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| London Borough of Tower Hamlets  |
| Early Years Foundation Stage Profile (EYFSP) Moderation Plan 2018-2019 |
| March 2019  |

1. **General information**

**LA Moderation Manager:**

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**What is the purpose of this plan?**

* To ensure LBTH annual EYFSP data is valid, secure and reliable before its transmission to the DfE for the national collection;
* To ensure a transparent, open and accessible process for data validation;
* To involve all early learning settings and their head teachers, or managers, through sharing a clear outline of the LA’s approach;
* To demonstrate value for money to Schools Forum, who part fund the data validation process.

**LA Strategic Lead:**

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| **How we evaluate our LA moderation plan to support effective future planning:*** Review with all moderators at the end of the process in summer term
* Feedback re the moderation events from coordinators and practitioners
* Feedback from the schools moderated
* Feedback from stakeholder group
* Liaise with other LAs to compare procedures
* Advice from the Standards & Testing Agency (STA) since LA moderation in 2018
* Provide the above information to Schools Forum for their comment and input for the subsequent academic year.
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| **Action points identified in 2018 feedback from the Standards and Testing Agency (STA):** Feedback from the STA has been reviewed in moderator briefings and training. In order to ensure that every visit is conducted in a timely fashion (thus avoiding the possibility that too few children’s profiles are adequately discussed and reviewed), the following have been put in place: * Ensure that in a single form entry school the initial sample size is agreed as 5 pupils, and that all profiles are reviewed in line with STA guidance and the moderation plan. This is the statutory duty of the lead moderator.
* Visit timings, as outlined in this plan are to be adhered to with one member of the moderating team taking responsibility for time-keeping. This approach and the reasons behind it (data assurance for accuracy, validity and consistency), are shared with the early learning[[1]](#footnote-1) practitioners.
* The lead moderator will ensure that moderators and settings staff undertake a professional discussion around all judgements for each of the Early Learning Goals (ELG), to establish whether the practitioner’s judgements are in line with the national standards for each ELG.
* Give a copy of the handwritten record of visit to the head teacher, or manager, at the end of the visit including the agreed, validated judgements for all moderated children and brief answers to the required questions. Head teachers, or managers, sign the handwritten report; a formal, typed version of the report will be sent following the vist.
* We have continued to follow the advice given from the previous LA moderation (2014-15), to make better use of the STA exemplification materials. This has been addressed at all the moderation events, where practitioners are required to use the exemplifications in agreement, trialling activities and have opportunities to discuss them in depth. The senior moderation team discusses these as part of our preparation and training session for new moderators. The team also makes use of exceeding exemplifications, including those published by other LAs, where moderators and head teachers agree these are helpful, for guidance and training purposes. These *do not* take the place of the exemplification materials produced by the STA. We emphasise the importance of the characteristics of effective learning in *all training* for schools and childcare settings, not just in the moderation training, events and drop-ins.
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| **The moderation plan is shared with the following stakeholders:**Local authority colleaguesHead teachers (THEP schools and beyond)Managers of private and voluntary settingsIndependent schoolsPractitionersModeration teamLocal authority data teamNeighbouring LAs, for example City of London with whom we are moderating 2018 -19. |

1. **Local authority recruitment of moderators**

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| **Moderation team profile (including reference to number of moderators and their relevant experience and background).** * All the LA external moderators are qualified, effective and experienced early years teachers with recent and relevant success in the delivery of EYFS, particularly in the area of early language acquisition.
* There are 13 moderators in total, 10 of which are external.

Experience: ten of the moderators have substantial experience of moderating in school, between schools and at LA level. Three moderators are quite new to the process at LA level but have significant experience at school level. One of the moderators is Head of Early Years in a neighbouring LA (City of London), and one is a current head teacher. |

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| **The programme of recruitment, induction and training for LA moderators over this academic year (including the training focus and dates):** |
| The team for 2018-19 includes experienced moderators and some who are new to the process. We have a core team of accredited moderators with broad and deep experience of early years assessment and moderation. The other members of the team bring a variety of special expertise ranging from nursery to year one and are either practising teachers in the LA, or LA advisory teachers. We aim to recruit a range of moderators who reflect the different communities and ethnic groups in the borough. Team members are recruited either through their roles in the central LA teams, or through recommendations from the THEP and the advisory teams, primary as well as early years. Schools consulted have often been involved in other projects with the IEYS, School Improvement Partners or the Tower Hamlets Education Partnership (THEP). We also ask our practitioners to volunteer and/or recommend colleagues. For example, at the early years coordinators’ meeting in the summer term the 2018 moderators talked to colleagues about their experience of being involved in the moderation process. In this way we made sure that the opportunity to take part was open to a wide field of potential candidates. Early years teachers regard the expeience of being a moderator as professionally developmental. A selection process based on knowledge, skills and understanding (we used the STA Job Description for moderators) then ensures that we had a team which includes suitably qualified colleagues from different ethnic backgrounds and communities. We are using the role specification in Annex 1 of the Early years foundation stage profile 2019 handbook to help make judgements about colleagues’ knowledge, capability and skills for the role.The moderator training programme will include the following opportunities and experiences:* Review of the 2018-19 handbook and Assessment and Reporting Arrangements (ARA)
* Discussion of the LBTH moderation plan, its legal rationale, its importance in securing accurate improvement data and above all, the need to ensure EYFSP data is valid, accurate and consistent.
* A major focus on the STA exemplification materials.
* A focus on exceeding judgements.
* A focus on the characteristics of effective learning.
* Review of key issues from previous years, incorporating lessons learnt from the STA external moderation.
* Use of existing video exemplars from previous EYFSP and, where applicable, STA exemplifications and examples gathered from practitioners in schools to ensure interpretation of scale points are agreed, accurate and consistent; discussion around emerging, expected, exceeding in the light of STA guidance.
* Opportunity to shadow experienced moderators.
* Opportunities for moderators to moderate in the non-maintained sector.

