

Quality Development and Moderation Handbook

for the Early Years Foundation Stage
2024-25



“Reading and writing float on a sea of talk.” (James Britton, 1976)

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Many thanks to Janvrin School and Helen Catherine Photography for providing the front cover photos.

Welcome

Welcome to this year's Quality Development and Moderation handbook. This handbook supports ongoing commitment to providing the best learning and development opportunities for our youngest children, ensuring that they are cared for, engaged and motivated in all schools and settings. This is underpinned by a focus on the wisest of effective early years practice, nurturing the unique child, building positive and trusting relationships, and providing safe and stimulating environments where children can thrive. Last year we introduced our Early Childhood Participation Toolkit in collaboration with the Best Start Partnership [Early Childhood Participation Toolkit - Best Start Jersey](#) supporting anyone working with babies and young children, to uphold and support our commitment to the UNCRC. We also provided a box of resources and 30 core books for every setting to ensure ongoing support for early literacy and promoting a love of books and reading. We look forward to seeing children and adults enjoying these resources and books together in your setting. We continue to put the child at the centre of our practice, and our quality development activities will continue to support and reflect this.

We are delighted to see, that this year, our data indicates that 90% of children are leaving their Reception year demonstrating high levels of well-being, this is the same as last year.

88% of children are demonstrating high levels of Involvement on leaving Reception, slightly lower than last year's 90%.

The 2024 data for the Characteristics of Effective Learning is:

99% of children are demonstrating Playing and Exploring

94% of children are demonstrating Active Learning

84% of children are demonstrating Creating and Thinking Critically

ELG data from 2023-2024 is currently being finalised and will be available by the end of September 2024.

In light of the reformed EYFS Framework becoming statutory in England from September 2021, we have carefully considered and reviewed changes to our existing EYFS Statutory Requirements and use of non-statutory curriculum guidance. Updates to our Statutory Requirements reflect the changes to the areas of learning and Early Learning Goals, as well as requirements for oral health, inclusion and diversity, and multilingual learners. A draft of the updates has been shared with our stakeholders and we are currently in the process of receiving feedback on the proposed changes.

Our aim has been to maintain 'wise practice'* for our youngest children, with the use of robust educational programmes that ensure our pedagogy and approaches are supported by developmentally appropriate, end of year EYFS indicators. We continue to work closely with teams across CYPES to ensure that our emergent Early Years Curriculum responds to the needs, interests and development of a child, and is supported by knowledgeable adults in environments that provide wide and varied experiences of exploration and play.

Schools and settings should continue to use and familiarise themselves with the non-statutory guidance materials, Birth to 5 Matters and Development Matters 2021, (Development Matters 2012 can continue to be supportive) to implement the Early Years Foundation Stage in a pedagogically sound, principled and evidence-based way. Copies of the non-statutory guidance materials should be available in all settings and schools to support daily practice and understanding of child development.

The Early Years Profile for Jersey has been used by the majority of school Reception and Nursery classes this year and Early Years settings. Support and guidance for making judgements on the areas within the profile will continue to be provided by the Early Years Quality Development and Moderation Teams. For 2024-25 we will be providing quality development visits to approximately 60% of our Reception, Nursery classes and Early Years settings, these visits will take place in Autumn 2024 and Summer 2025. We appreciate your commitment and support for this, and the Quality Development team to this important process.

This year the focus for focus areas for quality development visits and Moderation will continue to be Communication and Language, and Literacy. This aligns with our ongoing work to ensure high quality immersed provision island wide regards Speech, Language and Communication, birth to five. This remains a priority.

[Communication and Language \(Birth to 5 Matters Page 44\) Birthto5Matters-download.pdf](#)

Experiences in the womb lay the foundation for communication, and a baby's voice is evident from the beginning. Babies use their bodies, facial expressions, gestures, sounds and movements to seek connections and respond to those around them. Young children depend on back-and-forth interactions with responsive others to develop confidence as effective

communicators and language users. Communication and language development are closely intertwined with physical, social and emotional experiences. Communication and language lay a foundation for learning and development, guiding and supporting children's thinking while underpinning their emerging literacy. Language is more than words. As children grow, they begin to be aware of and explore different sounds, symbols and words in their everyday worlds; a language-rich environment is crucial. A child's first language provides the roots to learn additional languages, and parents should be encouraged to continue to use their home languages to strengthen and support their children's language proficiency as they join new environments. Children's skills develop through a series of identifiable stages which can be looked at in three aspects – Listening and Attention, Understanding, and Speaking. While not all children will follow the exact same sequence or progress at the same rate, it is important to identify children at risk of language delay or disorder as these can have an ongoing impact on wellbeing and learning across the curriculum.

(*Wise Practice: The Need to Move beyond Best Practice in Early Childhood Education, September 2001, Joy Goodfellow)

Literacy (Birth to 5 Matters Page 46)

Literacy is about understanding and being understood. Early literacy skills are rooted in children's enjoyable experiences from birth of gesturing, talking, singing, playing, reading and writing. Learning about literacy means developing the ability to interpret, create and communicate meaning through writing and reading in different media, such as picture books, logos, environmental print and digital technologies. It involves observing and joining in the diverse ways that different people and communities use literacy for different purposes. Most importantly, literacy is engaging, purposeful and creative. Developing literacy competence and skills is a complex, challenging yet rewarding journey that requires high-quality pedagogical activities to enhance learning. Young children need to be listened to by attentive adults who recognise and value children's choices. They need enjoyable, playful opportunities of being included and involved in the literacy practices of their home, early years setting, and community environments. They need experiences of creating and sharing a range of texts in a variety of ways, with different media and materials, with adults and peers, both indoors and outdoors, as well as learning about using different signs and symbols, exploring sound and developing alphabetic and phonetic skills.

Our quality development and moderation process are there to support and challenge our thinking but also to consolidate what we know is best practice for teaching and learning in our EYFS.

- children learn best through play,
- promoting the Characteristics of Effective Learning creates strong lifelong learners
- children are motivated if they are supported in the moment by effective adult interactions
- enabling environments encourage play, independence, exploration and curiosity
- ensuring high levels of Well-being and Involvement are a result of children's interests and needs being at the heart of what we do
- honest and sensitive observations shape our assessment and inform our planning

*"Nothing matters more than stopping, listening and responding positively to the young child."
Julie Fisher, 2016*

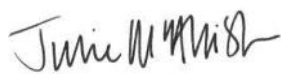
Use the following weeks wisely with children to build positive relationships, establish routines and expectations, develop play skills, understand the environment and make friends.

We look forward to our continued work with you, as we strive to strengthen and embed high quality professional practices across the Early Years sector, giving children the best possible start. Our ambition is always to put children at the heart of our practice.

Thank you for your on-going commitment and hard work.



Nicola Mulliner
Head of Early Years



Julie McAlister
Early Years Adviser



Claire Steel
Quality Development Officer

Overview

This handbook has been developed to support practitioners in Early Years with their on-going reflection of improvement and development of their provision, as well as assessment of children's development and attainment, and as guidance for Reception moderation. It is supplemented with materials that will support these process and enable a professional dialogue between practitioners, moderators, senior leaders and parents/carers. It also provides support to practitioners in making accurate judgements about each child's attainment at the end of the EYFS. The handbook may be used alongside the EYFS profile exemplification materials and local exemplification materials. We continue to recommend Siren Films although the cost of this will be down to individual settings.

[Early years foundation stage: exemplification materials - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[Child Development video based training - Siren Films](#)

Together, the handbook and exemplification can help practitioners when making effective moderation judgements so that Early Years Profile outcomes are accurate and consistent across all settings.

The Early Years Profile (Jersey) summarises children's on-going attainment and includes judgements on:

- Well Being and Involvement (High, Medium, Low)
- The Characteristics of Effective Learning (demonstrating these or not)
- Prime Areas 'working at age related expectations' for Nursery both *on entry* and *end of year*
- Prime Areas 'working at age related expectations' for Reception *on entry*
- Judgements to the Early Learning Goals for Reception *end of year*

Practitioners' assessments are primarily based on observing a child's daily learning, involvement and progress. In particular, practitioners should note the learning which a child demonstrates spontaneously, independently and consistently in a range of contexts.

Accurate assessment takes into account a range of perspectives. This should include those of the child, parents/carers and other adults who have significant interactions with the child.

Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners observing children to understand their interests, trajectories of their development and level of attainment, and to then provide learning experiences and opportunities for each child reflecting those observations.

Early Years Profile data is used to:

- inform parents/carers about their child's ongoing development and judgements against the ELGs at the end of Reception
- inform future policy and planning within CYPES and the Government of Jersey, for Early Years
- support a smooth transition to key stage 1 (KS1) by informing the professional dialogue between EYFS and Year 1 teachers
- help Year 1 teachers plan an effective, responsive and appropriate curriculum that will meet the needs of all children

Settings should develop their own approach to assessment which meets the needs of their children, parents/carers, staff and curriculum.

