cases where the moderation process identifies that non-accurate judgements have been made, actions are identified in the report and a follow-up support visit made to the school by an advisory teacher.

## Early Years Foundation Stage Profile Appeals Policy

This policy is only relevant to schools/settings that have a visit from an EYFS Profile Moderator

If the EYFS Profile Moderator is not able to agree that a practitioner's Early Years Foundation Stage Profile judgments are in line with the exemplification materials they will discuss the visit with the LA Moderation Manager, who will then contact the Headteacher/manager within a week of the visit to talk through the agreed action points.

After this discussion, the moderation report will be sent to the school. If however, after discussion with the Moderation Manager and/ or receiving the moderation visit report, the Headteacher/manager is not in agreement with the moderation outcome, then they may request a second visit by another EYFS Profile Moderator. This request needs to be made in writing within a week of receiving the moderation visit report and is dependent on finding a convenient time to visit before the 23<sup>rd</sup> June 2017.

If, after a second visit, there is still no agreement on the Early Years Foundation Stage Profile judgements, then the LA will make their decision and inform the Headteacher/manager. The action points are intended to support the school/setting in improving the reliability of the Early Years Foundation Stage assessments.

In addition, any school/setting, where there has been a lack of agreement, will receive another moderation visit the following year.

## Training available to support the statutory assessment process

Further training is available to support the moderation process through our Step into Training programme ([www.oxfordshire.gov.uk/stepintotraining](http://www.oxfordshire.gov.uk/stepintotraining)).

**Free** training is available for all **NQTs and teachers new to the EYFS**. Please contact the moderation manager or your EY advisory teacher for further information.

It is an **expectation** as set out in the Statutory EYFS Profile Handbook that practitioners will internally moderate assessment judgements and also with other schools.

‘It is important for practitioners to build a shared understanding of the ELGs and the national exemplification of standards. They should share opportunities to discuss their assessment of children’s attainment with colleagues against the national standard. Settings should work together so that practitioners can share experiences and develop their assessment skills.’ (EYFSP Handbook 2017)

## Bibliography

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### ***Development Matters in the Early Years Foundation Stage (EYFS)***

The British Association for Early Childhood Education (available to download from: [www.early-education.org.uk](http://www.early-education.org.uk))

### **[Early Years Outcomes](#)**

Department of Education

### **[Statutory Framework for the Early Years Foundation Stage](#)**

Department for Education

## Other useful publications

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### ***How children learn. The characteristics of effective early learning***

Nancy Stewart, The British Association for Early Childhood Education, ISBN-10 0-904187-56-X

### **Emerging, expected and exceeding: understanding the revised Early Years Foundation Stage Profile**

Helen Moylett and Nancy Stewart, The British Association for Early Childhood Education, ISBN -10-0-904187-63-2

## Oxfordshire Early Years guidance

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- An exploration of the 'expected' and 'exceeding' descriptors within the Early Years Foundation Stage Profile – updated for 2016 including sense check [www.oxfordshire.gov.uk/earlyeducationtoolkit](http://www.oxfordshire.gov.uk/earlyeducationtoolkit)
- [Supporting children's writing in the reception class](#)
- [Managing data in the EYFS \(schools\) 2015-6](#)

## Contact us

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For further guidance and queries please contact the EYFS Profile Moderation Manager,  
Michelle Jenkins:

[Michelle.Jenkins@Oxfordshire.gov.uk](mailto:Michelle.Jenkins@Oxfordshire.gov.uk)