Statutory documents
For: Headteachers/ EYFSCOs/reception teachers and support staff.

The Assessment and Reporting Arrangements for EYFSP 2020
This has been revised and is on the website.

The Early Years Profile Handbook 2020
This has been revised and is on the website.

EYFS Profile exemplification 2014
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.

The Early Years Foundation Stage Framework
These documents are all available from the Department for Education website

What is the Profile?
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
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 Thursday 25th June 2020. The narrative on how a child demonstrates the three characteristics of effective learning should not be submitted.
‘If a child starts a new school or provider on the first day of the second half of the summer term (or any time after that) then the previous school should submit the data. If a child moves school or provider any time before the half term, then the new school should submit the data. Where half term dates differ between LA areas, it is the school or provider where a child attends (or will attend) for the longest period of time that submits the data.’ Page 24 2020 EYFSP Handbook

An updated EYFS transition pack for 2020 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

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

**EYFSP Moderation in Oxfordshire 2020**

**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 /Assistant Leaders; 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 Agreement Trialling cycle**

<table>
<thead>
<tr>
<th>Year</th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019/20:</td>
<td>Prime area of learning: Communication and language development</td>
</tr>
<tr>
<td></td>
<td>Specific area of learning: Mathematics</td>
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</tbody>
</table>
**2020 Moderation Workshops**

For those schools not receiving a visit from a moderator, an email will be sent out by the end of the Spring Term inviting them to attend a moderation meeting in the summer term (April – June 2020). There is no charge for attendance and all schools are encouraged to attend – ideally all reception teachers should attend. Support staff working in Reception; Year 1 teachers and headteachers/senior leaders are welcome to attend too.

Communication and Language and Mathematics will be the focus for the agreement trialling. Practitioners will bring sample evidence in support of ‘Emerging’, ‘Expected’ and ‘Exceeding’ judgements and engage in peer moderation activities supported by a moderator.

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Venue</th>
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</thead>
</table>
| Tuesday 21\(^{st}\) April 2020 | 1:00-3:30pm | Green Dragon Room  
The Hill End Centre  
Eynsham Road  
Farmoor  
OX2 9NJ |
| Friday 24\(^{th}\) April 2020 | 9:30-12:00 | Green Dragon Room  
The Hill End Centre  
Eynsham Road  
Farmoor  
OX2 9NJ |
| Thursday 30\(^{th}\) April 2020 | 9:30-12:00 | Green Dragon Room  
The Hill End Centre  
Eynsham Road  
Farmoor  
OX2 9NJ |
| Friday 1\(^{st}\) May 2020 | 9:30-12:00 | John Paul II Centre  
The Causeway  
Bicester |
<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
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<tr>
<td>Monday 4th May 2020</td>
<td>1:00-3:30pm</td>
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<tr>
<td>Tuesday 5th May 2020</td>
<td>1:30-4:00pm</td>
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<td>Thursday 7th May 2020</td>
<td>9:30-12:00</td>
<td>Green Dragon Room The Hill End Centre Eynsham Road Farmoor OX2 9NJ</td>
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<tr>
<td>Friday 15th May 2020</td>
<td>9:30-12:00</td>
<td>Oxford Abingdon Hotel (Hilton Garden Inn) Marcham Road Abingdon OX14 1TZ</td>
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<tr>
<td>Tuesday 19th May 2020</td>
<td>9:30-12:00</td>
<td>Green Dragon Room The Hill End Centre Eynsham Road Farmoor OX2 9NJ</td>
</tr>
<tr>
<td>Wednesday 20th May 2020</td>
<td>9:30-12:00</td>
<td>Whately Hall Hotel Banbury Cross Banbury OX16 0AN</td>
</tr>
<tr>
<td>Date</td>
<td>Time</td>
<td>Location</td>
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<tr>
<td>-----------------------------</td>
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<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Wednesday 20\textsuperscript{th} May 2020</td>
<td>1:30-4:00pm</td>
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</tr>
<tr>
<td>Friday 22\textsuperscript{nd} May 2020</td>
<td>9:30-12:00</td>
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<tr>
<td>Wednesday 10\textsuperscript{th} June 2020</td>
<td>9:30-12:00</td>
<td>Green Dragon Room The Hill End Centre Eynsham Road Farmoor OX2 9NJ</td>
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<tr>
<td>For special schools only</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday 10\textsuperscript{th} June 2020</td>
<td>1:00-5:00pm</td>
<td>Green Dragon Room The Hill End Centre Eynsham Road Farmoor OX2 9NJ</td>
</tr>
<tr>
<td>For settings with reception children &amp; anyone unable to attend the above</td>
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</tbody>
</table>