We also encourage all schools to moderate with other settings through their professional school-to-school partnerships and alliances; for example the Paradigm Trust schools and their local feeder settings, the E1 Partnership and others. Schools are strongly encouraged to moderate across year groups as part of the overall professional development for school staff. Primary schools have found the focus on the characteristics of effective learning particularly helpful in developing their approach to KS1 and KS2 because of the underpinning research (e.g. Dweck).All the moderation visits are recorded in visit reports. The accuracy of the report is reviewed by the practitioner, head teacher and EYFS coordinator at the meeting. There is a further opportunity for schools to comment on the moderation visits in all visit reports. The LA accepts corrections of fact but does not permit changes to the agreed judgements made with the school. Visit reports are quality assured by the moderation team manager. Some adjustments may be made and in this case the report will be re-sent to schools. Schools causing concerns are highlighted to the EYFS moderation manager by teams involved in early years and primary work.The Head of the Integrated Early Years Service and moderation team manager negotiate locally with all head teachers every year that moderation visits (two pre-moderation visits and the summer moderation visit) are carried out by “paired” moderators. This local modification is at the request of head teachers originally and is circulated in the head teachers’ bulletin. Head teachers and childcare representatives at the Schools Forum and Schools Consultative review this modification annually. They are happy to agree the three point model of moderation we are currently using and report that they find it extremely helpful in identifying any emerging issues. The model enables joint reflection on practice and ensures a consistent approach across all early learning settings, including schools. Moderation training sessions include time for moderators to reflect and feedback on their visits. This is particularly important this year, as we have a number of moderators who are new to the team, so it is part of their induction. Pre-moderation visit reports are analysed for themes and actions, to inform future training and areas to be focused on in moderation events. |

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| **The quality assurance process throughout the academic year, with specific reference to school visits:**This is the fifth year that we are using the three point moderation process. Schools to be moderated receive an initial visit before the autumn half term, to discuss the academic data and ensuing action plan from the previous year. Support is offered in compiling the action plan if this has not been done, due to changes in staffing for example; ensuring the actions are put into practice. If necessary, less experienced teachers are mentored by more experienced teachers within the school. It is also possible for head teachers to negotiate support from the “teacher” moderator as peer support. The second visit takes place in the spring term. At this visit, the action plan is reviewed and agreement trialling takes place, this may include using the STA exemplifications. The final visit is in the summer term, in May, when the statutory moderation visit is carried out. Throughout all three visits there is an emphasis on the characteristics of effective learning.Feedback from schools has continued to be extremely positive, particularly from practitioners. We have therefore decided to continue using this pattern with the agreement of Schools Forum and Schools Consultative. We are also offering opportunities for all schools and settings’ early years staff to look round settings with exemplary provision, particularly in the highlighted areas of learning this year: Personal Social and Emotional Development and Literacy. Menmbers of the moderation team are present at these moderation drop-in events to discuss the provision and answer questions. The purpose of such visits is to improve outcomes and effectiveness of the schools’ and settings’ early years provision.LA moderators’ feedback to the head teacher is about the accuracy of their school’s judgements and whether they are in line with statutory requirements. This includes reference to national data, local data and the data from similar schools, based on indices of deprivation (IMD). Where achievement issues are identified, clear actions are identified and agreed with the head teacher, reported verbally and later via the report. Outcomes are followed up by IEYS or THEP, as agreed. Head teachers are well aware of their responsibilities for the accuracy of their data. Once the data has been submitted to the LA it is scrutinised by the IEYS moderation team and the Head of the IEYS. All head teachers in the lowest 20% band are contacted direct as soon as the unvliadated data is received (summer term). During the phone call, headteachers and coordinators are alerted to their local data issues. Recommendations are made, for example the areas where checks for checks for accuracy may be needed. Further support is offered. This will be wherever possible free of charge. Headteachers or another appropriate member of the school team then receives advice or guidance from the moderation manager. Where necessary the school reconsiders aspects of its data which is modified accordingly and resubmitted. Head teachers whose data is very different from previous years’ data or whose data shows anomalies, will also be contacted. Any unusual patterns or anomalies are highlighted as above. Where a school requires a programme of intervention, the head teacher is put in touch with the IEYS training team or with a peer, or a consultant. Such recommendations are agreed with THEP and may be chargeable.The Strategy & Performance data team sends back data in the form of a Keypas sheet for checking by schools. The team queries and ‘cleans’ data in discussion with schools and in close liaison with the IEYS Quality Assurance team so that accurate data is submitted by the national deadline. |

