

Supplementary Guidance for the Foundation Stage Profile Personal, Social and Emotional Development

This guidance has been developed by the Newcastle LA Moderation Team to support Foundation Stage Practitioners when making their judgements against the scale points for Personal, Social and Emotional Development.

This document should be used in conjunction with the Foundation Stage Handbook and the Foundation Stage Toolkit to enable practitioners to assess their children's achievements against the scale points.

The guidance consists of proformas used in the moderation process, providing examples of suggested evidence to support Teacher judgement against scale points 1-9 in all 3 strands of Personal, Social and Emotional development.

Acknowledgements

Photographic evidence is taken from:

- Hilton Primary School
- St. John Vianney RC Primary School
- St. Oswald's RC Primary School
- 'Seeing the Foundation Stage Profile' CD – Foundation Stage Toolkit



**Personal, Social and Emotional Development:
Dispositions and Attitudes**

FOUNDATION STAGE PROFILE

EVIDENCE FORM FOR MODERATION VISITS/ STANDARDISATION MEETINGS

School:

Practitioner:

ASSESSMENT SCALE (CLL, M, KUW, PSE etc...):
Personal, Social & Emotional : Dispositions and Attitudes

Scale Point (Choose one from the above assessment scale points 1-9)
Scale 1: Shows an interest in activities through observing or participation

Brief description of assessment context/activities(2 or 3 examples for **one child**) :

- 1. A group of children were working with an adult to act out the story of The Three Bears, using puppets.*
- 2. Free access to a range of activities in the classroom.*
- 3. Biscuit Making.*

Evidence (2 or 3 examples to support the judgements made against the above scale point. Attach if necessary);

- 1. Role Play : The Three Bears. Teacher observation: Georgia stood at the edge of the carpet: she watched but did not join in.
(Suggested evidence – post-it note)*
- 1. Accessing the classroom environment. Georgia decided to go in the sand. When other children tried to engage her in their conversation she left the area.
(Suggested evidence -Observation schedule)*
- 2. Biscuit Making. Georgia watched a group of children making biscuits with the class teacher. She said, “They look nice. Can I make one too?”
(Suggested evidence - annotated photograph)*



5. Outcome of moderation (To be completed after the moderation discussion)

Agreed (Y / N)

Evidence to support judgements may include: Photographs, individual, group or class observation sheets, annotated children’s work, annotated planning and teacher records and assessments.

FOUNDATION STAGE PROFILE

EVIDENCE FORM FOR MODERATION VISITS/ STANDARDISATION MEETINGS

School:

Practitioner:

ASSESSMENT SCALE (CLL, M, KUW, PSE etc...):

Personal, Social & Emotional : Dispositions and Attitudes

Scale Point (Choose one from the above assessment scale points 1-9)

Scale 2: Dresses, undresses and manages own personal hygiene with adult support.

Brief description of assessment context/activities(2 or 3 examples for **one child**) :

1. *Put on coat.*
2. *Take shoes off for P.E and change into sand shoes.*
3. *Cooking activity – healthy eating/making a fruit salad*

Evidence (2 or 3 examples to support the judgements made against the above scale point. Attach if necessary);

1. *Putting on coat. Lloyd needed to be told which arm went into which sleeve when putting on his coat. He also needed help to fasten it.
(Suggested evidence-Teacher observation at play time)*
2. *Changing shoes. Lloyd- “Mrs Taylor can you help me? I can’t remember which foot it goes on.”
(Suggested evidence- Post it note or class record sheet)*
3. *Cooking Activity. Lloyd needed reminding to use the soap to wash his hands before the cooking session began. He needed help to dry his hands thoroughly.
(Suggested evidence - Annotated activity sheet / photograph)*



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Agreed (Y / N)

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ASSESSMENT SCALE (CLL, M, KUW, PSE etc...):
Personal, Social & Emotional : Dispositions and Attitudes

Scale Point (Choose one from the above assessment scale points 1-9)
Scale 3: Displays high levels of involvement in self-chosen activities.

Brief description of assessment context/activities(2 or 3 examples for **one child**) :

- 1. Free choice activities after shared number time.*
- 2. A range of literacy activities set up as follow up to Shared Reading- 'Jack and the Beanstalk'*
- 3. Creative activity – The Polar Express- self chosen activity with large blocks*

Evidence (2 or 3 examples to support the judgements made against the above scale point. Attach if necessary);

- 1. Grace took 2 hoops from the maths shelves. She then took a basket of animals. She sorted the animals according to colour. She then went on to sort the animals by set. After adult interaction she counted all the animals in two sets.
(Suggested evidence - teacher observation)*
- 2. Grace went into the office area and drew a picture of Jack and the Giant. She then discussed her picture. She said, "The Giant is massive and Jack is tiny".
(Suggested evidence - child's work)*
- 3. Grace and Zoe worked together with the big blocks to make The Polar Express.
(Suggested evidence - photograph)*



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ASSESSMENT SCALE (CLL, M, KUW, PSE etc...):

Personal, Social & Emotional : Dispositions and Attitudes

Scale Point (Choose one from the above assessment scale points 1-9)

Scale 4: Dresses & undresses independently and manages own personal hygiene.