To book a place at one of the above workshops, please email your name, school and role and preferred date and time to early.years@oxfordshire.gov.uk.
Moderation visits
Schools are visited on a four-year cycle based upon Oxfordshire partnerships:

<table>
<thead>
<tr>
<th></th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
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<tbody>
<tr>
<td>North</td>
<td>Banbury</td>
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<td>Kidlington</td>
<td>Bicester</td>
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<td>Chipping</td>
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<td>Burford</td>
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<td>Cherwell</td>
<td>Wheatley</td>
<td>Headington</td>
<td>Botley/Cumnor</td>
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<td>ISIS</td>
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<td>South East</td>
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<td>(SE)</td>
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<tr>
<td>South</td>
<td>Abingdon</td>
<td>Wallingford</td>
<td>Didcot</td>
<td>Henley</td>
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<td></td>
<td>Thame &amp; Chinnor</td>
<td>Woodcote</td>
<td>Wantage</td>
<td>Sonning</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Watlington</td>
<td>Common</td>
</tr>
</tbody>
</table>

This includes all independent, voluntary and private schools/EY providers who have children involved in the EYFSP. It also includes all free schools and academies.

As set out in the Statutory EYFS Profile Handbook 2020 (page 43), moderation visits are also triggered by:

- presence of NQTs and practitioners new to the EYFS
- requests from the Headteacher/manager
- new senior leadership team
- Ofsted concern
- settings with an EYFS cohort for the first time
- concerns identified by the system leader or LA personnel
- data anomalies
- unusual patterns of attainment
- date and/or outcome of last external moderation visit
- non-attendance at moderation training events
- concern relating to the 2017-18 assessment cycle, including maladministration
- part of targeted support package from LA

7
Letters to schools/settings receiving a visit should arrive by the end of the spring term and visits will take place in May and June 2019. 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.

‘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**. It offers the opportunity to discuss judgements on children’s performance against the requirements of the EYFS profile. Moderators should not demand multiple pieces of evidence against each ELG. They should have due regard for teacher workload and should not exhibit behaviours at moderation that would lead to reception teachers spending unnecessary time throughout the year on producing evidence.

Statutory **external moderation helps quality-assure judgements**. It is used to confirm that EYFS profile judgements are **accurate and consistent with national standards**, as stated in The Early Years Foundation Stage (Learning and Development Requirements) Order 2007 \(^{15}\). This ensures that settings are assessing accurately against national standards, as set out in the EYFS framework and the system is fair to all children.

Anyone responsible for EYFS profile assessments in a setting or LA must comply with the following guidance to ensure that the external moderation process results in valid and accurate judgements. It should be used alongside the EYFS ARA. (EYFSP Handbook 2020 page 35)
At the end of the visit, the moderator will:

- provide formal feedback to the Headteacher /senior leader/manager
- ensure that the setting is aware of the LA appeals process
- provide a completed record of the visit which includes the agreed, validated judgements for all moderated children and any concerns that require further action by the setting or LA
- the record of the visit must be signed by the Headteacher or representative and LA external moderator
- A copy must be given to the setting and the original sent to the EYFSP Moderation Manager

**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 26th June 2020.

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](#).

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 with other schools.

‘It is important for practitioners to build a shared understanding of the ELGs and the EYFS Framework. They should have opportunities to discuss their assessment of children’s attainment with colleagues against the EYFS framework. Settings should work together so that practitioners can share experiences and develop their assessment skills. Outcomes of discussions could be recorded and referred during moderation visits.’ (EYFSP Handbook 2020 page 35)
Useful publications

- *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*
  

- *Effective Assessment in the Early Years Foundation Stage*
  

**Oxfordshire Early Years guidance**

- An exploration of the ‘expected’ and ‘exceeding’ descriptors within the Early Years Foundation Stage Profile – updated for 2018 including sense check
  
  www.oxfordshire.gov.uk/earlyeducationtoolkit

- Supporting children’s writing in the reception class

Other documents can be found on the toolkit (password required – subscription only) at www.oxfordshireearlyyears.co.uk

**Contact us**

For further guidance and queries please contact the EYFS Profile Moderation Manager, Michelle Jenkins: Michelle.Jenkins@Oxfordshire.gov.uk