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| Inter-authority moderation activities: We frequently moderate with neighbouring LAs. This varies depending on colleagues’ commitments and availability. In the past, regular partners were Hackney and Redbridge. The LBTH Head of Early Years regularly attends the London–wide Heads of Early Years meetings run by London Councils to discuss data issues across London. This year we are working with City of London (CoL), a neighbouring LA, with their Head of Early Years joining the LBTH moderation team, and other CoL officers attending moderation events. We reguarly attend meetings with the Northeast London Early Years heads of service. |

1. **Inter-authority moderation**
2. **EYFS profile training and moderation activity**

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| **How will you ensure that 75% of EYFS profile practitioners attend training?**This year we are rolling out a comprehensive training programme through our moderation events and EYFSCo forums.All schools are required to attend at least two events: attendance is monitored and practitioners not attending are contacted. Any school that does not attend the required moderation events will automatically be included in the following year’s moderation and will be visited by a member of the moderation team.**Training is offered for all practitioners including:*** Experienced EYFS Profile practitioners
* Teachers new to EYFS Profile (Including NQTs)
* Bespoke training to practitioners from PVI settings with little or no experience of the EYFSP/moderation process who need to complete the profile for any reception-aged children in their settings.

**Details of the focus of the training and how this training fits into the wider training timetable:**For each of the three terms we are offering at least one half-day moderation event (two half days in both the spring and summer terms). We also offer regular twilight moderation events which take place in schools. Teachers report that they value this approach particularly highly. All these events include agreement trialling using the STA exemplifications and are supported by members of the moderation team.The school twilight events focus on the areas of learning highlighted this year by STA and on school requests: PSED and Literacy are the focus areas in 2018-19. We discuss aspects of the EYFSP and moderation, such as: examples of exceeding; patterns of attainment (‘sense check’); and the characteristics of effective learning. We hold termly EYFSCo forums with invited speakers where we address these issues as well as other areas of curriculum development and good practice. These forums are also attended by childcare providers. This enables them to access the moderation sessions at this forum if they wish to do so.The twilight events, generally school based because of space constraints, follow up on activities in the half day events and forums.Early years NQTs receive five half days of training delivered by the IEYS, two half days in each of the autumn and spring terms, and half a day in the summer term. There is a focus on agreement trialling using the STA materials. The training includes setting up systems for observational assessment, working with parents, making initial assessments, tracking children’s progress, using data, discussing how much paperwork is required, setting up enabling environments, managing their class team and ensuring colleagues contribute to observations and assessment, making judgements using the STA exemplifications.NQTs in schools where the EYFSCo is not experienced, or where there is no nursery or where the school is one form entry will be paired up with other, similar schools and will receive further support from the moderation team as required.Training can be provided for support staff in schools on observational assessment and the characteristics of effective learning. This also includes agreement trialling using STA materials. See the Early Years Training directory [here.](https://www.towerhamlets.gov.uk/Documents/Children-and-families-services/Early-Years/Workforce_development/Spring_2019_Early_Years_Learning_and_Development_Directory.pdf)Managers in the PVI sector are updated at their forums regarding requirements for moderating and completing profiles for eligible children, in addition to the training outlined above. **For agreement trialling activities and dates planned for the 2018 to 2019 academic year, see page 20.****Outline of moderation agreement trialling events**All training, including that for PVI settings, includes agreement trialling using the STA exemplification materials. National standards are used to ensure consistency with regard to the principles and processes of EYFS profile assessment and the accuracy of judgements. Practitioners are asked to bring along record folders, home school diaries and other evidence for 3 children which reflect a range of attainment, and which will include examples of emerging, expected and exceeding in relation to the ELGs. Professional dialogue will reference both the ELGs and the age related descriptions set out in *Outcomes for Children* so that, for example a practitioner’s understanding and application of the threshold between an emerging and expected outcome can be supported and developed.Recording agreement trialling outcomes:* During moderation agreement trialling practitioners may use the LBTH pro forma (which is based on and includes all details on the STA pro forma) to note their discussions and decisions on the outcomes of agreement trialling;
* During training for practitioners new to the EYFS, LBTH training uses the full STA pro forma as used in moderation;
* Practitioners are asked to note their decisions on their materials during twilights;
* We recommend to schools that they follow the same process during their own in-school moderation and during inter-school moderation.
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| **Follow-up action where concerns are raised by moderators about judgements at training events:**Depending on how strong the concern is, the moderation manager may contact the head teacher to discuss how the teacher may be supported; for example, being allowed out of school to attend as many events as possible. We also offer support through a visit from a member of the moderation team or mentoring by a moderator or ex-moderator or more experienced teacher. Practitioners would be encouraged to join in moderation with other local schools. It may be that the school is added to the list of schools for moderation if they are not already on it. |
| **Ensuring that the LA carries out training on all 17 early learning goals over a 3 year cycle:**The LA uses the model originally recommended by the STA. In 2018-19 the LA focus is on PSED and Literacy. This means that each of the moderation agreement trialling events will include examination of exemplification materials, both the national materials, and other examples published by other LAs in these focus areas of learning. Practitioners are also encouraged to look at all ELGs at moderation agreement trialling events.In addition, in EYFS coordinators’ forums we will focus on these areas, the autumn forum in particluar focused on well-being, resilience and our approaches to adverse childhood experiences (ACEs). We scrutinise our LA data very carefully and ensure our broader training programme is responsive to what it may reveal about children’s attainment and about practitioners’ knowledge, skills and understanding of a particular area or aspect of learning, the characteristics of learning or the use of the profile. This is also an iterative process as the moderating team visits schools and settings, and areas where further support is needed may be identified and addressed in subsequent moderation agreement trialling events. |
| **How is the STA exemplification of national standards used to support training?**The recommendation from STA following our moderation in 2015 was: the STA moderator judged that the new moderator being observed did not make sufficient reference to the national materials. LA moderator practice is to use these materials extensively as they form the core of our work: the aim of moderation is to validate teacher judgements and therefore the resulting data against national standards so that schools can be confident that their judgements are accurate in the national context. We have strengthened our encouragement to teacher moderators to do the same. As is our usual practice, we use the STA exemplification of national standards in all training to ensure consistency with regard to the principles and processes of EYFS profile assessment and the accuracy of judgements. Practitioners are asked to bring record folders, home school diaries and other evidence for three children to compare and justify the judgements they are making. They are always asked to bring their exemplification materials – usually in electronic form. Our focus on including agreement trialling in all training further supports consistency. In subsequent years, we have made a point of emphasising very strongly to our new moderators that they must refer very obviously to their exemplification materials to underline their importance to schools.  |
| **Monitoring attendance at training events** Registers are monitored and non-attendance is followed up. If necessary, head teachers are contacted and we may visit the school or include it among the schools to be moderated. |