Reliable and accurate assessment at the end of the EYFS is underpinned by the following principles:

- assessment is based primarily on the practitioner's knowledge of the child - knowledge is gained predominantly from observation and interaction in a range of daily activities and events

- responsible pedagogy must be in place so that the provision enables each child to demonstrate their learning and development fully
- embedded learning is identified by assessing what a child can do consistently and independently in a range of everyday situations
- an effective assessment presents a holistic view of a child’s learning and development
- accurate assessments take account of contributions from a range of perspectives including the child, their parents/carers and other relevant adults

Quality Development and Moderation Visits in schools

This year’s Quality Development visits to private early years settings will take place in Autumn 2024 and Summer 2025. Please note that not all schools and settings will receive visits this year you will be notified if you are to receive Quality Development and Moderation visits.

The Quality Development and Moderation Windows for visits are:

- Autumn – 4.11.2024 - 22.11.2024
- Summer Moderation – 2.6.2025 – 20.6.2025

Please see separate allocation document for the details of your school’s moderator.

Cluster Meeting Dates

Cluster meetings are to support teachers and practitioners with comparing evidence and agreeing judgements. Please bring samples of work and evidence to share.

Cluster Meetings for Quality Development and Moderation (for Nursery practitioners and Teachers, Reception teachers and EYFS leads)	
Spring 2025	Summer 2025
Eastern Cluster Wednesday 29th January 2025 16.00 – 17.00 D’Auvergne	Eastern Cluster Tuesday 6th May 2025 16.00 – 17.00 St Michael’s School TBC
Western Cluster Tuesday 28 th January 2025 16.00 – 17.00 Mont Nicolle	Western Cluster Wednesday 7 th May 2025 16.00 – 17.00 La Moye

Data Submission Dates

Autumn ‘On entry’ Friday 25.10.2025

Summer ‘End of Year’ Monday 30.6.2025

Observations and Assessments

Observational Assessment

Practitioners can use observational assessment to understand children's learning. Practitioners watch, listen and interact as children engage in everyday activities, events and experiences, and demonstrate their specific knowledge, skills and understanding.

Observational assessment is the most reliable way of building up an accurate picture of children's development and learning. This is especially true where the attainment demonstrated is not dependent on overt adult support. Observational assessment is central to understanding what children really know and can do.

Some observations will be planned but some may be a spontaneous capture of an important moment. It is likely that observations of everyday activities will provide evidence of attainment in more than one area of learning.

Observational assessment doesn't need prolonged breaks from interaction with children, or excessive written recording. It is likely to be interwoven with high quality interactions or conversations in words or sign language with children about their activities and current interests.

Responsible Pedagogy

Responsible pedagogy is evident when practitioners have a good understanding about how children develop and because of that they can accurately assess the child when they demonstrate their learning and development. Responsible pedagogy enables each child to demonstrate learning in the fullest sense. It depends on the use of assessment information to plan relevant and motivating learning experiences for each child. Effective assessment can only take place when children have the opportunity to demonstrate their understanding, learning and development in a range of contexts.

Children must have access to a rich learning environment where opportunities and conditions allow them to flourish in all aspects of their development. The learning environment should provide balance across the areas of learning. Integral to this is an ethos which:

- respects each child as an individual
- values children's efforts, interests and purposes as instrumental to successful learning

When practitioners are evaluating the effectiveness of their assessment processes they should consider:

- child development, both the biological and cultural aspects, and its impact on how learning may best be supported
- planning which ensures a relevant, motivating, flexible and interesting curriculum
- provision of an environment which truly enables successful learning by all children in their care
- the need for detailed understanding of the EYFS framework for assessment in order to gather accurate, reliable and meaningful information
- the importance of high-quality adult interaction which is sensitive and adaptive to the needs of individual children and capable of promoting learning
- organisational aspects of provision, resources, curriculum and people

Successful implementation of these aspects of pedagogy and provision will enable practitioners to make an accurate, reliable and consistent assessment of children's learning. This will inform planning for transition into the next phase.

Child-initiated activity

Children with effective learning characteristics:

- are willing to have a go
- are involved and concentrating
- have their own ideas

- choose ways to do things
- find new ways of doing things
- enjoy achieving what they set out to do

To accurately assess these characteristics, practitioners need to observe learning which children have initiated rather than only focusing on what children do when prompted.

Children need rich opportunities to initiate ideas and activities so that they can develop the learning characteristics which are assessed by the Early Years Profile. These characteristics also support lifelong learning.

Embedded learning and secure development

Children can demonstrate embedded learning and secure development without the need for overt adult support. Where learning is secure it is likely that children often initiate the use of that learning. Practitioners will make judgements by observing behaviour that a child demonstrates consistently and independently in a range of situations. Attainment in this context will assure practitioners of the child's confidence and ownership of the specific knowledge, skill or concept being assessed. Skilful interactions with adults and learning which is supported by them are necessary on the journey to embedding skills and knowledge.

Links in the area of learning

Areas of learning, and therefore the ELGs, are often interlinked. These may also be related to the characteristics of effective learning. If practitioners can see these links, it will join up the assessment process. Practitioners will be able to capture each child's learning more effectively and genuinely.

Practitioners can also reflect on these links when they quality assure their assessment judgements. They must consider where the different aspects and levels of attainment make sense when they are put together.

Practitioner Knowledge

Most evidence for EYFS profile judgements will come from practitioners observing a child's self-initiated activities. Adult-led activities can offer insight into children's attainment by making sure the child has the opportunity to demonstrate what they know, understand and can do.

Much practitioner knowledge of what children know and can do will be gathered from day-to-day interactions. This isn't often formally recorded; however, it:

- provides the basis for making judgements
- provides a focus for quality development dialogue
- informs future practice and provision

Contributions to Assessments

Accurate assessment will depend on contributions from a range of perspectives, including the child's. Practitioners should involve children fully in their own assessment by encouraging them to communicate about and review their own learning. Assessment should build on the insights of all adults who have significant interactions with the child. Adults with different roles will be able to make different contributions.

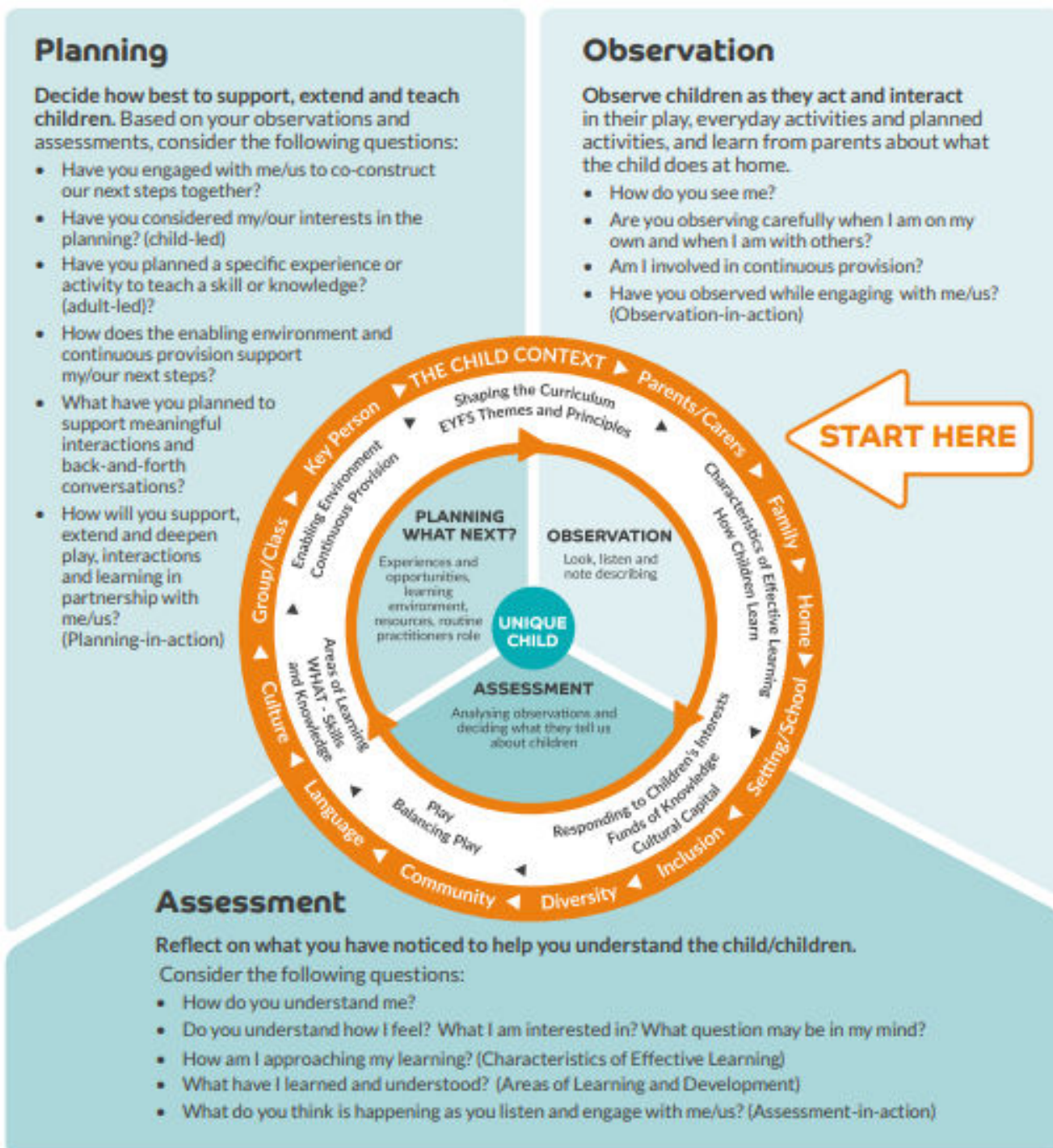
It also requires a two-way flow of information between setting(s) and home. A review of a child's achievements should include those demonstrated at home. Assessments which don't include the parents/carers' contribution give an incomplete picture of a child's learning and development.

