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| **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  |
| 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 ned of the year. Please highlight any concerns Well-being InvolvementDemonstrating Characteristics of Effective LearningMeeting Early Learning Goals in all areasMeeting ELGs for all Prime AreasMeeting ELGs for C&LMeeting 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.**

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| **Area of Learning** | **Early Learning Goal** | **Aspect** | **Reception** |
| **Child 1** | **Child 2** | **Child 1** | **Child 2** |
| Communication andLanguage | 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 |  |  |  |  |

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