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| ***Proposed moderation activity for the 2018 to 2019 academic year:*** |
|  | ***Number of schools / settings*** | ***Approximate time (spring / summer)*** |  | ***Number of schools / settings*** | ***Approximate time (spring / summer)*** |
| ***Moderation training attended by:*** |  |  | ***Moderation visits:*** |  |  |
| *Maintained schools* | *100%* | *3 per term with additional drop in sessions* | *Maintained schools* | *30%* | *Once per term* |
| *Academies and free schools* | *100%* | *3 per term with additional drop in sessions* | *Academies and free schools* | *30%* | *Once per term* |
| *Independent schools* | *100%* | *3 per term with additional drop in sessions* | *Independent schools* | *80%* |  *Spring/summer* |
| *Private and voluntary settings* | *100%* | *3 per term with additional drop in sessions* | *Private and voluntary settings* | *100%* |  *Spring/summer* |

1. **LA External moderation 2019**

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| **Ensuring there is an up-to-date record to support the identification of schools requiring a moderation visit** Pauline Hoare, Head of the Integrated Early Years Service, is in regular contact with the Primary Education Partnership team that manages the SIPs on behalf of Tower Hamlets Education Partnership. Through meetings with them and other contacts, schools that would benefit from a moderation visit are flagged up. This includes schools where there has been a change of coordinator, and/or practitioners new to the EYFS or NQTs are in post.The data team and the EY Quality Assurance team scrutinise the data each year. Any anomalies are followed up immediately and if these appear to be related to inaccurate judgements, particular schools are added to the moderation visits list, in addition to the schools to be moderated on a four-yearly cycle. Head teachers and managers of settings know that they can request a moderation visit even if they are not on the list. They frequently do so. Head teachers value the EYFSP moderation process because it challenges and supports teaching staff.NQTs also receive a dedicated session on the EYFSP as part of their induction training. A record is kept of training events and schools are automatically contacted after non-attendance and included on the schools for moderation list. |

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| **The LA moderation process and timetable in 2018-19**  |
| As detailed above, the LA uses a three point moderation process. Head teachers and coordinators were informed at the beginning of the autumn term 2018 that they would be moderated in the 2018/19 academic year and the changes were explained. All schools, including academies and free schools, took up the offer of three visits. Other schools are offered the chance to request moderation or supportive visits. Hence, alongside the list of schools to be moderated, we also have a list of ‘light touch’ schools, including independent schools and voluntary settings with one or two children of reception-age. |

