



Early years foundation stage profile moderation: essential requirements and effective practice for local authorities

These tables set out requirements for robust local authority (LA) moderation and identify essential requirements and examples of effective practice. They are designed to help you plan and carry out your moderation duties. You can cross reference them against the planning forms which the Standards and Testing Agency (STA) will send you in the autumn term.

The requirements at the top of each section draw on the statutory [early years foundation stage \(EYFS\) framework](#).

Moderation plan

The LA should plan an annual programme to ensure that its statutory duty in relation to the moderation of the EYFS profile judgements is met.

Essential requirements	Additional effective practice
<ul style="list-style-type: none">• Before implementation, details of the moderation plan are shared and agreed with all settings which will complete EYFS profiles.• The moderation plan includes a specific appeals procedure in relation to the moderation of EYFS profile judgements. (In the event that an appeal remains unresolved, the LA moderation manager must notify STA for information purposes only.)• The moderation process is evaluated each year in consultation with all stakeholders. The plan is revised accordingly.	<ul style="list-style-type: none">• Details of the moderation process are communicated to all relevant stakeholders early in the autumn term.• The stakeholder group includes:<ul style="list-style-type: none">○ LA colleagues, including data team○ headteachers or managers of settings○ practitioners○ moderation team

Moderation team

In order to carry out its statutory role of moderator, the moderation team must have a thorough understanding and experience of the principles and practice of the EYFS profile and appropriate experience of the EYFS.

A suggested role description for moderators is included in the EYFS handbook

Essential requirements	Additional effective practice
<ul style="list-style-type: none">• The moderation team includes both LA personnel and serving practitioners with appropriate and recent EYFS experience.• Moderators are recruited who have the appropriate skills and capabilities to carry out their role.• Moderators are trained and participate regularly in LA moderation activities, using exemplification of national standards to ensure consistency.• The LA has an effective process for the recruitment of new moderators as appropriate.• Moderators new to the role undertake a suitable induction process.	<ul style="list-style-type: none">• All moderators undertake the full range of moderation activity.• The recruitment process allows for all interested parties to apply.• As part of their induction newly appointed moderators have access to a mentor and opportunities to shadow a more experienced colleague.

Inter-authority moderation

LA moderators will need to work with other moderators so that assessment is consistent nationally.

Essential requirements	Additional effective practice
<ul style="list-style-type: none">The moderation manager participates regularly in inter-LA moderation activities.	<ul style="list-style-type: none">All moderators participate regularly in inter-LA moderation activities, using exemplification of national standards to ensure consistency.Pairing arrangements between moderators from different LAs provide opportunities for the promotion of consistency.

Moderation cycle

LAs must ensure that all 17 early learning goals (ELGs) are moderated annually in a 25% sample of settings. All practitioners responsible for the completion of the EYFS profile who are not receiving a moderation visit must take part in training which includes an element of agreement trialling.

Essential requirements	Additional effective practice
<ul style="list-style-type: none"> • All settings receive a moderation visit on a four-year cycle. • All 17 ELGs are moderated annually: moderation doesn't focus on a specific area of learning or set of ELGs at the expense of others. • All practitioners responsible for the completion of the EYFS profile who are not receiving a moderation visit in the current year must take part in training which includes an element of agreement trialling. • Moderation visits take place during the summer term. 	<ul style="list-style-type: none"> • The moderation cycle includes opportunities for supportive visits throughout the year as preparation for the final moderation visit, during which the accuracy of judgements is established. • In addition to planned visits to all settings on a four-year cycle, moderation visits/support may be triggered by: <ul style="list-style-type: none"> ○ presence of newly qualified teachers and practitioners new to the EYFS ○ requests from the headteacher or manager ○ concerns identified by the school improvement partner or LA personnel ○ data anomalies ○ non-attendance at training events

Moderation visits to schools and settings

As part of their statutory duty for moderation, LAs are required to visit schools and settings implementing the EYFS profile on a regular basis. This should be on a four-year cycle so that 25% of practitioners responsible for the completion of the EYFS profile are visited each year.

Essential requirements	Additional effective practice
<ul style="list-style-type: none"> • The moderation visit focuses on a professional dialogue between the moderator and each practitioner responsible for completing EYFS profiles. • LAs ensure that practitioners are familiar with STA guidance materials and moderators reference these where relevant during the moderation visit. • For each ELG the moderator establishes whether EYFS profile assessment is in line with exemplified national standards. • Contributions from parents and the child are actively sought by practitioners and are used to inform the judgements made for the EYFS profile. • Visits take place at an agreed time within the school day, with practitioners released for the duration of the visit. • The moderator establishes the accuracy and consistency of practitioner judgements by scrutinising a range of evidence, the majority of which will come from the practitioner's knowledge of the child and observations of the child's self-initiated activities. (Moderators must not scrutinise recorded evidence without the practitioner present.) 	<ul style="list-style-type: none"> • Information meetings are held for settings that are to receive a moderation visit prior to visits taking place. • The headteacher or manager, senior leadership team, subject leaders and year 1 teachers have opportunities to participate in elements of the moderation visit. • The LA has an effective system to follow up any advised actions.