Brief description of assessment context/activities(2 or 3 examples for **one child**) :

- 1. Dressing for a PE Lesson.*
- 2. Washing hands before lunch.*
- 3. Dressing for playtime on a wintry day.*

Evidence (2 or 3 examples to support the judgements made against the above scale point. Attach if necessary);

- 1. Michael has been observed on a number of occasions when undressing and dressing for PE. He is able to dress and undress independent of an adult. He is extremely proud that he is able to fasten the buckles on his shoes. Michael will often offer support to his peers who need help with turning clothes the correct way.
(Suggested evidence - teacher observation)*
- 2. The class have all taken part in a PSE – washing hands lesson. Children have designed posters and demonstration photographs were taken, all of which are now displayed in the toilet area. As a result Michael informs a member of staff every time he washes his hands and is always keen to remind his peers to do so! Michael enjoys telling his peers about the importance of hygiene after visiting the toilet and the importance of washing hands before eating food.
(Suggested evidence - teacher observation/photograph)*
- 3. Michael was observed many times putting on his outdoor clothes during January & February. He demonstrated his ability to turn his coat the correct way before putting it on and fastening the zip. He was keen to show how he could put on a second pair of socks and his wellington boots. Michael was also very helpful organising others who may need a little assistance.
(Suggested evidence - teacher observation)*



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FOUNDATION STAGE PROFILE

EVIDENCE FORM FOR MODERATION VISITS/STANDARDISATION MEETINGS

School:

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ASSESSMENT SCALE (CLL, M, KUW, PSE etc...):

Personal, Social & Emotional : Dispositions and Attitudes

Scale Point (Choose one from the above assessment scale points 1-9)

Scale 5: Selects and uses activities and resources independently

Brief description of assessment context/activities(2 or 3 examples for one child) :

Matilda was observed in the classroom during periods of self-initiated activities.

- 1. Puppet Theatre Play.*
- 2. Painting Activity.*
- 3. Shared Literacy session then free choice literacy activities.*

Evidence (2 or 3 examples to support the judgements made against the above scale point. Attach if necessary);

- 1. Matilda and Ellie went to the puppet theatre. They had a range of puppets to choose from. They chose the characters from the story of Red Riding Hood. They worked together to act out the story, using voices effectively.
(Suggested evidence - Teacher Observation)*
- 2. Matilda and Ellie chose to paint. They helped each other to put on painting aprons
(Suggested evidence- photograph)*
- 3. Matilda chose to work with Bradley on the computer on a program called Alphabet Soup to practise letter sound and name recognition after a shared literacy session.
(Suggested evidence -Post it note)*



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EVIDENCE FORM FOR MODERATION VISITS/ STANDARDISATION MEETINGS

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ASSESSMENT SCALE (CLL, M, KUW, PSE etc...):

Personal, Social & Emotional : Dispositions and Attitudes

Scale Point (Choose one from the above assessment scale points 1-9)

Scale 6: Continues to be interested, motivated and excited to learn.

Brief description of assessment context/activities(2 or 3 examples for one child) :

- 1. Practise for class assembly- Story of Noah and the Ark.*
- 2. Show and Tell.*
- 3. Literacy session on information books.*

Evidence (2 or 3 examples to support the judgements made against the above scale point. Attach if necessary);

- 1. After a discussion about being a good listener and reading the story of Noah (emphasising how he listened), singing a song about the animals coming into the ark two by two. Niamh said "I want to be an elephant". Niamh then went to the making table and made a mask. When asked to come and do a writing activity Niamh said "Do I have to? I only have 4 days to make my costume."
(Suggested evidence - teacher observation / photograph of Niamh in her costume)*
- 2. Children asked to bring in photographs of when they were a baby. Niamh was very excited about her photograph. She discussed her photograph in detail. "I am wearing a dress with a teddy. I am at Grandma's house. I know that because that is her settee."
(Suggested evidence - observation note)*
- 3. After a literacy session using an information book on sea creatures Niamh went to the sand area and found all the sea animals to make a underwater scene. At quiet reading time she found the book Commotion in the Ocean and said "Look Mrs Carr I can see an Octopus. An octopus lives in the sea."
(Suggested evidence – photographs)*



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School:

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ASSESSMENT SCALE (CLL, M, KUW, PSE etc...):
Personal, Social & Emotional : Dispositions and Attitudes

Scale Point (Choose one from the above assessment scale points 1-9)
Scale 7: Is confident to try new activities, initiate ideas and speak in a familiar group.