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| **Typical moderation visit outline including the contents / processes and approximate timings:** **Visit one (autumn term)**This visit lasts approximately two hours and the way it is conducted depends largely on what the school needs.Moderators meet with the coordinator and reception teacher as well as the head teacher, or a representative from the school’s Senior LeadershipTeam (SLT). We discuss the data, the process of analysis, the groups chosen for focussed interventions and how the data relates to the rest of the school’s data. The action plan is discussed and support needs are identified. We look around the learning environment with the teachers and offer advice and support as needed. The team asks how the characteristics of effective learning are incorporated into teaching and learning.Before leaving we provide verbal feedback to the head teacher or SLT. This is followed up with a written report, usually within five working days.**Visit two (spring term)**This visit lasts about two hours but timings will vary depending on the needs of the school.The action plan is reviewed; we may discuss targets and interventions for particular groups of children: have these been successful and are the children progressing? Has the school reviewed groups and interventions as a result? Agreement trialling is carried out using the STA exemplifications of national standards. The characteristics of effective learning are again interrogated.We ensure the school is carrying out internal moderation as well as inter-school moderation. If this is not happening, we will support the school to establish this.**Visit three (summer term)** Following external moderation in 2018 and the recommendation to teacher moderators regarding timings, the LA has taken steps to outline the process in detail to ensure that timing does not prevent the full moderation process from being carried out correctly.1. The process begins with a meeting with the teacher/s and EYFSCo to look at the data for the cohort. The LA moderator pair then independently choose the five children and list the judgements for these children against the ELGs (30 mins) One of the moderator pair undertakes to monitor timekeeping.
2. The moderators and practitioner(s) will spend some time in the classrooms to observe the learning environment, to consider how evidence is collected, whether all staff are involved in collecting evidence and making judgements and examine the approach to making judgements (30 mins). This includes a consideration of how the characteristics of effective learning contribute to the process.
3. Moderators and teachers will engage in a professional dialogue and will ensure that each of the 17 ELGs are scrutinised effectively. They will go through the ELGs for those children, comparing the evidence with the STA exemplifications. We discuss the evidence and consider the judgements made. Clear guidance is given about whether we agree or disagree with the judgements for the ELGs under review. This and our recommended judgement are recorded on the STA form (2 hours).
4. Moderators write a moderation report on site (15 mins), a copy of which will be left with the school.
5. The visit ends with a short meeting to give verbal and initial written feedback of the findings to the teachers and head teacher, and talk through any additional issues. We are careful to fully detail whether we agree or disagree with the teacher’s judgement. Where we disagree, we are very clear about communicating our recommended judgement. In some cases, a significant change in levels may be required of the school (15 mins).
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| **Establishing that the EYFS profile assessment is undertaken in accordance with statutory requirements and is in line with STA exemplification of national standards** Professional dialogue between the moderators and the practitioners is stressed throughout our documentation and at the moderation events. At the moderators’ briefing sessions we include a focus on this aspect of the role. The role of professional judgement and expertise is the core of our process. Teachers hold the moderating team and their judgements in high regard. We aim to ensure that results are correct, neither depressed nor inflated.EYFSP 2018-19 assessment is being undertaken in accordance with statutory requirements and, as is our usual process, will be in line with exemplified national standards. The briefings, training days and moderation events will include a strong focus on the STA handbook and the bank of Tower Hamlets examples we have gathered*.* Examples from the current cohorts of children in our schools will also be used. Moderators are instructed to refer to the national materials throughout their visits. Visits systematically look at the judgements made in respect of the selected children and test those judgements against the handbook and the other materials. The focus is on child-initiated activity, and on the characteristics of learning. We are very clear in communicating whether we agree or disagree with a teacher’s judgements. This is recorded on the STA form and agreement, or disagreement, is communicated verbally to the head teacher and through our written report sent subsequently to the school.The moderators establish the accuracy and consistency of practitioner judgements by scrutinising a range of evidence This will be highlighted in the moderator training sessions and at the moderation events. Evidence may include: written observations (long and short); samples from children; information from children and parents, collected in diaries; annotated plans and evaluations and practitioner knowledge. Paperwork can be kept to the minimum needed to illustrate support and recall practitioner knowledge of each child’s attainment. Evidence does not have to be formally recorded. Practitioners are asked to “talk moderators through” their rationale for making judgements, referring to evidence if appropriate, and this will be moderated against the STA Profile exemplifications.At the time of the visit, the practitioner will provide the moderators with a list of EYFS profile interim outcomes for each child. Moderators will choose five children’s profiles which include a range of attainment. All of the 17 scales will be moderated in detail although with different emphases for different children. We ensure that there is a strong focus on the characteristics of effective learning.Outcomes of internal moderation are considered within the moderation dialogue. The issue of internal and school moderation is included in the self-evaluation form. This includes the prompts:* Is the whole EYFS team involved?
* Are there regular meetings for trialling evidence, discussing observations?
* Has new information about the EYFSP 2018-19 been disseminated?
* Is this new information, particularly for the characteristics of effective learning, being used effectively?
* Is there in-school moderation?
* Does moderation involve Year One and Nursery colleagues?
* Have you been involved in any cluster moderation events with nearby schools and MPVI settings?