Learning and Development

Observation, assessment and planning

Formative assessment is an integral part of teaching young children.

Children's development and learning is best supported by starting from the child, and then matching interactions and experiences to meet the child's needs. The observation, assessment and planning (OAP) cycle describes what is frequently called assessment for learning, or formative assessment. On-going formative assessment is at the heart of effective early years practice. It involves observation of children as a part of all activity, which is most often held in the mind of the practitioner but may sometimes be documented, using this rich information to understand how a child is developing, learning and growing, and then planning the next steps for the adults in supporting and extending the learning.



Early Years Profile Assessment Processes

During the EYFS, practitioners should carry out ongoing (formative) assessment to support each child's learning and development. There is no requirement for how this is recorded or specifically when assessments take place. Practitioners should be mindful of their professional responsibility for the learning and development of children in their care and plan the provision needed to enable children to take the next steps in their learning.

End of Reception Year

When compiling the Early Years Profile at the end of the Reception year, practitioners must review the evidence gathered in order to make a judgement for each child, for each ELG. The judgement must say whether the child's learning and development is:

- best described by the level of development expected at the end of the EYFS (ELG met)
- not yet at the level of development expected at the end of the EYFS (ELG not met)

Practitioners may refer to the exemplification materials. These illustrate the standard expected for each ELG at the end of the EYFS. If practitioners are confident in their judgements, there is no requirement to refer to the exemplification material.

Practitioners must consider the whole of each ELG when making their decision. They must avoid splitting the descriptor into sections and 'ticking them off'. The most accurate picture of the child's overall embedded learning will come from a holistic view of the descriptor.

Judging whether to use the 'expected' category

If the ELG description best fits a practitioner's professional knowledge of the child, then their learning and development can be judged as 'expected'. However, children don't necessarily achieve uniformly.

Practitioners should judge whether the child's learning and development is the best fit for the ELG, taking into account their relative strengths and weaknesses. 'Best fit' doesn't mean that the child has equal mastery of all aspects of the ELG. Practitioners should look at the whole of each ELG description when making this summative judgement.

Evidence and Documentation

Over the course of the year, practitioners should build their knowledge of what each child knows and can do. This will help them to make an accurate end of year judgement. They are not required or expected to carry out other assessments in addition to the Early Years profile. Settings can record children's learning in any way which helps practitioners to support the learning and development and make accurate summative assessments.

Practitioners must make their final Early Years profile assessments based on all their evidence. 'Evidence' means any material, knowledge of the child, anecdotal incident or result of observation, or information from additional sources that supports the overall picture of a child's development.

Evidence should come from day-to-day activity in the setting and can be drawn from a variety of sources. The type of evidence will vary from setting to setting, class to class, and even child to child. The form of evidence supporting a practitioner judgement is entirely up to the practitioner. Practitioners should avoid excessive evidence gathering. Most of the evidence collected should capture children in independent or self-initiated activities and the judgements made on what children really show that they know and can do. Including the voice of the child in observations will further support quality evidence.

Practitioners may include the following to support their judgements:

- knowledge of the child
- observations of day-to-day interactions
- learning journeys and floor books that children make regular contributions to
- materials which illustrate the child's learning journey, such as photographs

- video, tape, audio or electronic recordings
- the child's view of his/her own learning
- information from parents/carers or other relevant adults
- practitioners' professional judgement
- examples of what the child does to demonstrate attainment of particular statements if this is not apparent.

There is no requirement that evidence should be formally recorded or documented. Practitioners should keep paperwork to the minimum needed to illustrate, support and recall their knowledge of the child's attainment.

A setting's assessment policy should outline when it is necessary to record evidence. In developing their policies, settings should consider how to minimise practitioner workload so that practitioners can focus their efforts on teaching.

An Early Years Profile completed by a practitioner alone only offers a partial picture of a child's attainment. Practitioners must actively engage children, their parents/carers and other adults who have significant interaction with the child in the assessment process. Practitioners should use their professional knowledge, and the statutory EYFS framework, to judge whether a child's learning:

- meets the level expected at the end of the EYFS (met ELG)
- is best described as 'emerging' (not met ELG)

Practitioners should also use the information in this handbook to help describe each child's characteristics of effective learning.

Making Early Years Profile assessments

When assessing a child, practitioners will make judgements about his or her attainment and the nature of their learning characteristics by:

- taking into account evidence from a range of sources
- matching their view of a child's attainment to the guidance on characteristics of effective learning (See guidance below)

For each ELG, practitioners must judge whether a child is:

- meeting the level of development expected at the end of the reception year (expected)
- not yet reaching this level (emerging)

Practitioners should record each child's level of development against the 17 ELGs as 'emerging' (not met) or 'expected'(met).

Characteristics of Effective Learning

The characteristics of effective learning describe factors which play a central role in a child's learning and in becoming an effective learner. They are vital elements of support for the transition process from EYFS to year 1. The characteristics of effective learning run through and underpin all 7 areas of learning and development. They represent processes rather than outcomes.

Information about the child's characteristics of effective learning provides vital background and context about their next stage of development and future learning needs.

The EYFS profile commentary should consist of a brief paragraph explaining how the child demonstrates:

- playing and exploring
- active learning
- creating and thinking critically

Commentaries must reflect the practitioner's ongoing observation of the child within formative assessment processes. They should take account of all relevant records held by the setting and include information from the child, their parents/carers and other relevant adults.

The characteristics of effective learning are described below. This handbook includes some possible lines of enquiry which can be used when completing the commentary for each characteristic.

Playing and Exploring - engagement

'Finding out and exploring' is concerned with the child's open-ended hands-on experiences which result from innate curiosity. These experiences provide raw sensory material from which the child builds concepts, tests ideas and finds out.

'Using what they know in their play' describes how children use play to bring together their current understandings, combining, refining and exploring their ideas in imaginative ways. Representing experiences through imaginative play supports the development of narrative thought, the ability to see from other perspectives, and symbolic thinking.

Being willing to 'have a go' refers to the child:

- finding an interest
- initiating activities
- seeking challenge
- having a 'can do' attitude
- being willing to take a risk in new experiences
- developing the view that failures are opportunities to learn

Active Learning - motivation

'Being involved and concentrating' describes the intensity of attention that arises from children engaged in following a line of interest in their activities.

'Keeping on trying' refers to:

- the importance of persistence even in the face of challenge or difficulties
- an element of purposeful control which supports resilience

'Enjoying achieving what they set out to do' builds on the intrinsic motivation which supports long-term success. It refers to the reward of meeting one's own goals, rather than relying on the approval of others.

Creating and Thinking Critically - thinking

'Having their own ideas' covers the critical area of creativity - generating new ideas and approaches in all areas of endeavour. Being inventive allows children to find new problems as they seek challenge, and to explore ways of solving these.

'Using what they already know to learn new things' refers to the way children use narrative and scientific modes of thought to:

- develop and link concepts
- find meaning in sequence, cause and effect
- find meaning in the intentions of others

'Choosing ways to do things and finding new ways' involves children in:

- approaching goal-directed activity in organised ways
- making choices and decisions about how to approach tasks
- planning and monitoring what to do and being able to change strategies

Exemplification of EYFS profile

Exemplification Materials

The exemplification materials may be referred to if guidance is required for the level of learning and development expected at the end of the Early Years Foundation Stage. Links to the Siren Films and Gov.uk exemplification materials are found in the overview section.

The exemplification materials provide a point of reference for:

- practitioners to make accurate judgements for each child's attainment
- moderators to assess the accuracy of practitioner judgements
- year 1 teachers to use the Early Years Profile outcomes to plan effective provision
- other stakeholders who wish to evaluate children's learning and development

There is no prescribed method of gathering evidence as a foundation for Early Years Profile judgements. The exemplification materials include a variety of evidence and forms of presentation to demonstrate some of the ways in which information may be gathered.

The judgement of professionals should be trusted, freeing teachers to spend more time teaching and less time gathering and collecting evidence.

The materials include:

- 'one off' observations
- samples of children's work
- photographs
- contributions from parents/carers

Practitioners will also build up a significant professional knowledge of each child. This professional judgement will be used to make a rounded judgement of the development of pupils against the ELGs. There is, therefore, no requirement for extensive evidence against each of the ELGs.

Using the Exemplification Materials

Practitioners may use the exemplification materials to ensure their judgements are accurate and consistent by considering each child's learning and development in the light of:

- the area of learning
- the level of development expected at the end of EYFS for each ELG

It is important to understand that each set as a whole illustrates the 'expected' descriptor. The information illustrates the pitch and breadth of a particular 'expected' level of learning and development. No one piece of evidence meets the ELG as a standalone item.

