

# EYFS profile moderation visit template

Local authority moderators should use this template to record moderation visits to schools and other settings. A copy of the form should be given to the headteacher or manager.

| Setting details |  |
| --- | --- |
| School or settings |  |
| Headteacher / manager |  |

| Visit details |  |
| --- | --- |
| Moderator name |  |
| Term/year |  |
| Date of visit |  |
| Duration of visit |  |

| Practitioner details |  |
| --- | --- |
| Name | Experience (NQT / new to reception / number of years in reception) |
|  |  |
|  |  |
|  |  |

## Moderated early learning goals

Please indicate below which early learning goal (ELG) and level of development were moderated for each profile you sampled. If practitioner judgements could not be validated, please annotate the form and record the detail in the outcomes box.

| Area of learning | ELG | Aspect | Profile 1 | Profile 2 | Profile 3 | Profile 4 | Profile 5 |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Communication and language | 1 | Listening and attention |  |  |  |  |  |
| Communication and language | 2 | Understanding |  |  |  |  |  |
| Communication and language | 3 | Speaking |  |  |  |  |  |
| Physical development | 4 | Moving and handling |  |  |  |  |  |
| Physical development | 5 | Health and self-care |  |  |  |  |  |
| Personal, social and emotional development | 6 | Self-confidence and self-awareness |  |  |  |  |  |
| Personal, social and emotional development | 7 | Managing feelings and behaviour |  |  |  |  |  |
| Personal, social and emotional development | 8 | Making relationships |  |  |  |  |  |
| Literacy | 9 | Reading |  |  |  |  |  |
| Literacy | 10 | Writing |  |  |  |  |  |
| Mathematics | 11 | Numbers |  |  |  |  |  |
| Mathematics | 12 | Shape, space and measures |  |  |  |  |  |
| Understanding the world | 13 | People and communities |  |  |  |  |  |
| Understanding the world | 14 | The World |  |  |  |  |  |
| Understanding the world | 15 | Technology |  |  |  |  |  |
| Expressive arts and design | 16 | Exploring and using media and materials |  |  |  |  |  |
| Expressive arts and design | 17 | Being imaginative |  |  |  |  |  |

## EYFS profile judgements

| Use this space to record comments against the following questions: |  |
| --- | --- |
| Are judgements consistent and accurate? |  |
| Is the evidence supporting the children’s attainment appropriate? |  |
| How does the evidence match the band descriptor? |  |
| Have you observed consistent and independent behaviour? |  |
| Is the child initiated / adult directed ratio appropriate? |  |
| Does the description of the child’s characteristics of effective learning match the child’s overall attainment? |  |

## Contributors to the process

| Use this space to record comments against the following questions: |  |
| --- | --- |
| Who contributes to the children’s profiles within the school / setting? |  |
| How are the parents’ contributions valued and included within their child’s profile assessments? |  |
| How are the children’s contributions represented in the profiles? |  |

## Strengths

| Use this space to record comments against the following questions: |  |
| --- | --- |
| Do practitioners’ have a thorough knowledge of the children? |  |
| How did internal / inter school moderation take place? |  |

## Agreed action points

| Use this space to record any action points coming from your discussion: |
| --- |
|  |

## Summary

| Choose 1 statement to summarise the findings of the visit. Detail your decision below. |  |
| --- | --- |
| Practitioner judgements are ACCURATE, in line with EYFS profile |  |
| Practitioner judgements are NOT ACCURATE, in line with EYFS profile |  |
| Detail: |
|  |

## Signatures

| Headteacher |  |
| --- | --- |
| Moderator |  |
| Practitioner |  |
| Practitioner |  |

## Setting’s comments on the moderation visit

|  |
| --- |

## LA moderation manager details

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