Brief description of assessment context/activities(2 or 3 examples for **one child**) :

1. *Junk Modelling.*
2. *Healthy School Day*
3. *PSE – Cheeky Monkey.*

Evidence (2 or 3 examples to support the judgements made against the above scale point. Attach if necessary);

1. *After reading the story Pirate Pete, James decided to make a pirate ship using reclaimed materials (a new activity recently introduced). James spent the afternoon working out which materials he needed to make the ship. He persevered with problems many problems encountered whilst building it and produced a super ship. James was happy to discuss his creation, describing what he used and why and the problems that he encountered.*
(Suggested evidence - photograph of ship & teacher observation)
2. *During a healthy school day the children were divided into groups and worked with the year 6 children completing the activities. James showed great confident during these activities. He was happy to work with the older children and initiated much conversation during the say. During a class remembering session later on that day James was happy to share his day with the group and was bursting with memories and experiences of the day.*
(Suggested evidence - photographs, teacher /classroom teaching assistant observation)
3. *The day after taking “Cheeky Monkey” home James was confident in “reading” his journal about what the monkey did at James’ house the night before. James stood talking for 5 minutes. He did not require any prompting and was happy to answer questions from the class.*
(Suggested evidence - teacher observation)

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Personal, Social & Emotional : Dispositions and Attitudes

Scale Point (Choose one from the above assessment scale points 1-9)

Scale 8: Maintains attention and concentrates.

Brief description of assessment context/activities(2 or 3 examples for **one child**) :

- 1. Road safety talk.*
- 2. Making a wormery.*
- 3. Collage.*

Evidence (2 or 3 examples to support the judgements made against the above scale point. Attach if necessary);

- 1. The road safety officer visited school (30 minute session). She read the children a story and used props to highlight issues. Simon sat attentively, making relevant comments and answering questions.
(Suggested evidence - teacher observation/photograph)*
- 2. The children collected worms for the class wormery. Anna sat in the circle helping to build the wormery, she maintained great concentration observing what other children were doing. Once completed the wormery was left on a table. Anna used a magnifier to look closely at the worms. She sat for sometime observing the worms on top of the wormery waiting for them to disappear.
(Suggested evidence - teacher observation)*
- 3. Anna spent most of the afternoon designing a pattern on some coloured paper. She then chose the beans and pulses carefully in order to make a beautiful collage. Anna was engrossed in this activity – to the point where she was not aware of the other children working on the table.
(Suggested evidence -teacher observation)*



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Personal, Social & Emotional : Dispositions and Attitudes

Scale Point (Choose one from the above assessment scale points 1-9)

Scale 9: Sustains involvement and perseveres, particularly when trying to solve a problem or reach a satisfactory conclusion.

Brief description of assessment context/activities(2 or 3 examples for **one child**) :

1. *Story writing.*
2. *Junk modelling.*

Evidence (2 or 3 examples to support the judgements made against the above scale point. Attach if necessary);

1. *Lucy is often found working in the writing area. She is very creative and enjoys drawing a picture and then writes a story about the picture. Lucy can take all afternoon to produce a finished piece of work. If at the end of the session Lucy has not finished her work, she will let a practitioner know that she will leave it in the “nearly finished tray” and will finish it the following day.*

(Suggested evidence –teacher observation)

2. *Lucy particularly loves junk modelling. Lucy is often found at the craft table making complicated creations and is only happy once the task is completed. Lucy spent an afternoon making a junk model boat. She faced many challenges - changing parts, cutting up boxes etc... She solved many problems, often seeking some advice from his peers. Once she had finished his model she reassessed his achievements stating that it would look like a “real” boat if it was painted. The following day Lucy set to task choosing the correct colours and painted her boat. It took 2 afternoons to complete the boat. Lucy was very proud showing her boat in the Key Stage 1 assembly.*

(Suggested evidence –teacher observation & photographic evidence)



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**Personal, Social and Emotional Development:
Emotional Development**

FOUNDATION STAGE PROFILE

EVIDENCE FORM FOR MODERATION VISITS/ STANDARDISATION MEETINGS

School:

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ASSESSMENT SCALE (CLL, M, KUW, PSE etc...):
Personal, Social & Emotional: Emotional Development

Scale Point (Choose one from the above assessment scale points 1-9)

1. *Separates from main carer with support.*

Brief description of assessment context/activities(2 or 3 examples for one child) :

1. *Zayan showing his dad the “a day in the reception class” photograph board.*
2. *Zayan searching for Mrs Davies, the nursery nurse.*
3. *Buddy system in the school yard.*

Evidence (2 or 3 examples to support the judgements made against the above scale point. Attach if necessary);

1. *Zayan (usually reluctant to come to school) is excited to show his dad photographs of his playing in the sand. He takes his dad to the “a day in the reception class” photograph board, and describes his time in the sand and then discusses other children that he can see. Zayan is visibly settled, he kisses his dad, he takes the class teacher’s hand and leads him to the carpet area.
(Suggested evidence – post-it note)*
2. *Zayan is much happier coming to school. He stays close to his primary carer. Once the nursery nurse or class teacher is visible Zayan is happy to leave his carer and hold a practitioners hand.
(Suggested evidence – post-it note)*
3. *The buddy system has been introduced, and Zayan is more confident, knowing many year 6 children. Once a familiar year 6 child approaches Zayan, he is happy and willing to leave his primary carer and play on the school yard.
(Suggested evidence – teacher observation)*



