Birmingham City Council

Guidance for
Early Years Foundation Stage Profile Assessment
2018-2019
(Birmingham LA)

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A   Introduction

This guidance provides information to support the implementation of the statutory requirement for the EYFS Profile in Birmingham schools and for the associated statutory moderation processes in the school year 2018-2019.

Reference is made to the appropriate sections of the *Assessment and reporting arrangements – Early years Foundation Stage 2019* and to the *Early Years Foundation Stage Profile Handbook 2019.*

In making their assessments, practitioner should make reference to the *Early Years Foundation Stage Profile Handbook 2019* and also the exemplification materials

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

https://www.gov.uk/government/publications/eyfs-profile-exemplication-materials

B   Which children should be assessed?

The EYFS Profile should be completed for each child who will be five years old on or before Thursday 31st August 2019. See *'Exceptions'* for details of exemptions.
https://www.gov.uk/government/publications/2019-early-years-foundation-stage-assessment-and-reporting-arrangements-ara

C   Moderation

The purpose of moderation is to promote accurate and consistent assessments in line with national standards (exemplification materials). The Profile moderation process in Birmingham is intended as a professional dialogue between practitioners and between practitioners and moderators, supporting practitioners in developing their understanding of the Early Learning Goals, the EYFS Profile and of assessment processes in the early years. Schools should moderate their assessments internally and should also make links with other schools for moderation.

C1   Moderation – training events

All practitioners implementing the EYFS Profile are invited to take part in moderation/training activities each year.   Within the Local Authority there is an expectation that all schools including academies, free schools and independent schools (unless an independent school has an exemption from the EYFS learning and development requirements) attend half day training events to ensure that their knowledge and understanding of the Profile is up to date. This half day training will include standardisation and moderation activities utilising the exemplification materials produced by the Standards and Testing Agency. The ELG focus areas for these events in **2019** are **Personal, Emotional and Social Development, Mathematics and Understanding the World.**

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Schools will have received an email providing further information and inviting them to participate in this training. Please visit www.servicesforeducation.co.uk to book onto the Moderation training.

C2   Moderation - School visits

25%+ of schools will receive a visit in this school year, in the first half of the summer term, in order to maintain a schedule of every school receiving at least one visit during the course of a four year cycle of moderation visits. In addition schools are selected for moderation visits using a number of other criteria. We have looked at schools' assessment data from the Profile for last year, comparing outcomes with similar schools. In addition, we have looked at whether schools have teachers in reception who are NQTs or who are experienced teachers new to reception, although it is not possible to visit all such schools. **Schools that have been selected for a moderation visit in this school year will receive an email informing them of this towards the end of the spring term.**

All 17 early learning goals will be moderated during a half-day school visit. The moderator will spend time with Reception teachers at the beginning of the visit, choosing at least five children (or more in schools with more than five classes) whose Profiles will be the focus of moderation, with this sample of children ensuring coverage across all reception classes and across the range of attainment in your school. This coverage will be achieved by discussing the 'characteristics of effective learning' and selected early learning goals for each of the sample children and not by discussing each goal for each child. Each practitioner will be required to discuss the judgements awarded for children performing at the three attainment bands, so that they articulate what Emerging, Expected and Exceeding looks like.

Single form entry school: Five Children – Ensuring that the teacher is secure in the three attainment bands - emerging, expected and exceeding,	Multi form entry school: At least two children per teacher. Ensuring that all teachers are secure in the three attainment bands – emerging, expected and exceeding.
The moderator will make an initial, long-list selection of children in the class from a list of interim Profile outcomes, with the inclusion of children from all three attainment bands. This long list will be discussed with the practitioner and the moderator will then select five children, ensuring coverage of the attainment bands across the sample of children. These children's Profiles will then be the focus of moderation discussion ensuring that there is coverage of all 17 ELGs.	The moderator will make an initial, long-list selection of children across all classes from a list of interim Profile outcomes, with the inclusion of children from all three attainment bands. This long list will be discussed with the practitioners and the moderator will then select at least two children per teacher**,** ensuring coverage of each of the attainment bands in each of the classes. These children's Profiles will then be the focus of moderation discussion ensuring that there is coverage of all 17 ELGs and three attainment bands from each practitioner.

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Class summary sheets from the electronic Profile recording system in use in your school, showing 'interim' assessments of children against the early learning goals ,e.g. 1, 2 or 3 should be available for the moderator at the start of the visit.

In either case, you should also have available evidence for children's learning, usually in the form of either evidence folders or learning journeys. Practitioners' knowledge of the children forms an essential element of the discussion with moderators and practitioners should be prepared to talk about children's attainments with reference to both their evidence folders/learning journeys and their knowledge of the children. Practitioners' assessments of children against the characteristics of effective learning are a focus of moderation. Practitioners' knowledge of children in relation to these will contribute to the moderation discussion. Practitioners should use the information in the Early Years Profile Handbook 2019 to help describe each child's Characteristics of Effective Learning.

Where at all possible, the moderator will meet with all of the practitioners together. If this is not possible, alternative arrangements will be agreed at the time of the visit. Involvement in the moderation discussion of other staff is encouraged where possible, such as early years leader (if not a reception teacher), assessment leader or senior member of staff, Year One teachers, as well as teaching assistants. The outcomes of the moderation visit will be summarised on a record of moderation visit form and signed off with the head teacher towards the end of the visit. Where the outcomes of moderation cannot be agreed, an appeals process is in place details of which can be found on the Services for Education website.

For further information about statutory requirements, please see:

https://www.gov.uk/government/publications/2019-early-years-foundation-stage-assessment-and-reporting-arrangements-ara

D   Data collection

Assessments for each child against each of the 17 early learning goals should be submitted electronically to the LA Data and Intelligence Team by **25th June 2019**. Detailed information for this submission will be provided to schools in the summer term 2019. If a child starts at a new setting before the summer half-term holiday, the new setting must report the child's results to the LA. If a child changes setting during the second half of the summer term then the previous setting is responsible for reporting to the LA.

For further information please see https://www.gov.uk/government/publications/2019-early-years-foundation-stage-assessment-and-reporting-arrangements-ara'Data collection and submission'

It is the head teacher's responsibility to ensure that the information sent to the LA is accurate. It is imperative that you take the time to check your results as reported back to you from the LA and notify them of any errors as soon as possible. Failure to do so may cause incorrect data to be sent to the DfE which will not be amended after the DfE deadline.

Schools that plan to use a system other than CMIS or SIMS to record their assessments should check with their supplier to ensure that the system will create the assessment file for the LA in the correct format.

The LA Data and Intelligence Team will publish further guidance about how to return your assessments to the LA in May. This guidance will be posted to https://www.birmingham.gov.uk/primarydata

E   Reporting

E1   Reporting to parents

For children at the end of the Reception year, schools should report to parents:

o   whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging') for each ELG;
o   brief particulars of attainment in all areas of learning;
o   comments on general progress including the characteristics of effective learning; and arrangements for discussing the report.

E2   Moving to year 1

Year 1 teachers must be given a copy of the EYFS Profile report together with a narrative on how the child demonstrates the three characteristics of effective learning. Effective transition is best supported by face to face discussion of each child between reception and year 1 teachers and by involvement of year 1 teachers in a school's Profile moderation processes.

For further details, please see:
https://www.gov.uk/government/publications/2019-early-years-foundation-stage-assessment-and-reporting-arrangements-ara
and
 https://www.gov.uk/government/publications/early-years-foundation-stage-profile-handbook