



Early Years Foundation Stage Profile Cluster Moderation Procedures 2016

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

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

Term/Year	Summer	Date of visit	24/5/16	Duration of	3 hours
	2016			visit	
Moderator	Shirley Johns	Shirley Johnson			
Name					
Practitioner	Hannah Jones			Experience	7 years
Name					
	Jane Broadhurst				10 years
	Amy Irving				4 years

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 a nnotate the form and record the detail in the outcomes box.

Area of learning	ELG		Child 1	Child 2	Child 3
Communication and language	ELG 01	Listening and attention			
	ELG 02	Understandin g			
	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

Are judgments consistent and accurate?

Is the evidence supporting the children's attainment appropriate?

How does the evidence match the band descriptor?

Consistent and independent behaviour?

Appropriate child initiated/adult directed ratio?

The judgements discussed for these children were accurate and consistent.

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.

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.

An appropriate ratio of child initiated and adult directed work was evident in both the discussions and hard evidence.

Contributors to the process

Who contributes to the children's profiles within the school/setting?

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.





How are the parents' contributions valued and included within their child's profile assessments?

How are the children's contributions represented in the profiles?

The school works very closely with parents who are involved with the process as equal partners.

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'.

Strengths

Practitioner's' knowledge of the children

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.

Internal moderation/linking with other settings

Internal:

- Baseline every year and learning activities planned accordinglyjudgements 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

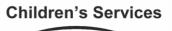
External:

 Inter-school moderation with other specialist support schools

Transition:

Close work with receiving schools





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	

Details

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.

Thank you very much for a thorough and very positive moderation meeting.





Signatures	Headteacher			
	Moderator	Shirley Johnson		
	Practitioner			
	Practitioner			
Setting comments on the moderation visit:		LA Moderation manager details		
A useful opportunity to share progress and agree and				
reflect on judgements		Anita Coleman		
			One Education on behalf of MCC anita.coleman@oneeducation.co.uk	

Key: E1 = Emerging	*= Disagree	
E2 = Expected		
E3 = Exceeding		