Schools are also asked to reflect on the impact of these processes. This includes: support for NQTs; support for level 2 and 3 staff; resolution of differences of professional judgement between parallel class teachers. At the end of the visit, the moderator informs the head teacher/manager whether the EYFS profile assessment is being carried out in accordance with statutory requirements and whether practitioner judgements are accurate. This is clearly shared in the meeting and stated in the paperwork, in all cases.Where the moderator judges that the assessment is not in line with STA exemplification of national standards, the LA can require the head teacher/manager to both reconsider the practitioner's judgements as advised by the moderator and arrange further CPD opportunities for the practitioner. The moderation manager will check reports and paperwork for consistency and accuracy. A moderation evaluation event for moderators, sharing learning and challenging issues will be held in July 2019. Incoming data will be checked on a school-by-school basis and if necessary schools will be asked to look again and resubmit data in the case of an unusual pattern or other anomaly.  |
| **Ensuring all 17 ELGs are moderated:**Following the 2018 STA external moderation visit, moderators are reminded that they must ensure that all 17 ELGs are moderated annually during external moderation visits. |
| **Selecting completed profiles that will form the basis of the moderation dialogue:****Single form entry school**Moderators will moderate 17 ELGs from one practitioner sampled from five children. The moderator will expect to see some ‘emerging’, some ‘expected’ and some ‘exceeding’ outcomes.**Multi form entry school**The moderator will ensure that all ELGs are moderated across the sample of five children from the school with at least one judgement at each of the three outcome levels from each practitioner within that sample. Care will be taken to cover all reception classes effectively. |
| **Ascertaining that the EYFS Profile judgements are based on evidence drawn predominantly from child-initiated activity:**Moderators will ask to see: * Learning environments in the reception classes/EYFS units. This is so that moderators can look at provision and the organisation of the day in order to make a judgement about children’s opportunities to make choices and pursue their own interests.
* Moderators stress the importance of practitioners making a professional judgement about the balance between child and adult led activity and discuss the importance of adults having conversations with children about their lines of enquiry without taking over the agenda;
* Planning and assessment systems. This enables them to make a judgement about planned opportunities, time for children to initiate their learning, and opportunities for practitioners to assess this;
* Record folders, Profile Books, home-school diaries, annotated plans and evaluations etc., all of which will be considered in order to determine that children had adequate opportunities to initiate activity;
* When discussing individual judgements, moderators will probe the extent to which the evidence came from the child’s chosen activity, or in response to an instruction, a structured learning situation etc.
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| **Ascertaining whether internal and inter-school moderation occurs:**This is checked in the spring term visit, but on the moderation visit in the summer term internal moderation processes are considered within the moderation dialogue. The issue of internal and school moderation is included in the self-evaluation form. This includes the prompts:* Is there in-school moderation?
* Is the whole EYFS team involved?
* Is the SLT involved?
* Are there regular meetings for trialling evidence, discussing observations?
* Does moderation involve Year One colleagues?
* Does the head teacher sign off the final results?
* Does s/he understand the requirements around the EYFSP?

Advice is given to moderators on the types of evidential record they can expect to back up verbal statements. |
| **Establishing the range of contributors who informed the building of individual profiles, including children, parents and carers**

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| Internal moderation processes are considered within the moderation dialogue. The issue of internal and school moderation is included in the self-evaluation form. This includes the prompts:* How are children and parents contributing to records?
* Have other staff members been trained in making observations?
* Are all practitioners involved in the observation/assessment system?
* Do external professionals (e.g. health visitors, speech and language therapists) contribute?

We start the dialogue about the range of contributors in our meetings with the moderated schools in September during the first visit. We continue to support schools accessing training and workshops for parents on Every Tower Hamlets Child a Talker (ETHCaT) and Early Words Together (EWT) to support schools to incorporate the parents’ voices, and to build partnerships with chidlren’s centres to support families, again to strengthen the parent’s voice. |

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| **Information about each child’s Characteristics of Effective Learning (CoEL) is taken into consideration during the moderation visit:**Moderators discuss the CoEL with practitioners in the course of their professional dialogue about children’s attainment, and look for examples of how children are learning. |

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| **Maintaining a professional discussion as part of the statutory requirements between the practitioner(s) and the LA external moderators to establish whether the practitioner(s) judgements are in-line with national standards.** The professional dialogue begins in September for the moderated schools and continues throughout the year as the practitioners attend training and twilights – we know that our moderated schools attend a great many of our moderation training opportunities too. This dialogue continues to be strong because it is supported by the additional visits in the autumn and spring terms.The final moderation visit is of course about establishing whether practitioner judgements are in line with national standards; reaching a shared understanding of how judgements have been made, and having opportunities to discuss any gaps in evidence. Moderators endeavour to achieve this within the framework of a supportive, developmental, professional dialogue. We start with a meeting with the teacher/s and EYFSCo to look at the data for the cohort. This establishes the professional identity of the teacher as they can see we are listening to them from the start. The LA moderator pair then choose the 5 children and list the judgements for these children against the ELGs. While the evidence is collated for the 5 chosen children, the moderators and practitioner(s) will spend some time in the classrooms to observe the learning environment, to consider how evidence is collected, and examine the approach to making judgements. This also serves to underline the fact that while we are making judgements, this is a professional dialogue based on good early years practice. The moderators and teachers then begin to moderate judgements. They go through the ELGs for the chosen children, comparing the evidence with the STA exemplifications. The evidence is discussed and the moderator decides whether the judgements made by the teacher are accurate and in line with the national materials. An in-depth explanation is given – once again underlining the fact that this is a supportive professional dialogue. Clear guidance is given about whether we agree or disagree with the judgements for the ELGs under review. This and our recommended judgement are then recorded on the STA form. Moderators write a moderation report on site. Then there is a short meeting to give verbal feedback of the findings to the teachers and head teacher; to talk through any additional issues; and to give a handwritten copy of the report to the head teacher. We are careful to fully detail whether we agree or disagree with the teacher’s judgement. Where we disagree, we are very clear about communicating our recommended judgement. |
| **The process for validating ‘exceeding’ judgements**We ask practitioners and moderators to use the whole of the ELG descriptor and use the best fit model to judge whether a child’s learning and development is ‘exceeding’. We ask them to consider whether they are confident that the child has moved beyond the ‘expected’ level. When finalising the judgement we ask practitioners and moderators to:* refer to the area of learning ‘exceeding’ descriptors which form part of the Handbook
* discuss with year 1 teachers whether a child is ‘exceeding’ in any ELG