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ASSESSMENT SCALE (CLL, M, KUW, PSE etc...):

Personal, Social & Emotional: Emotional Development

Scale Point (Choose one from the above assessment scale points 1-9)

2. Communicates freely about home and community

Brief description of assessment context/activities(2 or 3 examples for one child) :

- 1. Painting activity and follow up discussion.*
- 2. Discussion during circle time.*
- 3. "All about me" booklet.*

Evidence (2 or 3 examples to support the judgements made against the above scale point. Attach if necessary);

- 1. Callum painted a picture of his brother's Christening, as part of the topic of celebrations. He showed the class and told them, "We went to church and the priest poured water over Christopher's head." When asked what happened next Callum said "Everyone went to the party and we ate lots of food."
(Suggested evidence – post-it note)*
- 2. Callum shared news about his visit to the church fair. He discussed at great length about the stalls, people he met and his visit to 'santa's grotto'.
(Suggested evidence – post-it note)*
- 3. The photocopy of the "All about me" booklet highlights Callum's ability to communicate about his home and community.
(Suggested evidence – all about me booklet annotated by class teacher)*

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Personal, Social & Emotional: Emotional Development

Scale Point (Choose one from the above assessment scale points 1-9)

3. *Expresses needs and feelings in appropriate ways.*

Brief description of assessment context/activities(2 or 3 examples for **one child**) :

1. *Dialogue about a forgotten object.*
2. *Dialogue about new born siblings.*
3. *Circle Time.*

Evidence (2 or 3 examples to support the judgements made against the above scale point. Attach if necessary);

1. *Anna came into school crying because she had forgotten to bring an egg into school for the Easter egg competition. She looked in dismay as she saw the other children's eggs on the table. Anna tapped the class teacher crying, "I haven't got an egg". Anna's friend Emily then presented Anna with a spare egg. Anna stopped crying immediately and beamed accepting the egg happily. Anna then thanked Emily for the egg.
(Suggested evidence – teacher observation)*
2. *Anna had been waiting for the arrival of her new siblings. Finally Anna's mum gave birth to twins. Anna was very excited about sharing this news and informed her peers that the babies would be coming out of hospital that day. A few days later the class teacher asked Anna to share her news about life at home with the twins. Anna was reluctant to share her news. When asked about this she said "All they do is cry. They wake me up and make me mad".
(Suggested evidence – post it note)*
3. *Anna is consistent when talking during circle time. She is always able to express her needs and feelings appropriately and can show great empathy and understanding of others feelings.
(Suggested evidence – teacher observation)*

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Personal, Social & Emotional: Emotional Development

Scale Point (Choose one from the above assessment scale points 1-9)

4. Responds to significant experiences, showing a range of feelings when appropriate.

Brief description of assessment context/activities(2 or 3 examples for one child) :

1. Discussion and reactions about story "Not Now Bernard".
2. "I am feeling..." worksheet.
3. Observations made during outdoor activities

Evidence (2 or 3 examples to support the judgements made against the above scale point. Attach if necessary);

1. When listening to the story "Not Now Bernard" the nursery nurse observed the children's responses and reactions to the story. Brendan said, "I would be very frightened if a monster visited me. I feel sad when my dad shouts at me."
(Suggested evidence – observation by classroom teaching assistant)
2. Brendan completed the "I am feeling..." worksheet. He drew different face emotions and stated times when he felt sad, excited, angry and happy. CT scribed.
(Suggested evidence – worksheet annotated by class teacher)
3. Class teacher observed a play session. Brendan achieved success hitting the ball with a golf club. He rushed over to tell the practitioner, "I can play golf."
(Suggested evidence –photograph)



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Personal, Social & Emotional: Emotional Development

Scale Point (Choose one from the above assessment scale points 1-9)

5. Has a developing awareness of own needs, views and feelings and is sensitive to the needs, views and feelings of others.

Brief description of assessment context/activities(2 or 3 examples for one child) :

- 1. Observation: helping a friend in class.*
- 2. Discussion and reactions during circle time.*
- 3. Celebration of a birthday.*

Evidence (2 or 3 examples to support the judgements made against the above scale point. Attach if necessary);

- 1. Nursery Nurse observed that John was concerned that one of the hearing impaired children who visit our class did not have a water apron fastened. He tried to communicate that their clothes may get wet, but then resorted to fastening the apron himself.
(Suggested evidence – classroom teaching assistant observation)*
- 2. During a circle time discussion about the class rules, John said “My friend Josh fell down in the yard and Claire laughed at him. That wasn’t very kind, wasn’t it not?”
(Suggested evidence – post it note observation)*
- 3. John came into school very excited because it was Craig’s birthday. When Craig came into the classroom John rushed over to greet him “it’s your birthday today!” He then told Craig that it was his turn to stand in the birthday assembly and that he had great things to say about him.
(Suggested evidence – teacher observation)*