Practitioners should always view exemplification materials in the context of a specific aspect of learning in order to retain an accurate focus. However, they should remember that a child's learning and development are not compartmentalised; focusing on one aspect of learning will shed light on several other related areas.

Early Learning Goals

The level of development children should be expected to have attained by the end of the EYFS is defined by the early learning goals (ELGs) as set out below.

The ELGs should not be used as a curriculum or in any way to limit the wide variety of rich experiences that are crucial to child development, from being read to frequently to playing with friends.

Instead, the ELGs should support teachers to make a holistic, best-fit judgement about a child's development, and their readiness for year 1.

When forming a judgement about whether an individual child is at the expected level of development, teachers should draw on their knowledge of the child and their own expert professional judgement. This is sufficient evidence to assess a child's individual level of development in relation to each of the ELGs. Sources of written or photographic evidence are not required, and teachers are not required to record evidence.

Prime Areas

Communication and Language

ELG: Listening, Attention and Understanding

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development

ELG: Self-Regulation

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG: Building Relationships

Children at the expected level of development will:

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

Physical Development

ELG: Gross Motor Skills

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

ELG: Fine Motor Skills

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

Literacy

ELG: Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG: Word Reading

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Writing

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

Mathematics

ELG: Number Children at the expected level of development will:

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

ELG: Numerical Patterns

Children at the expected level of development will:

- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World

ELG: Past and Present

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG: People, Culture and Communities

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

ELG: The Natural World

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design

ELG: Creating with Materials

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

ELG: Being Imaginative and Expressive

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Inclusion and the Early Years Profile

The Early Years Profile is an inclusive assessment, capable of capturing a wide range of children's learning and development outcomes. It may be challenging for practitioners to observe and assess some children. This challenge applies both to understanding:

- how some children might demonstrate attainment at the 'expected' level at the end of the EYFS
- how to capture the attainment of children whose development is judged to be at the 'emerging' level

Practitioners must address this challenge in order for children's attainment to be accurately judged and recorded.

The needs of individual children

Reaching accurate assessments using the Early Years Profile requires practitioners to enable all children to reach their full potential. Consequently, practitioners must be alert and take into account the general diversity of children's interests, needs and inclinations.

For instance, there may be children who are at an earlier stage of development than others in the cohort; some may have summer birthdays. These children may be highly active and more likely to demonstrate what they know, understand and can do in situations which are sympathetic to this inclination. This will often be outdoors.

Practitioners should reflect on their observations and ensure that the provision enables all children to demonstrate attainment in ways that are motivating to them. This should be regardless of their stage of development or interests, needs and inclinations.

Children with Special Educational Needs and Disabilities

Special Educational Needs and Disabilities (SEND) includes physical, emotional, sensory and learning needs. When working with children with SEND, settings will develop additional relationships with other professionals. It is vital that communication between all professionals and the child's parents/carers is strong so that practitioners can get a clear picture of the child's learning and development.

Observational assessment is the most effective way of making judgements about all children's learning and development. The pre stage standards should not be used for assessing children in the EYFS; they are an assessment tool designed for use at KS1.

Depending on their special educational needs, children will demonstrate learning and development in different ways. Practitioners observing a child involved in day-to-day activities must be alert to their demonstrating attainment in a variety of ways, including eye pointing, use of symbols or signs. Children's established or preferred mode of communication should be encouraged and supported.

Children with SEND should use the adaptations they normally use to carry out their activities so that practitioners come to know all children at their most capable. Adaptations include:

- mobility aids
- magnification
- adapted ICT and equipment

If a child's learning and development doesn't yet meet the description of the level expected at the end of the EYFS for an individual ELG, practitioners should record the outcome as 'emerging'. They should also record details of any specific assessment and provision in place for the child. This will be used in discussions with parents/carers so that they have a clear understanding of their child's development and any additional support which will be offered. Settings should also use the details to support planning for future learning.

English as an additional language and The Multi Lingual Learner

The Early Years profile assessment is underpinned by an understanding that language is central to our sense of identity and belonging to a community. The profile recognises and values linguistic diversity.

The communication skills of children for whom English is not their home language will vary. However, learning English as an additional language (EAL) is not a special educational need.

Children will be at different stages of learning English and one, or more, other languages. Practitioners need to find out as much as they can about a child's prior language experience and any education they have received elsewhere. Parents/carers as the first educators are an important source of information.

Practitioners may need to help parents/carers understand that a child's home language development will help them learn English. Parents/carers also need to know that it is perfectly acceptable, even desirable, for the child's home language to be used in the setting.

Practitioners will need to observe the child over time and raise questions with the parents/carers, and/or bilingual support assistants, to be confident about what the child knows and understands.

The 3 aspects specific to the assessment of children who are multilingual learners are:

- development in their home language
- development across areas of learning, assessed through their home language
- development of English

Within the Early Years profile, the ELGs for communication and language, and for literacy, must be assessed in relation to the child's competency in English. The remaining ELGs may be assessed in the context of any language – including their home language and English.

This has implications for provision. The principles of good practice for children learning English are the principles of good practice for all children. Children must have opportunities to engage in activities and first-hand experiences that do not depend solely on English for success. They must be able to participate in ways that reveal what they know and can do in the security of their home language. For children to grow in confidence, and hence demonstrate their embedded learning:

- their environment must reflect their cultural and linguistic heritage
- their learning be supported by a wide range of stimuli and experiences

Children from minority groups

The ethnicities of children within a setting can be diverse. They may be refugees or asylum seekers; their families may have histories of persecution and trauma. Children may come from settled communities or travel frequently. They may have had a positive experience but their cultural conventions, for example governing behaviours or gender roles, may be different. Cultural background may also determine how early education is perceived. It may affect how much experience a child has had of school or other Early Years settings before their EYFS profile assessment.

Practitioners must take particular care to ensure the learning environment echoes children's positive experiences. They will be able to demonstrate their attainment best when opportunities such as role play, cookery, celebrations, visits to special places or events are linked to their cultural experience.

This will also be captured in the narrative relating to the 'Playing and exploring: using what they know in their play' characteristic of effective learning. This is where the child's ability to begin their play and exploration with things which are familiar to them is expressly considered. The narrative also considers how well the child builds new knowledge and learning from this starting point.

A practitioner's relationship with parents/carers is crucial to developing knowledge of the child and the practitioner's ability to make an accurate assessment. Parents/carers can help practitioners understand the values that explain their child's responses to the environment and social situations. A child will find it easier to express their feelings and feel confident in their learning if practitioners listen and respond in ways that show understanding.

Transition to Year 1

Practitioners and Year 1 teachers should work together to ensure that a child's transition between the EYFS and Year 1 is seamless. Early Years practitioners should make sure children's experiences in the final year of the EYFS are valuable in themselves, and prepare the ground for Year 1. It is important that Year 1 builds on the successful principles and approach encapsulated in the EYFS.

It is crucial that EYFS practitioners and Year 1 teachers are given time to discuss and expand on the information presented in the EYFS profile. In particular, the characteristics of effective learning narratives will give teachers significant details about each child's learning and development. The narratives must feature in conversations between practitioners and teachers.

Practitioners may provide additional information about each child's attainment to help teachers plan an effective curriculum and make provision for all children. Decisions about this additional information should be made by each setting and reflect the characteristics and requirements of that setting. This will enable Year 1 teachers to have a fully rounded picture of the attainment of each child in order to plan the curriculum. Year 1 teachers should be informed of the profile and have opportunity to discuss the moderation process and outcomes so that they understand the judgements made by Early Years practitioners.

Children with an outcome at the 'emerging' level

Where children have an outcome of 'emerging' for an ELG, it is likely that this will not provide full information about their learning and development at the end of the EYFS. Additional information should be considered alongside EYFS profile outcomes. This will ensure conversations between EYFS and Year 1 teachers are meaningful so that the child makes a successful transition.

An outcome of 'emerging' may mask a wide range of levels of learning and development. The detail behind this outcome is built up over a period of time through observation, interaction with the child and ongoing assessment. There are many sources of information about how children learn and develop, how this may be demonstrated, and how further learning and development might be supported. Practitioners don't need to use any specific source of information in this context.

Specialist professional guidance is available for many specific special educational needs and disabilities. Children with SEND may have records from professionals within and outside of the setting. These records should inform assessment and transition processes. Wherever possible, other professionals working with the child should be invited to contribute to transition conversations.

Settings should consider providing information in addition to the child's EYFS profile, to support their successful transition and ensure a smooth learning journey. Practitioners should think about what information could be useful for the child's new year 1 teacher before the summer term. This will allow processes to be built on a shared understanding and planned and implemented in good time. Decisions about what guidance might be used and what information might be shared should be made at a setting level. They should reflect local needs and circumstances.

Quality Development and Moderation

For the purpose of this document:

- Quality Development Visits include visits to Early Years Settings, Nursery Classes and Reception classes. Judgements of children's progress will be discussed at Quality development visits.
- Moderation Visits include the end of year visit to Reception Classes only.

Purpose

Quality Development and Moderation is a crucial part of practitioner/teacher assessment. It allows practitioners/teachers to benchmark judgements, while ensuring consistent standards and reliable outcomes. It is important for practitioners to build a shared understanding of the ELGs and the EYFS statutory framework. They should have opportunities to discuss their assessment of children's attainment with colleagues and moderators against the EYFS framework.

