

Confidential to Headteacher & School Governing Body

Early Years Foundation Stage Profile Moderation

# School Visit Report Form

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **School:** | |  | | | | | |
| **Head teacher:** | |  | | | | | |
| **Moderator:** | |  | | | | | |
| **Date &**  **duration of visit** | |  | | | | | |
| **Number of EYFS classes:** | | | | |  | | |
| **Total number of children within the school for whom the Early Years Foundation Stage Profile is completed** | | | | |  | | |
| **Class teacher/s** |  | | | **Experience:**  **NQT/new to reception/years in reception** | | |  |
| **Teaching assistant/s** |  | | | **Experience:**  **HLTA/ NNEB/years in reception** | | |  |
| **Comments:** | | | | | | | |
| **Are summative judgements recorded during the year**? yes/no  **If yes how are they recorded?** | | | | | | | |
| **Did the school use a Baseline in September 2016** yes/no  **If yes which one ?** NFER/ EExBA/ BASE/GL | | | | | | | |
|  | | | | | | |  |
| **Those present at the moderation meeting:**  **Teacher/s**  **Headteacher**  yes /no  **Year 1 teacher** yes/no  **Assessment coordinator** yes/no  **Governor** yes/no | | | | | | | |
| **How was the moderation visit structured?** | | | | | | | |
| **Have Gloucestershire pre-school Transition Records been shared and used to inform the initial assessments in YR?** yes/no  **Are arrangements in place to meet with feeder preschools** yes/no | | | | | | | |
| **Who contributes to the children’s profiles within the school?** | | | | | | | |
| **How do the children contribute to the evidence for the EYFSP?** | | | | | | | |
| **How do parents contribute to the observational evidence for the EYFSP?** | | | | | | | |
| **What moderation activity takes place during the year?** | | | | | | | |
|  | | | **Who was involved?**  **(i.e. yr R , yr 1, HT)** | | | **When did it take place?** | |
| **School based** | | |  | | |  | |
| **Cluster group** | | |  | | |  | |
| **Attendance at LA run Moderation workshop** | | |  | | |  | |
| **Is the Head teacher involved in moderation?** yes/no  **How?**  **Does the Head teacher quality assure the accuracy of the final data in school?** yes/no | | | | | | | |
| **Is the Y1 teacher involved in moderation?** yes/no  **Comments** | | | | | | | |
| **Is the evidence supporting the children’s attainment appropriate?** yes/no  **What did the evidence sample consist of?**  **Was there sufficient evidence to support the teacher’s judgements?** yes/no | | | | | | | |
| **Does the YR teacher use STA exemplification materials to support accuracy of assessments?** yes/no | | | | | | | |
| **Is EYFS Profile data shared with Y1 teachers and used to inform next steps in children’s learning?** yes/no | | | | | | | |
| **Does the class teacher feel there is an identified gap between the achievement of boys and girls?** yes/no    **Details and comments** | | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Please indicate below which ELG and level of development were moderated for each of the sampled children.** Where practitioner judgements could not be validated for any ELG, please HIGHLIGHT the judgement and record the detail in the outcome box. | | | | | | | |
| **Area of Learning** | **Sample** | | **Child 1** | **Child 2** | **Child 3** | **Child 4** | **Child 5** |
| **Class** | |  |  |  |  |  |
| **Communication and language** | **ELG 01** | Listening and attention |  |  |  |  |  |
| **ELG 02** | Understanding |  |  |  |  |  |
| **ELG 03** | Speaking |  |  |  |  |  |
| **Physical development** | **ELG 04** | Moving and handling |  |  |  |  |  |
| **ELG 05** | Health and  self-care |  |  |  |  |  |
| **Personal, social and emotional development** | **ELG 06** | Self-confidence and  self-awareness |  |  |  |  |  |
| **ELG 07** | Managing feelings and behaviour |  |  |  |  |  |
| **ELG 08** | Making relationships |  |  |  |  |  |
| **Literacy** | **ELG 09** | Reading |  |  |  |  |  |
| **ELG 10** | Writing |  |  |  |  |  |
| **Mathematics** | **ELG 11** | Numbers |  |  |  |  |  |
| **ELG 12** | Shapes, space and measures |  |  |  |  |  |
| **Understanding the world** | **ELG 13** | People and communities |  |  |  |  |  |
| **ELG 14** | The world |  |  |  |  |  |
| **ELG 15** | Technology |  |  |  |  |  |
| **Expressive arts and design** | **ELG 16** | Exploring and using media and materials |  |  |  |  |  |
| **ELG 17** | Being imaginative |  |  |  |  |  |

|  |
| --- |
| **Outcome** |
| **Are the teacher judgements for all five children for all scale points discussed accurate in line with exemplification?**  **If no please comment on any inaccuracies that were discussed:**  **Action to be taken if inaccurate:**  **Was a consensual agreement reached to amend the points in question?** yes/no  **Are the teacher judgements likely to be accurate at the point of submission to the Local Authority?** yes/no |
| **Strengths** |
| **Other professional development needs** |
| **Additional comments**  Thank you for making me so welcome. If you have any queries relating to this note of visit please do not hesitate to contact me. |

**If the school has any queries with any aspect of the moderation visit or report, please contact**

**Julia Hawkes, EYFS Profile Moderation Manager/Strategic Lead for Early Years, Early Years Team, telephone 01452 427224, e-mail** [**earlyyearsteam@gloucestershire.gov.uk**](mailto:earlyyearsteam@gloucestershire.gov.uk) **within 3 working days of the receipt of this report.**

Copy to:

Julia Hawkes