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Personal, Social & Emotional: Emotional Development

Scale Point (Choose one from the above assessment scale points 1-9)

6. *Has a developing respect for own culture and beliefs and those of other people.*

Brief description of assessment context/activities(2 or 3 examples for one child) :

1. *Chinese New Year – discussion about Chinese food and a boy in school who is Chinese.*
2. *Discussion about the death of the Pope and the choosing of a new one.*

Evidence (2 or 3 examples to support the judgements made against the above scale point. Attach if necessary);

1. *When looking at Chinese food, Nathan comments “I eat that food sometimes, but not every day. We only have that food for a treat on Saturdays. Peter eats that food when he is at home, he is Chinese. He speaks like us and he can speak like his mam. He’s very clever”.*
(Suggested evidence – photograph and annotations)
2. *Nathan was fascinated by all he had learned about the Pope during the school assembly. During a further discussion in class he described in great detail about the Pope’s life and how a new Pope will be chosen. Nathan gave an in depth recount about how all the special priests would get together to vote for a new Pope. He further explained that once a new Pope had been chosen white smoke would bellow from the chimney at the Vatican. Nathan said, “If we see white smoke we will say yeah we have a new Pope, but if we see black smoke we will say ah well no new Pope today.”*
(Suggested evidence – teacher observation)



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Scale Point (Choose one from the above assessment scale points 1-9)

7. Considers the consequences of words and actions for self and others.

Brief description of assessment context/activities(2 or 3 examples for one child) :

- 1. Circle time – deciding rules for the classroom.*
- 2. Hot seating little bear and Goldilocks (follow up from Goldilocks and the three bears story).*

Evidence (2 or 3 examples to support the judgements made against the above scale point. Attach if necessary);

- 1. Circle time was planned to gauge children's understanding about codes of conduct within the classroom setting before drawing up some class rules. Steven was extremely vocal, discussing many actions and their consequences. "We've got to walk in the classroom because we might trip over and hurt ourselves. We have to tidy up because the classroom will become very messy. We need to hang our coats up carefully because if they are on the floor they will become dirty and my mam will be mad!"
(Suggested evidence – teacher observation)*
- 2. After hearing the story of Goldilocks, the classroom teaching assistant role played the part of Goldilocks. The children were encouraged to ask questions. Steven asked some super questions about the consequences of Goldilocks actions. He asked "Why did you go in the house? Did you know it was wrong? You frightened little bear you know! That wasn't very nice. You broke his chair and he is really sad." Steven was then encouraged to take on the role of baby bear. He demonstrated clearly that there are consequences to actions. He said "You ate my porridge and I didn't have anything to eat. I was really hungry. I have to sit on the floor now because you broke my chair. You ran away and didn't even say sorry. That's not nice!" 'Goldilocks' then apologised to 'little bear', "that's alright," he said, "see all you had to do was say sorry!"
(Suggested evidence –classroom teaching assistant observation)*

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Scale Point (Choose one from the above assessment scale points 1-9)

8. *Understands what is right, what is wrong and why.*

Brief description of assessment context/activities (2 or 3 examples for one child) :

1. *Ensuring fairness during a game of snakes and ladders.*
2. *Showing concern for an upset peer during lunch time play.*
3. *Class discussion about school rules.*

Evidence (2 or 3 examples to support the judgements made against the above scale point. Attach if necessary);

1. *Collin was observed by the classroom teaching assistant. He was taking part in a game of snakes and ladders. Collin expressed great concern when one of his peers moved the counter 5 places instead of 3. Collin challenged his peer, "You're cheating, and that's not fair! You will spoil the game and I won't play". Collin moved the counter to the correct position and made clear to his peer, "don't cheat again, it's not nice!"
(Suggested evidence –classroom teaching observation)*
2. *The lunchtime supervisory assistant observed Collin during lunchtime play. He demonstrated concern for Frankie who was upset because John, another friend had taken the bike off him. Collin was furious about this. He stopped John and told his, "You can't take a bike from someone when they haven't finished using it, it's not fair." During a follow up discussion in class Collin expressed further, "We should see if friends are finished with toys before we take them. John upset Frankie and he cried."
(Suggested evidence - lunchtime supervisory assistant observation)*
3. *During a circle time session Collin discusses classroom rules at length. He is able to articulate what is right and wrong and why this is relevant in the classroom setting.
(Suggested evidence – teacher observation)*



Outcome of moderation (To be completed after the moderation discussion)

Agreed (Y / N)

Evidence to support judgements may include: Photographs, individual, group or class observation sheets, annotated children's work, annotated planning and teacher records and assessments.