CYPES is responsible for providing a robust moderation process so that practitioners' judgements are evaluated in line with statutory requirements.

Moderation of the EYFS profile:

- secures the consistency and accuracy of judgements made by different practitioners
- reassures practitioners that their judgements are accurate, valid and consistent with the standards as set out in the EYFS framework
- assures moderators that an acceptable level of accuracy and validity has been achieved for assessments recorded and reported by the settings for which they have responsibility

Moderation of the EYFS profile is a sampling process and unlike testing, it is not a method for checking each child's attainment. Moderation visits carried out by a moderator check practitioners' ability to make accurate assessments and apply them consistently.

The process involves both internal moderation activities and professional dialogue between moderators and practitioners. This ensures that:

- practitioners' judgements are comparable and consistent with national standards, as set out in the EYFS framework
- the assessment process is reliable, accurate and secure

Different types of moderation (Reception Classes)

Please note that Early Years Settings and Nursery classes will receive Quality Development visits not moderation visits. The visits will follow a similar format and will require the visiting moderator to complete the Autumn and Summer supportive visit forms. See forms attached within this document.

Internal moderation

Moderation should be a collaborative process with colleagues and undertaken throughout the year. This supports the quality assurance of teacher assessment judgements and provides a valuable opportunity for professional development.

Within each setting, practitioners can informally agree assessment judgements with others, for example discussing an observation about a child's development with a year 1 teacher.

Staff meetings or training days can be an opportunity for more formal agreement processes. For example, practitioners could discuss planned observations or the development of a group of children in relation to one of the ELGs. The focus for planned work should be clear and manageable. Moderators will support this work during moderation visits or meetings.

Inter-school/setting Moderation

It is important for practitioners to build a shared understanding of the ELGs and the EYFS statutory 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 referenced during moderation visits.

External Moderation

Moderation is a collaborative process between the moderator 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.

The Moderation visit

The best way for a setting to prepare for an external moderation visit is to have robust internal assessment processes, based on practitioners' understanding of the EYFS profile and collaboration with other settings. Evidence of child performance should be derived from normal classroom practice across the curriculum. External moderators must not dictate what settings' evidence should look like or how it is presented for an external moderation visit.

The professional discussion

Moderation focuses on a professional dialogue between moderators and practitioners. It involves a suitably experienced and trained moderator, who is external and independent to the setting, validating practitioners' judgements.

The professional discussion between the EYFS practitioner(s) and moderator is essential and should be central to the process. This allows the practitioner to talk through their judgements using evidence to support their decision and articulate their understanding of the EYFS profile. It should provide a shared understanding of how judgements have been reached and the opportunity to discuss any gaps in evidence. Information concerning the characteristics of effective learning is an integral part of the moderation dialogue.

Moderators will seek to confirm that:

- practitioners' assessments of children's attainment are reliable, accurate and secure.

Moderators may judge that assessments aren't in line with the exemplified standards. If so, they can require the provider to:

- arrange for the practitioner to take part in further training or moderation activities

During the visit

Moderators must:

- ensure that all individuals present at the moderation visit are aware of each other's roles and responsibilities
- ensure visits take place at an agreed time within the setting day, with practitioner(s) released for the duration of the visit
- ensure that practitioners are familiar with guidance materials and moderators reference these where relevant during the moderation visit
- select 3 complete profiles across the range of attainment ('emerging' and 'expected') from the list of the EYFS profile interim outcomes provided by the practitioner to form the basis of the moderation dialogue

- ensure that the judgements moderated cover the ELG's focus areas of learning.
- ensure that judgements are moderated from the 2 outcome bands ('emerging' and 'expected').
- hold a professional discussion with the EYFS practitioner(s) to understand how the judgements have been reached
- ensure contributions from parents/carers and the child are actively sought by practitioners and are used to inform the judgements made for the EYFS profile
- establish 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.)
- ensure that all practitioners in 2 and 3 form entry schools participate in the moderation dialogue
- ensure that judgements are validated throughout the professional dialogue
- consider outcomes of internal and cross-setting moderation within the moderation dialogue
- establish how settings develop and use internal moderation processes
- request additional evidence and/or expand the sample if there is insufficient evidence or
- concern about the accuracy of a judgement (in certain cases, the sample may be expanded to include the whole cohort)

Moderators may refer to the EYFS exemplification materials if guidance is required when reviewing evidence.

Settings must ensure that:

- the moderator has a quiet area to conduct the moderation visit
- there are samples of children's day-to-day work or any other evidence reasonably required
- evidence demonstrates each of the ELGs
- EYFS practitioners are released for all of the visit for a professional discussion of the evidence presented.

End of a Moderation visit

At the end of the moderation visit, the moderator must provide:

- formal feedback to the headteacher, manager or a representative of the senior leadership team
- the setting with the moderation visit form, which includes the agreed, validated judgements for all moderated children and be signed by the headteacher or manager and the moderator.

Settings must ensure that:

- the headteacher or deputy headteacher is available to meet with the moderator(s) to receive formal feedback and to sign the written record of the visit
- any changes to practitioner judgements as a result of the moderation visit are accurately reflected in their submitted data

Preparation and Organisation

No extra work should be done to prepare evidence for moderation as everyday observations should be sufficient to show how judgements of achievement have been made. However, some information should be prepared in readiness to the moderation Visit.

Moderation Support Visit (Autumn Term)

- An opportunity to visit the class and to meet all staff and children
- An opportunity to discuss the new class cohort and the settling in and transition period
- Discussion of on entry data and plans to support this
- Joint observations of positive relationships and enabling environments that support the unique child

Moderation Visit (Summer Term)

- An overview of the profile scores of the class will be required for the moderation meetings. This must be available for the start of the meeting.
- Meetings will take place either AM or MP depending on the size of the school setting. Two form entry schools will require an AM session.
- Participating teachers and teaching assistants will have the opportunity to contribute to the moderation report.
- Moderators should provide brief oral feedback to the Headteacher at the end of the session and secure their signature on the report.
- The report is returned to CYPES via e mail and password protected marked a copy of the report should be left with participating teachers and with the Senior Leader.

Questions to support preparation

- Does the Early Years Profile data reflect your knowledge/expectations of the cohort?
- What percentages of children were seen to be emerging or expected?
- What are the strengths/weaknesses in this year's cohort?
- From the data, what aspects of breadth/depth of EYFS provision need further development in the school?
- Are there any significant differences in outcomes for:-
 - boys and girls?
 - vulnerable groups or children with identified needs (i.e. Jersey Premium, MLL, SEND)?
- How have the needs of these children been addressed?
- Do children with Expected levels of attainment also have strengths in their Characteristics of Effective Learning?
- Is there a difference in the EYFS data where there is a two or three form entry?
- Are there any patterns within the cohort of specific ELG's either being achieved or not achieved?
- How are you planning to support Year 1 staff using the data as the starting point for curriculum planning?
- How are staff internally moderating and how effective is the process?
- How are staff using the EYFS to inform planning for children who have yet to achieve the ELGs?
- How does your school currently use information from EYFS to identify priorities for school improvement?
- What evidence can you share of children's characteristics of effective learning?

Summary of Time Commitment

Moderators

- 1 x twilight briefing in September
- 2 x half day Moderation Training sessions
- Autumn Term visits, 2/3 hrs (For School Nursery and Reception Classes being visited)
- Summer Term visits, 2/3 hrs (For School Nursery and Reception Classes being visited)
- Attendance at Cluster meetings
- 2 feedback sessions

Teachers

- 1 x twilight briefing in September
- 2 x 1:1 session in the Autumn Term and Summer Term 2/3 hrs (For School Nursery and Reception Classes being visited)
- 1 x half day curriculum development session, Autumn Term
- Attendance at Cluster Meetings

Quality Assurance of the Moderation Process

Children, Young People, Education and Skills (CYPES) must have quality assurance processes in place to ensure that the data submitted for each child is an accurate reflection of their attainment. The Early Years Profile data collection combines all records to produce a dataset for CYPES. This captures the Jersey picture for the end of the EYFS, which informs a range of processes.

Practitioners/teachers, Senior Leaders and CYPES are responsible for ensuring the quality, accuracy and reliability of data arising from the Early Years Profile assessment. They must ensure that data accurately reflects the attainment of their cohort of children.

Early Years Profile data must be sufficiently reliable and accurate to meet the purposes described in this handbook. Quality assurance activities are in place to check this is the case.

These include:

- Practitioners/teachers meeting within a school and between schools or settings, to develop a consistent understanding of ELGs
- Moderation visits organised by CYPES
- Moderators carrying out a quality assurance review of settings' data after it has been submitted.

Quality assurance of Early Years Profile data ensures that:

- the pattern of outcomes for an individual child makes sense in relation to wider knowledge of children's learning and development
- the resulting data is an accurate record of practitioner judgements.

CYPES should plan an annual programme to ensure that its duty in relation to the moderation of the Early Years Profile judgements is met.

Roles and Responsibilities

Moderators

Moderators are teachers from schools showing exemplary practice, who have previously carried out moderation and/or EYFS advisory duties in addition to their normal roles and responsibilities. They have experienced quality development and moderation themselves and have received additional training in order to support practitioners and teachers with securing consistency in assessment. Moderators are supervised by and report the outcomes of their work to the Early Years Adviser.

