Foundation Stage Moderation Visit Form 20th May 2019

Moderators Name	redacted			Teachers Name	redacted	

Please indicate below the Age and Stage for sample group of children. (see code grid)

B = beginning   D = developing   S = secure

CLASS 1	ASPECT	Child 1 TW Sophie	Child 2 TW Ava	Child 3 TW Cole	Child 1 HC Millie	Child 2 HC Dillan	Child 3 HC Kody
		teacher judgement	teacher judgement	teacher judgement	moderation	teacher judgement	moderation
C & L	Listening & attention	21	21	18	21	21	21
	Understanding	21	20	16	21	21	21
	Speaking	21	20	18	18	19	19
PD	Moving & Handling	19	19	17	20 exceeding by end of year	20 exceeding by end of year	20
	Health & Self Care	20	20	17	19	19	19
PSED	Self confidence & Self awareness	22	22	18	22	22	18
	Managing Feelings & behaviour	21	21	18	22	22	18
	Making Relationships	21	21	18	21	21	19
LD	Reading	17	19	16	20	22	18
	Writing	17 (A)	19 (A)	16 (A)	20 almost	22 X	17 (A)
MD	Numbers	17	19	16	20	19	18
	Shape, Space & Measures There is going to be a big input into this strand to check - majority will be 21 or higher	17	17	16	18	18	17
UW	People & Communities	20	20	18	19	19	19
	The World	20	22	18	20	20	20

	Technology	19	20	18	18	18	16
EAD	Exploring & using media & materials	19	19	17	19	19	19
	Being Imaginative	19	20	17	20	20	20

Number of judgements agreed -	
Number of judgements amended	

NOTES

- No room available for meeting and discussion.
- The data presented was mid-point Spring data not Summer.
- The Spring data from each class was entered at different points as one teacher had been absent. This made it difficult to compare class patterns.
- On paper it appeared that one class was achieving far better than the other class - at mid point one class had several children secure ELG & working in in the exceeding descriptors for SCSA & MFB and also for Reading & Writing. The other class has children working in the 40 to 60 month band for reading & writing.
- There had not been any internal cross referencing of the cohort (i.e. does an expected child in one class look the same as an expected child in the other class. This had been talked about at the baseline visit as a good way of internal moderation with larger cohorts.
- In one class every child had either 17 or 18 for SSM and every child 19 or 20 for A & D.
- Across the full cohort almost every child was 19 for EMM and every child was 19 or 20 for BI
- We chose 3 focus children from each class to check anomalies.
- Mis-Match between speaking & reading strand where reading was higher than speaking
- Mis-Match between speaking & People & Communities where speaking is lower
- Mis-Match between writing (exceeding) and lower moving & handling strand.
- Focus on writing strand as there - in one class 9 children were shown as exceeding (22) at mid point and the other class had the majority of children working in the 40 to 60 band for writing.
- It was felt that for some of the writing shown it was not exceeding - simply because there was not enough of it. For some children there were only one or 2 writing samples and there had not been enough attention to the wording of the ELG and exceeding statements. A focus on correct spelling and key features of narrative.
- Discussion about Technology strand.

			CODE	
BIRTH TO 11 MONTHS		Beginning	1	
		Developing	2	
		Secure	3	
8 to 20 MONTHS		Beginning	4	
		Developing	5	
		Secure	6	
16 to 26 MONTHS		Beginning	7	
		Developing	8	
		Secure	9	
22 to 36 MONTHS		Beginning	10	
		Developing	11	
		Secure	12	
30 to 50 MONTHS		Beginning	13	
		Developing	14	
		Secure	15	
40 to 60 MONTHS		Beginning	16	
		Developing	17	
		Secure	18	
EARLY LEARNING GOAL		Beginning	19	**1c**
		Developing	20	**1c**
		Secure	21	**1b**
Exceeding ELG		Beginning	22	**1b**
		Developing	23	**1b**
		Secure	24	**1a**
		Beginning	25	**1a**
		Developing	26	**2c**
		Secure	27	**2c**

Number of judgements agreed -
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NOTES