We use the exemplification in the Handbook. We ask for the professional input of the Year 1 teacher. We ask about what was said during in-school and inter-school moderation. We have found the advice from our STA moderator useful: “Exceeding means exactly that – achievement that is beyond the ELG. It may be some way beyond, or only just beyond.” We established a working group of teachers, led by the EY team to look at what is meant by *exceeding.* The group consisted of members of the early years team, members of the moderating team and other interested practitioners. We have continued to build on this and collect examples of exceeding across the 17 areas of learning. We have also found it useful to include examples of exceeding from other LAs in our moderation events, so that we can extend the discussion among practitioners as to what this may look like.A number of private consultants working in Tower Hamlets schools have given incorrect information to schools regarding EYFSP moderation. This has led in some schools to an artificial depression of the data. This has led to some schools trying to use the judgement statements and exemplification materials for later key stages for “exceeding” and have tried to assign levels more appropriate to later key stages. With the support of the LA Moderation team for Key Stage 1 and Key Stage 2, we **strongly discourage** this approach because Reception children have not been taught the KS1 curriculum. Where we have found this happening, we reported the consultants and their activities to the STA – we are very concerned that their advice has resulted in artificially depressing individual schools’ profile results. |
| **LA follow-up action where a moderator judges that the EYFS profile assessment is not in line with STA exemplified standards:**As detailed above, we recommend attendance at training, support from a more experienced colleague and a support visit from one of the moderation team. In some cases, as described elsewhere and in the Appeals procedure, the matter is referred to the Head of IEYS, the Divisional Director of Education and Partnerships and, if needed, to a senior moderator in another LA. |

1. **Moderation feedback, appeals and data submission**

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| **Conveying the outcome of the moderation visit to the school/setting and the sign-off process for the record of the visit**We immediately communicate the findings verbally to the head teacher or designated member of the SLT, and give a signed handwritten draft report. We take care to communicate any disagreement as clearly as possible. We send a written report within 5 working days. This is based on the STA form. The head teacher and the EYFSCo sign off the form alongside the LA moderator. |

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| **The Local Authority’s appeals process**The LA appeals process is provided to schools before they are moderated. It is included in the moderation plan circulated to schools, on the LA website, and referred to during the moderation visit. The final appeal includes input from a separate local authority. If schools wish to appeal against the moderation judgement, the LA appeals process states that:*The head teacher may raise any concerns informally with the Moderation Manager, who will seek an informal resolution of the problem through further discussion and dialogue.**In the event that the head teacher or appropriate person is not satisfied with informal resolution, or does not wish to raise concerns with the moderation manager, a formal appeal may be made in writing to the Head of IEYS. The Head of IEYS will review the judgement made, after gathering information from both the school and the moderation team, and will make a judgement about whether the moderation judgement should stand, should be amended, or whether there should be a fresh moderation process for the school involving different moderators.**If disagreement persists, the matter is escalated to the Divisional Director, Youth and Commissioning, Directorate of Children and Culture. The Divisional Director will review the judgement made, after gathering information from both the school and the moderation team, and will make a judgement about whether the moderation judgement should stand, should be amended, or whether there should be a fresh moderation process for the school involving different moderators.**If the concerns are still not resolved, then a further moderation will be arranged through the East London EYFSP Moderation Group*The above text is read to the head teacher during the feedback. It is also included in the “signed off” final written report. |

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| **Details of the local authority’s established data validation process prior to submission of data to the DfE:** * All schools and settings have an appropriate system to record and submit EYFS profile data.
* All schools and settings are made aware of the EYFS profile completion window

**Ensuring that head teachers/managers take responsibility for the reliability of their EYFS profile outcomes and ensure that the data accurately reflects the attainment of their cohort of children**We recommend that head teachers and managers ensure that teachers and practitioners meet within their school or setting and with other schools or settings, to develop a consistent understanding of the early learning goals (ELGs). We encourage schools and settings to take part in as many training events, involving agreement trialling, as possible and to take full advantage of external moderation visits organised by the LA. We ask head teachers and managers to ensure that the pattern of outcomes for an individual child makes sense in relation to their wider knowledge of children’s learning and development and that the resulting data is an accurate record of practitioner judgements. It is important that settings carry out a ‘sense check’ of outcomes for all children for whom they have made EYFS profile judgements. We ask head teachers and managers to ensure that staff understand their setting’s systems for recording children’s profile outcomes and submitting data to the LA. We advise them to ensure that their practitioners clearly record EYFS profile information and that staff responsible for data collection and submission understand the nature of EYFS profile data. We also ask them to ensure that data is transcribed from their setting’s records to electronic records accurately; that the entered data is checked against what was originally provided by the practitioner and that the information which accompanies EYFS profile data is accurate, e.g. postcode and unique pupil number. We make sure that the head teachers/managers understand that they are responsible for checking and signing-off data before it is submitted to the LA. We advise that they should also be involved in quality assurance processes before their data is submitted to the LA. We stress the importance of ensuring that staff have enough time for resolving queries. Head teachers and managers are clear that they should only sign off item level data, and permit onward transmission to the LA, once they have checked that the data is both free of errors and an accurate reflection of the attainment of the cohort. They are also aware that they hold the responsibility for resolving any queries the LA may have as a result of their processes within their setting. |
| **The LA’s quality assurance of EYFS profile data prior to submission to the Department for Education**From a reported data point of view, we carry out a quality assurance review of settings’ data very shortly after it has been submitted. Our data collection, entry and submission processes are planned well in advance, taking into account the needs of other key stages and our data collection colleagues. We give clear information to settings so that they understand how data should be formatted.We scrutinise the validity and accuracy of our EYFS profile data before we submit it to the Department for Education. The dataset is checked by moderation and data professionals. Each team’s focus is different, but we believe best practice involves combined processes with shared responsibility.We know that effective quality assurance depends on our knowledge of both EYFS profile assessment and of the schools and settings which are returning data to us. Our quality assurance activity starts with a ‘first cut’ data analysis carried out by the Head of IEYS and the Research and Statistics Team. This is followed by feedback to the setting. This supports settings’ internal evaluation and transition processes.We explain our quality assurance processes to settings very early in the data collection cycle. This means that timescales and expectations are well established and we can plan appropriate activities at setting and LA level. Timelines established in September allow time for scrutiny of data by LA data and moderation teams; for queries to be raised with settings and resolved; and for settings to amend submitted data, if required. Where we find potential inconsistencies in a setting’s dataset, our timeline ensures head teachers and managers have enough time to discuss this with their staff and provide an appropriate response. Should settings need to change their data, this has to be completed before the end of the summer term. We aim to ensure that we co-ordinate with our data team so that our final submission to the DfE only contains correctly amended data. We use the following standard data check procedures to ensure the accuracy of our EYFS profile dataset before submitting it to the DfE. * Does the setting’s data reflect the LA’s knowledge of the cohort or outcomes of moderation?
* Is there a difference in data between classes where there is multiple form entry?
* Is the setting’s data significantly or unexpectedly adrift from its own earlier predictions or from LA data?
* Are there patterns of attainment which are unexpected in terms of what is known about children’s learning and development in general?
* Are trends from year to year unexpected?