The Quality Development and Moderation team must have a thorough understanding and experience of the principles and practice of the Early Years profile and appropriate experience of the EYFS. In recruiting moderators, CYPES must ensure:

- the moderation team includes personnel 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 moderation activities, using the EYFS framework to ensure consistency
- there is an effective process for the recruitment of new moderators as appropriate
- moderators new to the role undertake a suitable induction process. As part of their induction, newly appointed moderators have access to a mentor and opportunities to shadow a more experienced colleague.
- the external moderators do not visit settings where they have a potential or perceived conflict of interest.

In their role, Moderators are expected to:

- Liaise professionally with class teachers and head teachers

- Arrange dates and times for visits to take place during the agreed windows of opportunity.
- Carry out quality development moderation visits and meetings in schools in line with agreed procedures.
- Discuss and make comparisons between assessments and practitioners' evidence.
- Advise practitioners and senior school leaders of the need to amend assessments where they judge that they are not in line with the exemplified standards.
- Attend training sessions and moderation meetings to ensure consistency and accuracy in assessment judgements.
- Support teachers with their documentation of evidence and making accurate judgements based on assessment
- Facilitate opportunities for moderation and professional dialogue with colleagues in other Year Groups, when appropriate.
- Be discreet about confidential issues.
- Have regard to health and safety issues.
- Be sensitive and supportive of teachers, developing positive relationships that are based on trust and respect

Teachers

Teachers are responsible for:

- Securing the consistency and accuracy of their assessments by participating in internal moderation and by attending moderation training events.
- Following all published guidance in respect of preparation of evidence for moderation sessions.
- Including teaching assistants in the discussion based on the observations and evidence gathered.
- Engaging in positive and constructive dialogue with Moderators during sessions and with colleagues during training sessions and cluster meetings.

Senior Leaders

Senior Leaders have overall responsibility for implementing the quality development and the moderation programme. Specific responsibilities include:

- Quality assurance of assessment data prior to submission to the Education Department, in accordance with the guidance from the Insight Team.
- Ensuring data is used internally to inform teaching and tracking children's progress.
- Facilitating the involvement of teachers/practitioners in moderation activities, to support assessment for learning.
- Releasing the appropriate teachers/practitioners for the duration of the moderation meetings (Supply will be paid by CYPES). Note that if the Year Group includes an NQT, someone who is early in their teaching career, or new to the Year Group, it is expected that the headteacher/EYFS Lead will inform the Moderator of this in advance.
- Welcoming assigned moderator to carry out moderation meetings. (Moderators will have identification badges).
- Ensuring that there is a quiet working environment for moderation meetings.
- Being available to receive feedback from Moderators.
- Meeting reasonable requests from Moderators to amend assessments in light of the evidence presented.
- Following up any concerns identified by Moderators about the quality of assessments seen.
- Arranging regular moderation sessions within the school, or with similar settings, to ensure a depth of understanding in assessment.
- Ensuring teachers/practitioners involved in making assessments have adequate opportunities to become familiar with best practice.
- Supporting opportunities for joint meetings/training with EYFS teachers/practitioners to allow external moderation to take place.
- Supporting the transition process for Reception children as they move from the EYFS to KS1.

Quality Assurers

The role of the Quality Assurers is to provide an additional layer of scrutiny to the moderation visits. The purpose is to ensure of the robustness and consistency of the process (or otherwise) so the information can be used to inform overall evaluation and lead to improvements for future years. CYPES will aim to quality assure each moderator once during the summer 1:1 visits and Quality Assurers will stay for part of the moderation visit.

In order to ensure consistency in quality assurance, the following information and guidance is offered.

- A short report, using the Quality Assurance Form (included in this handbook), is required in respect of each visit the Quality Assurer will make.
- The report template will enable Quality Assurers to reach a judgement on whether the correct process is being followed.
- CYPES will advise the school or setting that the quality assurer is planning to be present for part of their session. We will also do our best to advise of any last-minute change to date or venue.
- Quality Assurers are present in the role of observer and would not normally participate in discussion, or give advice, during a moderation meeting. However, they should feel free to ask questions, as appropriate, for example, to establish what was covered before they arrived or how the session will continue after they leave.
- A quality assurance visit should be of a minimum 30-minute duration. Quality Assurers may however stay longer in order to collect all the information they need to complete the form, if it would be useful to them professionally, or if they think that the Moderation Manager would benefit from more extensive feedback on what was taking place.
- Once viewed by the Moderation Manager, a copy of the report will be sent to the Moderator involved, to support their professional development. Quality Assurers may wish to bear this in mind as they are writing.
- Where Quality Assurers have serious concerns about what they see or hear in a moderation meeting which they would prefer not to put in writing on the report form, please contact Julie McAllister, Early Years Adviser (01534 449444) to discuss or Nicola Mulliner, Head of Early Years (01534 449286).

Moderating Children and Statements

Children in the 'emerging' band

Where a practitioner's judgements are that the child is at an 'emerging' level of development, the moderation dialogue must reference both the description of the expected level of development (the ELG) and the child's previous development continuum. This is so the moderator can evaluate the practitioner's understanding and application of the threshold between an 'emerging' and 'expected' outcome. Evaluation must be applied on an individual ELG basis.

An outcome of 'emerging' may be clear-cut so that only a limited moderation dialogue is needed to establish the accuracy of a best-fit judgement. Alternatively, a child's specific circumstances may mean their development doesn't follow a linear path. Making a best-fit judgement about the child's level of learning and development may be both difficult and of limited meaning.

In these situations, discussion between a moderator and practitioner may be especially helpful. The moderation process should ensure that the characteristic of effective learning narrative highlights aspects of the child's learning and development, which may be masked by the 17 ELG outcomes.

There will be children whose outcomes at the end of the EYFS are all at the 'emerging' level for all ELGs. It is important that moderation of this pattern of outcomes is also a meaningful process.

Children with SEND

These children will be at the 'expected' level of development for some ELGs. However, they will be at an 'emerging' level for ELGs where their specific condition has an impact on their learning and development.

Practitioners should provide additional detail to support the child's successful transition to year 1 and enable the year 1 teacher to plan an effective, responsive and appropriate curriculum.

If moderators consider this information within a moderation dialogue, it will strengthen the outcome of moderation. The dialogue should focus on the holistic picture of the child and the professional knowledge of the practitioner. This should also help develop a shared understanding of how the Early Years profile can be used to support successful transition for children with SEND.

Playing and exploring – engagement

Finding out and exploring' is concerned with children's open-ended hands-on experiences. These result from innate curiosity and provide the raw sensory material from which the child builds concepts, tests ideas and finds things out.

Possible lines of enquiry:

- Does the child respond to first hand experiences in an exploratory way?
- How does the child demonstrate natural curiosity?
- Does the child notice patterns, changes, similarities and differences when exploring across the curriculum?

'Using what they know in their play' describes how children use play to bring together their current understandings, combining, refining and exploring their ideas in imaginative ways. Representing experiences through imaginative play supports the development of narrative thought, the ability to see from other perspectives, and symbolic thinking.

Possible lines of enquiry:

- In what ways does the child use what he or she discovers in play and link it to existing knowledge?
- Can the child combine, refine and explore ideas in imaginative ways?
- Can the child see things from other perspectives?

'Being willing to have a go' refers to the child finding an interest, initiating activities, seeking challenge, having a 'can do' orientation, being willing to take a risk in new experiences, and developing the view of failures as opportunities to learn.

Possible lines of enquiry:

- Does the child initiate activities around own interests?
- Does the child seek challenges and take risks in new experiences?
- Does the child learn from mistakes without becoming disheartened?

Active learning – motivation

Being involved and concentrating' describes the intensity of attention that arises from children concentrating on following a line of interest in their activities.

Possible lines of enquiry:

- To what extent does the child become completely focussed in activities and experiences and not easily distracted?
- To what extent does the child show intensity of attention for example by being concerned about details in activities, experiences and ideas?

'Keeping on trying' refers to the importance of persistence even in the face of challenge or difficulties, an element of purposeful control which supports resilience.

Possible lines of enquiry:

- Does the child pursue a particular line of interest in an activity?
- Does the child demonstrate persistence in the face of difficulty or a challenge?
- Can the child refocus and re-plan to overcome difficulties, setbacks and disappointments?
- Does the child know how to seek appropriate help in terms of materials, tools and other people?

‘Enjoying achieving what they set out to do’ refers to the reward of meeting one’s own goals, building on the intrinsic motivation which supports long-term success, rather than relying on the approval of others.

Possible lines of enquiry:

- Does the child become involved in activities and experiences which arise out of personal interest, curiosity and enquiry?
- Does the child demonstrate satisfaction when engaged in and completing personal endeavours?

Creating and thinking critically

‘Having their own ideas’ covers the critical area of creativity – generating new ideas and approaches in all areas of endeavour. Being inventive allows children to find new problems as they seek challenge, and to explore ways of solving these.

Possible lines of enquiry:

- Does the child generate new ideas during activities?
- Does the child adapt, refine or make changes when previous ideas were unsuccessful or could be developed?
- Is the child inventive in solving problems, using and synthesising knowledge and skills across areas of learning?

