



# Early Years Foundation Stage Newsletter

EYFS Profile Supplement

January 2009

## Ealing EYFS Profile

You may have noticed the change in colour and some other minor changes to the Ealing EYFS Profile. All 13-assessment scales remain the same other than the 2 that had been changed previously for Linking Sounds & Letters (scale point 5: *hears and says sounds in words* & scale point 6: *blends sounds in words*). Please continue using the pink Ealing EYFS Profiles for your FS1 (nursery) and FS2 (reception) children, and gradually phase-in the new mint blue copies.

## [www.naa.org.uk/eyfsp](http://www.naa.org.uk/eyfsp)

Further copies of the EYFS Profile Handbook (NAA) can be downloaded from the above website. In addition, EYFS Profile video exemplification can be accessed to support your internal moderation.

## Moderation Foci

The areas to be moderated this year are **Communication, Language and Literacy** and **Creative Development**. *Please note, this has been amended since some of the earlier EYFS Profile briefing sessions in the autumn term.*

## Children Selected by Moderators

From this academic year, moderators will select the 3 children from each class whose profiles are to be moderated. This is a significant change from previous years in which practitioners were able to choose. This change will ensure that the EYFSP moderation process is more robust.

## Scale Points 1 – 3

“Attainment of any early learning goals (scale points 4-8) must include an assessment of scale points 1-3 as these are developmental steps leading to the attainment of scale points 4-8” (*EYFS Profile Handbook, p5*). That is, scale points 1-3 must be attained first before scale points 4-8 can be awarded for any given assessment scale.

## Scale Points 4-8

“Scale points 4-8 are not hierarchical or linear and must not be assessed or completed in numerical order” (*EYFS Profile Handbook, p8*). However, the current guidance highlights an exception to this and states that for Linking Sounds and Letters “scale point 7 cannot be achieved without LSL scale points 4, 5 and 6” (*EYFS Profile Handbook, p48*).

## Good Level of Development within the ELGs

“The statutory early learning goals establish expectations for **most** children to reach by the end of the reception year” (*EYFS Practice Guidance, p7*).

“Each child is different, but generally...a (total) scale score of **6 or more in all** scales indicates a good level of development within the early learning goals” (*Assessment and Reporting Arrangements 2009, p14*).



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## Moderation Visits & Meetings May 2009

Statutory moderation visits and meetings for practitioners of FS2 (reception-aged) children will now take place during the month of **May**. This will allow sufficient time for practitioners to finalise their EYFSP judgements by **26<sup>th</sup> June 2009**.

**For those settings receiving moderation visits**, At the beginning of the moderation visit, joint observations will take place between the FS2 practitioner and EYFSP moderator, of the 3 children (per class) whose profiles will be moderated.

This process will support the professional dialogue between the practitioners and EYFSP moderator(s), and the quality of observational assessment.

## 80:20

In terms of the children's everyday experiences and the balance of input, "the EYFS requires providers to **ensure** a **balance** of child-initiated and adult-led play based activities" (*EYFS Practice Guidance, p7*). However, assessments of children must be based **predominantly** on observations of their child-initiated experiences. "...Practitioners need to ensure that no more than 20% of the total evidence for each scale point is gained from (adult-led and adult initiated activities). The remainder of evidence should be drawn from knowledge of the child, observations and anecdotal assessments. Practitioners are neither expected nor required to create onerous systems in order to demonstrate this, but need to be aware of this ratio when considering the evidence to finalise their EYFS profile judgements" (*EYFS Profile Handbook, p10*).

## EYFS Profile Data Submission to LA

This year, the deadline for settings to submit their EYFSP data to the local authority is **3<sup>rd</sup> July 2009**. It is imperative that the EYFSP data is received from all settings by this date, to enable Ealing to transfer the local authority level data to the DCSF by the required national deadline.

## Making Assessments

"Judgements are made through assessing behaviour that a child demonstrates **consistently** and **independently** in a **range** of contexts. This behaviour will need to demonstrate the child's confidence and ownership of the specific knowledge, skill or concept being assessed.

The most reliable way of building up an accurate picture of children's development and learning is through ongoing observation of children participating in everyday activities. Some of this will be planned and some may be a spontaneous capture of an important moment" (*EYFS Profile Handbook, p8*).

## Range of Contributors

"Accurate assessment will depend on contributions from a range of perspectives including the child's and should be drawn from all adults who have significant interactions with the child....these may include records and any formal or informal discussions with adults involved with the child" (*EYFS Profile Handbook, p8*). "Parents and other primary carers should be actively engaged in the assessment process....(and)...children should be fully involved in their own assessment" (*EYFS Profile Handbook, p4*).

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## Ealing EYFS Definitions

**Child-initiated activity** - a self initiated activity wholly decided upon by the child and is the result of their own motivation to explore a project or express an idea. The child takes total ownership of the activity and may change it to a different purpose than originally intended by an adult.

**Adult-initiated activity** - an activity planned by an adult that focuses on a specific learning intention that the child may complete independently or with adult support. Children can have free access or they may be directed particularly if they will benefit from the experience.