These questions are taken from our Research and Statistics advice to schools on data analysis for EYFS, KS1 and KS2. We use the full question set with schools. It forms a central part of our discussion with schools in September.After data validation has taken place, we check that our local dataset presents an accurate picture of children’s learning and development at the end of the EYFS. We do this by looking at a further sample of outcomes, and by cross checking outcomes against those anticipated as a result of moderation. We discuss these processes with settings before data collection. |
| **How the LA investigates unusual/unexpected teacher assessment (TA) data from schools**We contact the setting by phone to ensure that they have early notification of any issues. If necessary we visit the setting to examine teacher assessment records and interrogate the setting’s QA processes in place (see above). |
| **Opportunities in the 2018/2019 academic year to help year 1 teachers understand the EYFS Profile data effectively:*** We invite year 1 teachers to attend training with their EYFS colleagues;
* We hold joint training with primary colleagues;
* We suggest in our letters to head teachers that Year 1 teachers attend the moderation visit.
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| **Year 1 teachers/practitioners participate in internal EYFS profile moderation**Schools in Tower Hamlets generally conduct their in-school moderation with year 1 colleagues. There are plenty of opportunities for the review of learning and assessment across year groups. This generally extends up to Year 6 for the primary schools. |

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| **Moderation Training Dates** |  |
| 12th September 4:00 - 5:00pm | Moderation team briefing, Mulberry Place |
| Thursday 18th October 9:15am -12:15pm | Early Years Foundation Stage Profile (EYFSP) moderation event: An introduction to the EYFSP (PDC) |
| Thursday 1st November 4:00 – 5:30pm | Moderation twilight drop-in Harry Gosling Primary School |
| Thursday 6th December 4:00 - 5.30pm | Moderation twilight drop-in Kobi Nazrul Primary School |
| 16th January 4:00 - 5:00pm | Moderation team briefing, St Paul’s Way Foundation |
| Thursday 24th January 4.00 - 5.30pm | Moderation twilight drop-in St Mary and St Michael’s RC Primary School |
| Thursday 28th February 4 - 5.30pm | Moderation twilight drop-in Our Lady & St Joseph RC Primary School  |
| Thursday 28th March 4 - 5.30pm | Moderation twilight drop-in Lansbury Lawrence Primary School |
| 19th March 9:15am – 12:15pm | Introduction to the EYFSP and moderation agreement trialling event for PVIs |
| 27th March 9:15am – 12:15 noon  |

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| Moderation agreement trialling event, for all YR practiitioners PDC  |

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| End of term/March 4:00 - 5:00pm | Moderation team briefing, venue tbc |
| 3rd April 16:00 – 18:00  | Moderation agreement trialling event, PDC |
| 25th April 13:00 – 15:00 | Moderation agreement trialling event, Lansbury Lawrence Primary School |
| 29th April 16:00 - 18:00 | Moderation agreement trialling event, PDC  |
| Monday 6th May– Friday 24th May 2019 (avoid SATs week) | Moderation visits to schools |
| Monday 4th –Friday 8th June 2019 | Moderation visits to PVI settings |
| Monday 24th (midday onwards) – Friday 28th June 2019 | Submission of data |
| Monday 1st July 2019 onwards | LA scrutiny and checking of data. |
| July 2019, date tbc | Moderation team debrief |

1. Moderation usually occurs in schools who are part of the Tower Hamlets Education Partnership (THEP). It may be legally required in non-THEP schools and in other types of early learning provision. This plan applies to all settings in receipt of early learning entitlements and inspected by Ofsted. [↑](#footnote-ref-1)