FOUNDATION STAGE PROFILE

EVIDENCE FORM FOR MODERATION VISITS/ STANDARDISATION MEETINGS

School:

Practitioner:

ASSESSMENT SCALE (CLL, M, KUW, PSE etc...):
Personal, Social & Emotional: Emotional Development

Scale Point (Choose one from the above assessment scale points 1-9)

9. *Displays a strong and positive sense of self-identity and is able to express a range of emotions fluently and appropriately.*

Brief description of assessment context/activities(2 or 3 examples for one child) :

1. *A discussion about home life.*
2. *Help to find a missing PE bag.*

Evidence (2 or 3 examples to support the judgements made against the above scale point. Attach if necessary);

1. *During a discussion about home life. Lilly's parents are separated. Lily's father no longer lives at home. Lily is reluctant to discuss her father. A class discussion led to Lily finding out that one of her peers was in a similar home life situation. Lily said "Jade is just like me now because her mammy and daddy don't live in the same house."
(Suggested evidence – post-it note)*
2. *Sian (a member of the class) has lost her PE bag. She is distraught. Lily is very concerned and her immediate response is to take charge and start a search for the bag. Lily reassures Sian, "come on Sian, don't worry, I will help you find it." Lily has verbally reassured Sian and they go off and look for the missing bag. Moments later Lily and Sian are delighted to have found it, "Yeah! We've found the bag Miss Pots. I told you not to worry."
(Suggested evidence – nursery nurse observation)*

Outcome of moderation (To be completed after the moderation discussion)

Agreed (Y / N)

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**Personal, Social and Emotional Development:
Social Development**

FOUNDATION STAGE PROFILE

EVIDENCE FORM FOR MODERATION VISITS/ STANDARDISATION MEETINGS

School:

Practitioner:

ASSESSMENT SCALE (CLL, M, KUW, PSE etc...):

Personal, Social & Emotional : Social Development

Scale Point (Choose one from the above assessment scale points 1-9)

1. *Plays alongside others*

Brief description of assessment context/activities(2 or 3 examples for **one child**) :

1. *Devika played with her friends in the role play area.*
2. *Devika was observed sitting alongside Sumita at the play dough table exploring a range of cutters*

Evidence (2 or 3 examples to support the judgements made against the above scale point. Attach if necessary);

1. *Devika was observed playing with her friends in the home corner. They happily shared the resources but they did not interact with each other during the course of their play. (Suggested evidence-photograph)*
3. *At the play dough table Devika sat and watched Ellen cutting out shapes with the cutters, she then selected the same cutters and made the shapes herself. (Suggested evidence-annotated planning)*



Outcome of moderation (To be completed after the moderation discussion)

Agreed (Y / N)

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FOUNDATION STAGE PROFILE

EVIDENCE FORM FOR MODERATION VISITS/ STANDARDISATION MEETINGS

School:

Practitioner:

ASSESSMENT SCALE (CLL, M, KUW, PSE etc...):
Personal, Social and Emotional: Social Development

Scale Point (Choose one from the above assessment scale points 1-9)
Scale 2: Builds relationships through gesture and talk

Brief description of assessment context/activities(2 or 3 examples for **one child**) :

- 1. Ryan is observed putting his coat on ready for outdoor play.*
- 2. Ryan works with Helen to mix two colours in the painting area*
- 3. Ryan was observed working on the computer with Emily.*

Evidence (2 or 3 examples to support the judgements made against the above scale point. Attach if necessary);

- 1. It is observed that Ryan and Paul are chatting and smiling at each other as they help each other to put their coats on.
(Suggested evidence-photograph)*
- 2. Ryan approached Helen in the painting area to help her mix two colours of paint together. He adopted the 'teacher role' by asking her what colour she thought 'blue' and 'yellow' would make. She watched while he mixed the paints and they both laughed when he announced that the result was 'green'.
(Suggested evidence-individual observation sheet)*
- 3. Ryan sat alongside Emily at the computer. They both pointed to the screen and commented that the mouse had a large hat on its head. They laughed very loudly and encouraged others to view the screen.
(Suggested evidence-group observation sheet)*



Outcome of moderation (To be completed after the moderation discussion)

Agreed (Y / N)

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FOUNDATION STAGE PROFILE

EVIDENCE FORM FOR MODERATION VISITS/ STANDARDISATION MEETINGS

School:

Practitioner:

ASSESSMENT SCALE (CLL, M, KUW, PSE etc...):

Personal, Social & Emotional : Social Development

Scale Point (Choose one from the above assessment scale points 1-9)

3. *Takes turns and shares with adult support*

Brief description of assessment context/activities(2 or 3 examples for **one child**) :

1. *Numeracy board counting game – taking turns to spin the counter with adult support*
2. *Circle time – small group language activity – What would we need to put in our suitcase if we were going on holiday?*

Evidence (2 or 3 examples to support the judgements made against the above scale point. Attach if necessary);

1. *Simon was playing a numeracy game with a small group of children. The game was explained by the classroom assistant, turns were taken by passing around the wheel and children collected 'bones' according to the number on the wheel. With support Simon was able to take his turn and pass the wheel onto the next person. Just before the wheel came around again for his turn he announced "It's me again isn't it! This comment was acknowledged and confirmed by the adult support.
(Suggested evidence-annotated planning)*
2. *Simon took part in a circle time activity where each child in the circle had time to speak. With support from the classroom assistant he was able to wait his turn and discuss what he would put in his suitcase if he was going on holiday.
(Suggested evidence-photograph)*



Outcome of moderation (To be completed after the moderation discussion)

Agreed (Y / N)

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FOUNDATION STAGE PROFILE

EVIDENCE FORM FOR MODERATION VISITS/ STANDARDISATION MEETINGS

School:

Practitioner:

ASSESSMENT SCALE (CLL, M, KUW, PSE etc...):

Personal, Social & Emotional: Social Development

Scale Point (Choose one from the above assessment scale points 1-9)

Scale 4. Works as part of a group or class, taking turns and sharing fairly.