‘Using what they know to learn new things’ refers to the way in which children develop and link concepts, find meaning in sequence, cause and effect and in the intentions of others through both narrative and scientific modes of thought.

Possible lines of enquiry:

- Does the child talk about or explore the idea of cause and effect through actions?
- Does the child use acquired knowledge and skills to explore new learning across and within areas of learning?
- Does the child offer ideas of why things happen and how things work or show this in exploratory play?

‘Choosing ways to do things and finding new ways’ involves approaching goal-directed activity in organised ways, making choices and decisions about how to approach tasks, planning and monitoring what to do and being able to change strategies.

Possible lines of enquiry:

- Does the child explore ways of solving new problems including trial and error?
- Is the child able to plan and monitor what has been done?
- Can the child change strategies when appropriate?

Supportive Material, Forms and Templates

The provided templates of supportive tools and materials can be used alongside other resources to support your team discussions on how you are planning to meet the needs and interests of the children in your setting and how you know that this is being achieved. Self-evaluation tools (like the Leuven Scales and ECERS/ITERS/STEW) provide opportunities for practitioners and settings to reflect on their practice and provision. It is important that you are regularly reflecting on your practice and can show how effective your setting is in supporting children and what you intend to do to develop and improve practice.

Please note that the visit forms are regularly updated, and the form for the Nursery Quality Development visits are different from the Reception visit forms.

The Leuven Scales of Well-being and Involvement

The rationale underlying the focus on these two process dimensions is that high levels of well-being and involvement lead in the end to high levels of child development and deep level learning. This latter concept is centred around the notion that learning should result in significant changes in a pupil's capacity leading to better outcomes in the way that he or she approaches work, relationships, and life in general. See Leuven Adult Engagement Scales Template below.

The Leuven Scale for Well-being

Emotional Well-being	
Well-being focuses on the extent to which pupils feel at ease, act spontaneously, show vitality and self-confidence. It is a crucial component of emotional intelligence and good mental health.	
1. Extremely low	The child clearly shows signs of discomfort such as crying or screaming. They may look dejected, sad, frightened or angry. The child does not respond to the environment, avoids contact and is withdrawn. The child may behave aggressively, hurting him/herself or others.
2. Low	The posture, facial expression and actions indicate that the child does not feel at ease. However, the signals are less explicit than under level 1 or the sense of discomfort is not expressed the whole time.
3. Moderate	The child has a neutral posture. Facial expression and posture show little or no emotion. There are no signs indicating sadness or pleasure, comfort or discomfort.
4. High	The child shows obvious signs of satisfaction (as listed under level 5). However, these signals are not constantly present with the same intensity.
5. Extremely high	The child looks happy and cheerful, smiles, cries out with pleasure. They may be lively and full of energy. Actions can be spontaneous and expressive. The child may talk to him/herself, play with sounds, hum, sing. The child appears relaxed and does not show any signs of stress or tension. He/she is open and accessible to the environment. The child expresses self-confidence and self-assurance.

The Leuven Scale for Involvement

Level of Involvement	
Involvement focuses on the extent to which pupils are operating to their full capabilities. In particular it refers to whether the child is focused, engaged and interested in various activities.	
1. Low Activity	Activity at this level can be simple, stereotypic, repetitive and passive. The child is absent and displays no energy. There is an absence of cognitive demand. The child characteristically may stare into space. N.B. This may be a sign of inner concentration.
2. A Frequently Interrupted Activity	The child is engaged in an activity, but half of the observed period includes moments of non-activity, in which the child is not concentrating and is staring into space. There may be frequent interruptions in the child's concentration, but his/her Involvement is not enough to return to the activity.
3. Mainly Continuous Activity	The child is busy at an activity, but it is at a routine level and the real signals for Involvement are missing. There is some progress, but energy is lacking and concentration is at a routine level. The child can be easily distracted.
4. Continuous Activity with Intense Moments	The child's activity has intense moments during which activities at Level 3 can come to have special meaning. Level 4 is reserved for the kind of activity seen in those intense moments and can be deduced from the 'Involvement signals'. This level of activity is resumed after interruptions. Stimuli from the surrounding environment, however attractive, cannot seduce the child away from the activity.
5. Sustained Intense Activity	The child shows continuous and intense activity revealing the greatest involvement. In the observed period not all the signals for involvement need be there, but the essential ones must be present: concentration, creativity, energy and persistence. This intensity must be present for almost all the observation period.

Quality Development Visit Form for Nursery Classes and Early Years Settings Autumn Term 2024

School/Setting	Moderator/CEYS	Date
Teacher/Practitioner	TA(s)/Support staff/Key workers	No of Children in cohort

Cohort breakdown

SEND details	MLL	JP (schools)	M	F	SB From 1 st May
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Reflection on transition and how are you building positive relationships? (parents as partners, hand over, outside agencies, community, new staff, how has this been? how have you ensured inclusive practice?)

Trends in current data, what does your on-entry data tell you?
 Refer to Early Years Profile (including SEND/JP/MLL/SB) What are you doing to support this? What was the data that you received from other settings? Does this reflect your on-entry data?
 Well-being % and number of children
 Involvement % and number of children
 Demonstrating Characteristics of Effective Learning % and number of children
 Working at Age Related Expectations (ARE) in Prime areas % and number of children

Please complete all sections above before the visit

Outcomes from visit and next steps (what CPD is currently being accessed to support C&L, predictions for mid-year progress check?)

Comments and Signatures

Moderator/ Quality Development

Teacher/Practitioner

Headteacher/Manager

Peer to Peer Observation – Focus Communication and Language, and Literacy

Effective interactions, signs, Makaton, wide range of high-quality books, multi modal texts, core books, List of core books, environmental print, use of visuals, role play, mark making opportunities throughout, props for imaginary play and storytelling, and books that children can read on their own.

Unique Child		Comments / Observations Use of Quality Framework and non-Statutory Guidance materials
Children show high levels of Well-being		
Children show high levels of Involvement		
Characteristics of Effective Learning	Playing and Exploring - Engagement Are children finding out and exploring, playing with what they know and willing to 'have a go'?	
	Active Learning – Motivation Are children involved and concentrating, persisting, and enjoying achieving what they set out to do?	
	Creativity and Thinking Critically – Thinking Are children having their own ideas, making links, and choosing ways to do things?	
Positive Relationships		
Frequent staff/child positive interaction, all children are included, communication and language is promoted		
Most peer interaction is positive and respectful, and children are responsive to adults and each other		
Rich learning opportunities through play and playful teaching		
Enabling Environment		
Children’s interests are reflected in the learning environment and planned for through an emerging curriculum (opportunities, display, resources, objects of interest)		
Children are independently accessing resources in the environment to support their development of skills, extend their learning and build autonomy		
Continuous access to indoor and outdoor environment is available – supporting Communication and Language, and Literacy in all areas		
Through daily routines adults promote independence, communication and language, and literacy (self-registration, snack signs, opportunities for fine motor practice, clear labels in provision)		
Evidence of approaches that support early literacy for example, books and promoting mark making, core books, The Drawing Club, Helicopter Stories		

Quality Development and Moderation Support Visit Form for Reception Class Autumn Term 2024

School/Setting	Moderator	Date			
Teacher	TA(s)/Support staff/Key workers	No of Children in cohort			
Cohort breakdown					
SEND details	MLL	JP (schools)	M	F	SB From 1 st May

Reflection on transition (how has this been? how have you ensured inclusive practice?)
How are you building positive relationships? (parents as partners, hand over, outside agencies, community, new staff)

Trends in current data, what does your on-entry data tell you? Refer to Early Years Profile (including SEND/JP/MLL/SB) What are you doing to support this? What was the Nursery data that you received? Does this reflect your on-entry data?

Well-being % and number of children

Involvement % and number of children

Demonstrating Characteristics of Effective Learning % and number of children

Working at Age Related Expectations (ARE) in Prime areas % and number of children

Please consider expectations for cohort meeting all ELGs

Please complete all sections above before the visit.

Outcomes from visit and next steps (what CPD is currently being accessed to support C&L?)