**Adult-led activity** - an activity planned, structured and delivered by an adult to a child or group of children. It focuses on the direct teaching of skills and knowledge with a specific learning intention in mind.

**A balance of child-initiated and adult-led play based activities** - Providers should use their judgement and their knowledge of the children in their care in deciding what the balance should be. However a useful indicator to ensure an appropriate balance is by observing the ratio 50:50, 50% child initiated activities, balanced against 50% adult led and adult initiated activities.

## Evidence: what and how much?

"As a general rule, practitioners should make systematic observations and assessments for each child's achievements, interests and learning styles..." (*EYFS Profile Handbook, p4*).

What evidence: "Any material, knowledge of the child, anecdotal incident, observation or information from additional sources that supports the overall picture of the child's development" (*EYFS Profile Handbook, p84*).

How much evidence: "The majority of evidence will come from the practitioner's knowledge of the child and observation of the child's self-initiated activities" (*EYFS Profile Handbook, p9*).

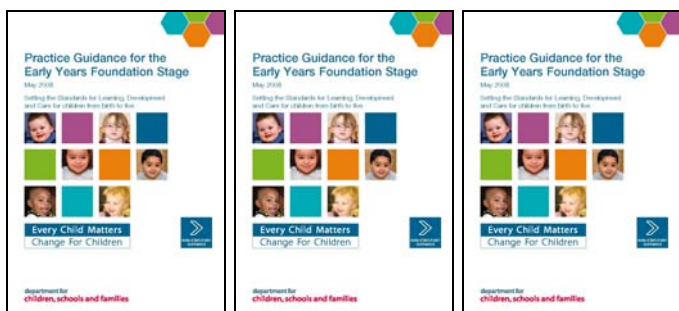
"There is no expectation or requirement that such evidence is always formally recorded or documented. Practitioners may choose to record specific evidence in order to secure their own judgements" (*EYFS Profile Handbook, p84*).

## EYFS Profile Moderation Workshops

Half-day workshops have been scheduled to provide FS1, FS2 and Year 1 practitioners with an opportunity to discuss and clarify aspects regarding EYFS Profile moderation on **Monday 23<sup>rd</sup> February 2009** at the Ealing Education Centre, Mansell Road, Greenford, UB6 9EG:

- 9.30-12.00pm
- 1.00-3.30pm

In addition, a workshop date has been scheduled, mainly for those settings receiving a moderation **visit in May, on Friday 27<sup>th</sup> February 2009, from 9.30-12.00pm** at the Ealing Education Centre.



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## EYFS Profile and National Curriculum Comparisons

"EYFS profile scale points and cumulative scale point scores are statutory assessments that exist in their own right. They are **not** equivalent to any national curriculum levels or sub-levels and **no such comparison should be made**" (*EYFS Profile Handbook, p5*).

The Fisher Family Trust (FFT) and National Consortium for Examination Results (NCER) have jointly published a discussion paper summarising an initial investigation into the relationship between Key Stage 1 outcomes in 2006 and (EY)FSP assessments for the same pupils. They have concluded that it is not currently possible to produce satisfactory estimates of KS1 outcomes using FSP data. They plan to analyse further data over a period of 2 to 3 years to examine whether the patterns found are consistent or whether there is any evidence of improvement as a result of training and moderation. This discussion paper can be downloaded from:

<http://www.egfl.org.uk/categories/teaching/curriculum/foundation/observation/found.html>

## Gathering Evidence about Standards on Entry

Guidance published for OfSTED Inspectors regarding the use of school performance data states "In primary schools with a Foundation Stage the school's analysis of any baseline assessment data will be important. Data about the early learning goals should be available, but (OfSTED) inspectors should not attempt to make any direct links between achievement in these and progression to Key Stage 1 levels.

In all schools, your own evidence from observations, talking to the staff and the youngest pupils, and looking at their assessment records and work will help to establish the pupils' starting points" (*Guidance for Inspectors on the Use of School Performance Data, p7- published Sept 08, Ref no. 070120*).

In addition, age-related expectations may be used to track children's attainment on entry using the *EYFS Development Matters* and / or the Ealing Tracking Documents available on:

<http://www.egfl.org.uk/categories/teaching/curriculum/foundation/observation/found.html>

## EYFS Profile Moderation Cluster Meeting

The next EYFS Profile Moderation Cluster Meeting is scheduled to take place on **Thursday 5<sup>th</sup> March 2009**, from 4.00-6.00pm at the Ealing Education Centre.

Please make contact with your local feeder / receiver settings to co-moderate at the cluster meeting, to gain consistency of judgements. Should you wish to receive a list of settings in your local area, please call 020 8825 7249 / 7232.

Example: Last term Andy Lovegrove, the EYFS Leader at Ravenor Primary School, made contact with his local feeder settings and arranged for practitioners to attend the Autumn moderation cluster meeting alongside his FS1, FS2 and Year 1 colleagues.

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