Brief description of assessment context/activities(2 or 3 examples for **one child**) :

- 1. Martha and Charlie working together on the computer.*
- 2. Martha was observed playing board games in numeracy in a small group situation.*
- 3. Martha waited patiently during circle time (talk for writing).*

Evidence (2 or 3 examples to support the judgements made against the above scale point. Attach if necessary);

- 1. Martha and Charlie co-operated on the computer. The Teacher observed that the children worked well together, taking turns and sharing both ideas and the equipment used. At the end of the session both children shared and discussed with the class.
(Suggested evidence-print out of child's work)*
- 2. Classroom Assistant worked with small group of children, playing a dice game. She observed Martha taking turns, and waiting happily while others took their turn.
(Suggested evidence- group observation sheet)*
- 3. Martha listened carefully while others shared their ideas. She was happy to wait until she received the speaking object (soft toy, pebble, shell). She then spoke to the group with confidence.
(Suggested evidence-group assessment sheet)*



Outcome of moderation (To be completed after the moderation discussion)

Agreed (Y / N)

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FOUNDATION STAGE PROFILE

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School:

Practitioner:

ASSESSMENT SCALE (CLL, M, KUW, PSE etc...):
Personal, Social, Emotional: Social Development

Scale Point (Choose one from the above assessment scale points 1-9)
Scale 5: Forms good relationships with adults and peers

Brief description of assessment context/activities(2 or 3 examples for **one child**) :

- 1. Nicola helped a new member of the class to locate resources.*
- 2. Nicola worked with a group of children with large blocks in the outdoor area.*
- 3. Nicola chose to use the Lego pattern tiles in the construction area and invited Sally along to join her.*

Evidence (2 or 3 examples to support the judgements made against the above scale point. Attach if necessary);

- 1. Nicola is always keen to help class members and was especially kind to Dylan who had just joined the class. She helped him to find the straws at snack time and continued to ask him if he had everything he needed throughout his first week in school.
(Suggested evidence-photograph/annotated dialogue)*
- 2. During an activity with the large blocks in the outdoor area Nicola gathered a group of children together to make a train. She asked each child individually if they would like to join her and was quite accepting of their decision if they refused.
(Suggested evidence-photograph/post it notes)*
- 3. Nicola chose to play with the Lego pattern tiles in the construction area. After a short time of playing on her own she invited Sally to join her as she had been watching Nicola from the carpet area.
(Suggested evidence-post it note)*

Outcome of moderation (To be completed after the moderation discussion)

Agreed (Y / N)

Evidence to support judgements made may include: Photographs, individual, group or class observation sheets, annotated children's work, annotated planning and teacher records and assessments.

FOUNDATION STAGE PROFILE

EVIDENCE FORM FOR MODERATION VISITS/ STANDARDISATION MEETINGS

School:

Practitioner:

ASSESSMENT SCALE (CLL, M, KUW, PSE etc...):

Personal, Social, Emotional: Social Development

Scale Point (Choose one from the above assessment scale points 1-9)

Scale 6: Understand the need for agreed values and codes of behaviour for groups of people including adults and children, to work together harmoniously.

Brief description of assessment context/activities(2 or 3 examples for one child) :

- 1. Bethany took part in a whole class discussion on class/school rules focusing upon what would happen if we could do as we pleased in school.*
- 2. Bethany worked with a partner on the computer.*

Evidence (2 or 3 examples to support the judgements made against the above scale point. Attach if necessary);

- 1. Bethany listened and recalled the classroom rules and was able to think about why we needed them and what would happen if they did not exist. She understood that children would have 'bumped heads' if allowed to push and she said she would have a headache if someone always had a loud voice. Bethany also demonstrated how to line up and walk sensibly.*

(Suggested evidence-post it note/annotated planning)

- 3. Bethany appeared to be in conflict with her partner while working on the computer. She came over to her teacher and explained what had happened, bringing the timer with her. "Sam has had 5 minutes so it's time to swap over now, isn't it? He's had his turn so it's my turn now".*

(Suggested evidence-post it note).