Comments and Signatures

Moderator

Teacher

Headteacher

Peer to Peer Observation	
Effective interactions, signs, Makaton, wide range of high-quality books, multi-modal texts, core books, list of core books, environmental print, use of visuals, role play, mark making opportunities throughout, props for imaginary play and storytelling, and books that children can read on their own.	
Unique Child	Comments / Observations
Children show high levels of Well-being	
Children show high levels of Involvement	
Characteristics of Effective Learning	Playing and Exploring - Engagement Are children finding out and exploring, playing with what they know and willing to 'have a go'?
	Active Learning – Motivation Are children involved and concentrating, persisting, and enjoying achieving what they set out to do?
	Creativity and Thinking Critically – Thinking Are children having their own ideas, making links and choosing ways to do things?
Positive Relationships	
Frequent staff/child positive interaction, all children are included, communication and language is promoted	
Most peer interaction is positive and respectful, and children are responsive to adults and each other	
Rich learning opportunities through play and playful teaching	
Enabling Environment	
Children's interests are reflected in the learning environment and planned for through an emerging curriculum (opportunities, display, resources, objects of interest)	
Children are independently accessing resources in the environment to support their development of skills, extend their learning and build autonomy	
Continuous access to indoor and outdoor environment available – supporting Communication and Language, and Literacy in all areas	
Through daily routines adults promote independence, communication and language, and literacy (Snack signs, Self-registration, daily handwriting practice, clear labels in provision)	
Evidence of approaches that support early literacy, for example, a love of books, core books, phonic display, support for writing (phonics mats and sight words), The Drawing Club, Helicopter Stories	

Quality Development Visit Form for Nursery Classes and Early Years Settings Summer Term 2025

School/Setting		Moderator/ Quality Development Officer		Date	
Teacher/Practitioner		TA(s) and or Nursery Officers/ Practitioners		No of children in cohort <small>(NEF for Registered EYs settings)</small>	
Cohort Breakdown					
SEND	MLL <small>(multi-lingual learner)</small>	JP <small>Schools only</small>	M	F	SB <small>(from May 1st)</small>
<p>Indicative % of cohort/or number of children working at Age Related Expectations (please ensure the Early Years Profile Spreadsheet has been completed for discussion)</p> <p>This must reflect the data that is submitted to the department at the end of year. Please highlight any concerns and have end of year data from the previous year available for comparison. Please note specific areas are not required from Nursery and pre-school for data submission.</p> <p>Well-being Involvement Demonstrating Characteristics of Effective Learning Working at Age Related Expectations (ARE) in Prime areas</p>					

For Nursery and Early Years Settings please indicate the child as Yes or No (working at age related expectations). Use non-statutory Guidance (Birth to 5/Development Matters)

Where practitioner judgements could not be agreed and have been changed following discussion you will record this in the box e.g. Yes changed to No (YCN)

Where changes have been made it is the school's/settings responsibility to review the whole cohort to ensure data submitted to the Education Department is accurate.

Area of Learning	Early Learning Goal	Aspect	Nursery			
			Insert Y (yes) or N (no) for working at age related expectations			
			Child 1	Child 2	Child 1	Child 2
Communication and Language	01	Listening, Attention and Understanding				
	02	Speaking				
Personal, Social and Emotional Development	03	Self-Regulation				
	04	Managing Self				
	05	Building Relationships				
Physical Development	06	Gross Motor Skills				
	07	Fine Motor Skills				
Literacy	08	Reading				
	09	Writing				

Specific areas can be discussed as part of the Quality Development visit, but data is not submitted to the department for these areas of learning.

Observation of, and opportunities for development all areas (40 mins observation)

- How does the environment and continuous provision support communication and language?
- How do adults support and maximise children's learning and development through effective interactions?
- How do children engage with the environment, their peers and adults?

<p>Evidence of Well being and Involvement, and characteristics of effective learning observed and discussed. Please include level of Well-being and Involvement for the children discussed. (High, Medium, Low) Does the description of the child's characteristics of effective learning match the child's overall attainment?</p>	
<p>Discussion about children's progress since September 2023</p>	
<p>EYFS Profile Judgements – through conversation and looking at evidence of children's learning</p>	
<p>Is there a balance of evidence? Is evidence child led? Does it demonstrate independence and autonomy? Does evidence demonstrate effective interactions that support, stretch, and challenge thinking and learning?</p>	
<p>Does the evidence capture the voice of the child and comments that they have made about their experiences, interests, learning and understanding. Is there evidence of early literacy? Mark making and an interest in books.</p>	
<p>Did internal moderation/linking with other settings take place? (Attendance at cluster meetings, any other CPD to support)</p>	
<p>Contributors to the process</p>	
<p>Who contributes to the children's profiles and how are they (staff, parents, children) valued and included?</p>	
<p>Comments and Signatures</p>	
<p>Quality Development Officer/Moderator</p>	
<p>Teacher / Practitioner</p>	
<p>Headteacher / Senior Leader/ Manager</p>	

Moderation Visit Form for Reception Classes Summer Term 2025

School/Setting	Moderator	Date
Teacher/Practitioner	TA(s) and or Nursery Officers	No of children in cohort

Cohort Breakdown

SEND	MLL (multi-lingual learner)	JP Schools only	M	F	SB
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Indicative % or number of children in the cohort achieving expected for ELG (please ensure the Early Years Profile Spreadsheet has been completed for discussion)

This **must** reflect the data that is submitted to the department at the end of the year. Please highlight any concerns

Well-being

Involvement

Demonstrating Characteristics of Effective Learning

Meeting Early Learning Goals in all areas

Meeting ELGs for all Prime Areas

Meeting ELGs for C&L

Meeting ELG Literacy

For Reception indicate below which early learning goal (ELG) and level of development were moderated for each profile you sampled. N=not meeting ELG, Y=Meeting ELG. Annotate the form and record the detail in the outcomes box. NA or YA indicating that the level of development within the ELG has been agreed. Any changes can be indicated with the following NCY (no changed to yes) or YCN (yes changed to no)

Where changes have been made it is the school's/settings responsibility to review the whole cohort to ensure data submitted to the Education Department is accurate.

Area of Learning	Early Learning Goal	Aspect	Reception			
			Child 1	Child 2	Child 1	Child 2
Communication and Language	01	Listening, Attention and Understanding				
	02	Speaking				
Personal, Social and Emotional Development	03	Self-Regulation				
	04	Managing Self				
	05	Building Relationships				
Physical Development	06	Gross Motor Skills				
	07	Fine Motor Skills				
Literacy	08	Comprehension				
	09	Word Reading				
	10	Writing				
Mathematics	11	Number				
	12	Numerical Patterns				
Understanding the World	13	Past and Present				
	14	People, Culture and Communities				
	15	The Natural World				
Expressive Arts and Design	16	Creating with Materials				
	17	Being Imaginative and Expressive				

Evidence of Well-being observed and discussed. Please include level of Well-being for the children discussed. (High, Medium, Low) Evidence of characteristics of effective learning observed and discussed.

Discussion about children's progress since September 2024

Observation of, and opportunities for development in all areas (40 mins observation)

- How does the environment and continuous provision support communication and language, and literacy?
- How do adults support and maximise children's learning and development through effective interactions?
- How do children engage with the environment, their peers and adults?
- Is opportunity for hearing children read

EYFS Profile Judgements

Is there a balance of evidence? Is evidence child led? Does it demonstrate independence and autonomy? Does evidence demonstrate effective interactions that support, stretch, and challenge thinking and learning?

Does the evidence capture the voice of the child and comments that they have made about their experiences, interests, learning and understanding. Is there evidence of early literacy? Writing for meaning and an interest in books and reading.

Did internal moderation/linking with other settings take place?
(Attendance at cluster meetings, any other CPD to support)

Contributors to the process

Who contributes to the children's profiles and how are they (staff, parents, children) valued and included?

How are EYFS outcomes included within Y1 transition?

Comments and Signatures

Moderator

Teacher / Practitioner

Headteacher / Senior Leader/ Manager

Quality Assurance Form to be updated and inserted here.

Leuven Adult Engagement Scales

Engaging qualities	Totally engaging qualities	Mainly engaging qualities but some evidence of non-engaging qualities	Neither engaging or non-engaging qualities predominate	Mainly non-engaging qualities but some evidence of engaging qualities	Totally non-engaging qualities	Non-engaging qualities
<p style="text-align: center;">Sensitivity</p> <p>Adult:</p> <ul style="list-style-type: none"> Has a positive tone. Makes positive body gestures and eye contact. Is warm and demonstrates affection. Respects and values the child. Gives encouragement and praise. Empathises with child's needs and concerns. Listens and responds to the child. Encourages the child to trust. 	Point 5	Point 4	Point 3	Point 2	Point 1	<p style="text-align: center;">Sensitivity</p> <p>Adult:</p> <ul style="list-style-type: none"> Has a negative tone. Is cold and distant. Puts the child down, does not respect the child. Criticises and rejects the child. Does not empathise with child's needs and concerns. Does not listen or respond to the child. Speaks to others about the child as if the child isn't there.
<p style="text-align: center;">Stimulation</p> <p>Intervention:</p> <ul style="list-style-type: none"> Has energy and life. Is pitched appropriately. Matches the child's interests and perceptions. Motivates the child. Is rich and has clarity. Stimulates dialogue, activity or thinking. Shares and enhances the child's activities. Can be non-verbal. 						<p style="text-align: center;">Stimulation</p> <p>Intervention:</p> <ul style="list-style-type: none"> In a routine way. Lacks energy and enthusiasm. Does not motivate the child. Does not match child's interests and perceptions. Lacks richness and clarity. Is confusing. Is not pitched appropriately. Curtails dialogue, activity, thinking.
<p style="text-align: center;">Autonomy</p> <p>Adult:</p> <ul style="list-style-type: none"> Allows child to choose and supports this choice. Provides opportunities for experimentation. Encourages child-initiated ideas and responsibility. Respects the child's judgement of quality of finished product. Encourages the child to negotiate conflict and rules. 						<p style="text-align: center;">Autonomy</p> <p>Adult:</p> <ul style="list-style-type: none"> Gives child no room for choice or for experimentation. Does not encourage child's ideas. Does not give the child responsibility. Does not allow child to judge quality of finished product. Is authoritarian and dominant. Rigidly enforces rules and boundaries, allows no negotiation.