Essential requirements	Additional effective practice
<ul style="list-style-type: none"> • At the time of the visit, the practitioner provides the moderator with a list of the EYFS profile interim outcomes for each child. The moderator selects 5 complete profiles across the range of attainment ('emerging', 'expected' and 'exceeding'). These will form the basis of the moderation dialogue. • When moderating EYFS profile judgements in multiple form entry schools, moderators must ensure that all practitioners participate in the moderation dialogue. Moderators should ensure that the judgements moderated cover all 17 ELGs including judgements from all 3 attainment bands for each class. Moderators should adjust the size of the sample as appropriate to ensure that this can be achieved. • The moderator must ensure that within the constraints of the range of attainment available, practitioner judgements for all 17 ELGs are moderated. The moderator is unlikely to scrutinise all 17 ELGs for all 5 children, but will ensure that judgements are moderated from each of the 3 outcome bands ('emerging', 'expected' and 'exceeding'). • Information concerning the characteristics of effective learning is an integral part of the moderation dialogue. • Moderators ensure that judgements are validated throughout the professional dialogue. • Outcomes of internal and cross-school moderation are considered within the moderation dialogue. Moderators establish how settings develop and use internal moderation processes. 	

Essential requirements	Additional effective practice
<ul style="list-style-type: none">• At the end of the visit, the moderator informs the headteacher or manager of the outcome of moderation.• Where the moderator judges that the assessment is not in line with exemplification of national standards, the LA can require the headteacher or manager to both reconsider the practitioner's judgements as advised by the moderator and arrange further training opportunities for the practitioner.	

Specific EYFS profile training

Specific training, which includes agreement trialling, is provided annually to ensure that EYFS profile assessments are in line with the requirements set out in the EYFS statutory framework.

Essential requirements	Additional effective practice
<ul style="list-style-type: none"> • Specific EYFS profile training, which includes agreement trialling, is provided for practitioners responsible for the completion of the EYFS profile in the 75% of settings not receiving a moderation visit. • Moderators support agreement trialling activities during training. • The LA has a system in place to follow up concerns raised by the moderators during agreement trialling activities. • Training focuses on all 17 ELGs over a three-year cycle. • Exemplification of national standards is used to support training and ensure national consistency with regard to the principles and processes of EYFS profile assessment and the accuracy of judgements. • Systems are in place to monitor attendance at all training events; non-attendance is followed up where appropriate. 	<ul style="list-style-type: none"> • Additional training is provided, specific to the context and needs of the LA. • Within the LA there is an expectation that all stakeholders will attend training in order to ensure their knowledge and understanding of the EYFS profile is up to date. • The agreement trialling element of the training focusses on the practitioner's own evidence which has informed their judgements. • Invitations to training are extended to other practitioners eg year 1 teachers, assessment leaders, headteachers or managers and subject co-ordinators. • Outcomes of agreement trialling are recorded.

Data collection and analysis

LAs are required to collect EYFS profile data by Friday 19 June. This collection (and subsequent return to the Department for Education (DfE) where required) should be carried out in line with the [Assessment and reporting arrangements](#).

Essential requirements	Additional effective practice
<ul style="list-style-type: none">• All EYFS providers have an appropriate system to record and submit EYFS profile data.• The LA informs all settings of the advised EYFS profile completion window (Monday 8 June to Friday 19 June 2015) and makes appropriate arrangements for the submission of data.• The LA moderation manager has an effective working relationship with both the LA, schools' IT and data analysis teams. Systems for the collection, submission and analysis of EYFS profile data are evaluated and developed each year.	<ul style="list-style-type: none">• LAs provide a helpdesk or other means of support for the data collection system, and training is provided for any personnel new to the process.

Quality assurance of EYFS profile data

Settings and LAs must have quality assurance processes in place to ensure that the data submitted for each child is an accurate reflection of their attainment.

Essential requirements	Additional effective practice
<ul style="list-style-type: none"> • Headteachers and managers take responsibility for the reliability of the EYFS profile outcomes and ensure that the data accurately reflects the attainment of their cohort of children. • The LA has an effective process for the quality assurance of EYFS profile data prior to submission to the DfE. EYFS profile data from settings is scrutinised by the moderation manager and the LA data team. • The LA scrutinises data at a level of detail that enables anomalies to be identified and highlighted to settings for review and amendment (where necessary). • Amendments to EYFS profile outcomes are made prior to submission to the DfE. 	<ul style="list-style-type: none"> • The exploration of anomalies reflects an understanding of local circumstances and priorities. Any sampling of data for scrutiny takes place with regard to local intelligence. • Systems for the quality assurance of EYFS profile data are evaluated and developed each year. • The need for accuracy in EYFS profile data is embedded in training for all stakeholders.

Use of data to support planning in year 1

One of the main purposes of the EYFS profile is to inform the year 1 teacher of the attainment of each child. This will enable the teacher to plan an effective, responsive and appropriate curriculum that will meet children's needs.

Essential requirements	Additional effective practice
<ul style="list-style-type: none">• Opportunities are provided to help year 1 teachers understand and use EYFS profile data effectively so that they can plan a curriculum that meets the needs of all children.• Year 1 teachers participate in internal EYFS profile moderation within the school.	<ul style="list-style-type: none">• Transition processes are developed and evaluated each year in response to EYFS profile outcomes, in order to reflect the needs of the current cohort.• Year 1 teachers participate in LA moderation visits and training events.