

Early Years Foundation Stage Profile Cluster Moderation Procedures 2016

Name of school setting	Rodney House School
Headteacher/Manager	Nuala Finegan

<p>Schools in Cluster group meeting Lancasterian School Birches Specialist Support Primary School Rodney House School Grange School Camberwell Park Specialist Support School</p>

Term/Year	Summer 2016	Date of visit	24/5/16	Duration of visit	3 hours
Moderator Name	Shirley Johnson				
Practitioner Name	Hannah Jones		Experience	7 years	
	Jane Broadhurst			10 years	
	Amy Irving			4 years	
<p>Please indicate below which ELG and level of development were moderated for each of the sampled profiles. Where practitioner judgments could not be validated for any ELG, please annotate the form and record the detail in the outcomes box.</p>					

Area of learning	ELG		Child 1	Child 2	Child 3
Communication and language	ELG 01	Listening and attention			
	ELG 02	Understanding			
	ELG 03	Speaking			



Physical development	ELG 04	Moving and handling			
	ELG 05	Health and self-care			
Personal, social and emotional development	ELG 06	Self-confidence and self awareness	E1	E1	E1
	ELG 07	Managing feelings and behavior	E1	E1	E1
	ELG 08	Making relationship	E1	E1	E1
Literacy	ELG 09	Reading	E1	E1	E1
	ELG 10	Writing	E1	E1	E1
Mathematics	ELG 11	Numbers			
	ELG 12	Shapes, space and measures			
Understanding the world	ELG 13	People and communities			
	ELG 14	The world			
	ELG 15	Technology			
Expressive arts and design	ELG 16	Exploring and using media and materials			
	ELG 17	Being imaginative			



EYFS Profile judgments	
<p>Are judgments consistent and accurate?</p> <p>Is the evidence supporting the children's attainment appropriate?</p> <p>How does the evidence match the band descriptor?</p> <p>Consistent and independent behaviour?</p> <p>Appropriate child initiated/adult directed ratio?</p>	<p>The judgements discussed for these children were accurate and consistent.</p> <p>The practitioner talk extensively about the children and provide appropriate additional evidence to support the practitioner's judgement. Such additional evidence was presented in the form of learning journeys containing samples of children's work, observations etc.</p> <p>The evidence shared matched emerging band descriptors and the practitioners were able to clearly explain why the children were not yet expected in these areas. They referred to the characteristics of learning and clearly understood that, for a child to attain a level, consistent and independent behavior needed to be observed over a period of time in a variety of media/areas.</p> <p>An appropriate ratio of child initiated and adult directed work was evident in both the discussions and hard evidence.</p>
Contributors to the process	
<p>Who contributes to the children's profiles within the school/setting?</p>	<p>All adults who work with the children are encouraged to contribute to the children's profiles. These include teachers, TAs, parents/carers, lunchtime organisers and professionals from outside agencies including Speech and Language Therapist, School Nurse etc.</p>

<p>How are the parents' contributions valued and included within their child's profile assessments?</p> <p>How are the children's contributions represented in the profiles?</p>	<p>The school works very closely with parents who are involved with the process as equal partners.</p> <p>Children's contributions were in the form of examples of work and notes on children expressing their wishes and feelings in different ways. The Learning Journeys include 'The Rodney House Experience'.</p>
<p>Strengths</p>	
<p>Practitioner's' knowledge of the children</p> <p>Internal moderation/linking with other settings</p>	<p>The practitioners exhibited exemplary knowledge of the children. Whilst all of the children are currently at the emerging stage, there is clear evidence of the huge amount of progress that each child has made.</p> <p>Internal:</p> <ul style="list-style-type: none"> • Baseline every year and learning activities planned accordingly- judgements are made first by the teacher, then the TA and then moderated by teachers • Moderation at the end of each term • Regular moderation in teachers meetings <p>External:</p> <ul style="list-style-type: none"> • Inter-school moderation with other specialist support schools <p>Transition:</p> <ul style="list-style-type: none"> • Close work with receiving schools

	<ul style="list-style-type: none"> • Summer-Meetings with future teacher to discuss the children's achievements and needs • Behaviour and SALT plans are shared • Transition between classes- booklets are shared with the children and their families, visits are arranged and familiar staff move with the children during the settling in phase • Children continue with EYFS into year 1
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Agreed action points

Further training for practitioners

Continue to keep up to date with recent EYFS and SEN developments

Informed of appeals procedure by MCC yes

	Outcome
Practitioner judgments are ACCURATE ; in line with exemplification	yes
Practitioner judgments are NOT ACCURATE ; in line with exemplification	
<p>Details</p> <p>This was an excellent moderation meeting. Teachers were able to discuss each child in the minute detail. Unfortunately, the allocation of 'emerging' for the child by no means indicates the phenomenal progress that the children have made. Neither does it indicate the amount of work that goes into understanding and providing for, each child's individual and considerably complex needs.</p> <p>Thank you very much for a thorough and very positive moderation meeting.</p>	