Outcome of moderation (To be completed after the moderation discussion)

Agreed (Y / N)

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FOUNDATION STAGE PROFILE

EVIDENCE FORM FOR MODERATION VISITS/ STANDARDISATION MEETINGS

School:

Practitioner:

ASSESSMENT SCALE (CLL, M, KUW, PSE etc...):
Personal, Social & Emotional: Social Development

Scale Point (Choose one from the above assessment scale points 1-9)

Scale 7: Understand that people have different needs, views, cultures and beliefs that need to be treated with respect

Brief description of assessment context/activities(2 or 3 examples for **one child**) :

- 1. Discussion about similarities and differences between the children. Follow activity - drawing a friend and noticing similarities and differences.*
- 2. Simone enjoyed the experience of tasting Chinese food using chop sticks.*
- 3. A Muslim child had brought in artefacts to share with the class.*

Evidence (2 or 3 examples to support the judgements made against the above scale point. Attach if necessary);

- 1. Simone drew a picture of herself and Sher-deen, noticing similarities and differences including hair, eye and skin colour. During the discussion she said, "It doesn't matter what colour skin we have we are all people". She also discussed herself and how she was going to help boys and girls who didn't have as much as her by bringing money in for the Harvest Festival.
(Suggested evidence-child's picture/annotated comments)*
- 2. Simone was thrilled at the prospect of eating Chinese food as part of the class topic and to use the chop sticks. She stated that both the food and the chop sticks were different from those she had at home. "These chop sticks are hard to use for me but if I was Chinese they'd be easy, just like me using a knife and fork!."
(Suggested evidence-annotated planning/photograph)*
- 3. Simone responded very positively to the artefacts brought into school by Yousef. "You are so lucky Yousef to have such beautiful things at home, I love your book (a copy of the Qu'ran')."
(Suggested evidence-photograph/annotated comments)*



Outcome of moderation (To be completed after the moderation discussion)

Agreed (Y / N)

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FOUNDATION STAGE PROFILE

EVIDENCE FORM FOR MODERATION VISITS/ STANDARDISATION MEETINGS

School:

Practitioner:

ASSESSMENT SCALE (CLL, M, KUW, PSE etc...):
Personal, Social and Emotional: Social Development

Scale Point (Choose one from the above assessment scale points 1-9)

Scale 8: Understand that s/he can expect others to treat her or his needs, views, cultures and beliefs with respect.

Brief description of assessment context/activities(2 or 3 examples for **one child**) :

- 1. Austin was looking at a range of artefacts brought in by Louise who regularly attends church with her parents.*
- 2. Austin had removed his glasses before a music and movement session in the hall.*

Evidence (2 or 3 examples to support the judgements made against the above scale point. Attach if necessary);

- 1. Austin picked up the bible and cross that Louise had brought in to share with her class. Louise came over to him and said, "I like to hear stories from the bible, I've got one with lots of pictures in too." She went on to explain the cross and how it stands against the wall behind where she sits in church each week. "You would like it Austin, it's good fun."
(Suggested evidence-photograph/post it note)*
- 2. Austin was undressing for a music and movement session and had removed his glasses. "Why have you taken them off?" asked Simon. "I don't need them for the hall, only for my work," replied Austin. "Put them somewhere safe then," said Simon, "you don't want them getting broken." Austin then placed his glasses in the protective case and asked the teacher to put them on the shelf.
(Suggested evidence-post it note)*

Outcome of moderation (To be completed after the moderation discussion)

Agreed (Y / N)

Evidence to support judgements made may include: Photographs, individual, group or class observation sheets, annotated children's work, annotated planning and teacher records and assessments.

FOUNDATION STAGE PROFILE

EVIDENCE FORM FOR MODERATION VISITS/ STANDARDISATION MEETINGS

School:

Practitioner:

ASSESSMENT SCALE (CLL, M, KUW, PSE etc...):
Personal, Social and Emotional: Social Development

Scale Point (Choose one from the above assessment scale points 1-9)

Scale: 9 Takes into account the ideas of others

Brief description of assessment context/activities(2 or 3 examples for one child) :

1. Victoria was working in a pair to spell CVC words on a whiteboard, taking turns to write words.
2. Painting clay baskets, choosing their own colours.
3. Victoria was working with a group of children. They acted out the story of "The Runaway Chapati."

Evidence (2 or 3 examples to support the judgements made against the above scale point. Attach if necessary);

1. *Victoria worked with her partner, writing the word 'hen'. She wrote the letter 'h' and her partner noticed that it was written the wrong way round. She informed Victoria of her error and she crossed it out and wrote it again.*
(Suggested Evidence-post it note)
2. *Victoria had started to paint her clay basket purple when she was approached by her friend Polly, she asked Victoria what colour she was going to paint the handle. Victoria said that she thought purple would be best. Polly suggested that the handle should be red. Victoria said that was a good idea and painted it red.*
(Suggested Evidence-Photograph/annotated planning)
3. *Several children were acting out "The Runaway Chapati", led by Victoria. After discussion about the order of events, Victoria agrees to change the story in line with her friends' suggestions.*
(Suggested Evidence – photograph)



Outcome of moderation (To be completed after the moderation discussion)

Agreed (Y / N)

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