

## Early Years PEP Moderation

Child:

School:

DT:

	Outstanding	Good	Requires Improvement
<b>Childs Educational Development and Needs</b>	Clear feedback from carers/parents and professionals that give clear insight into the child's needs. EYFS Learning goals are attached from nursery / setting.	Some feedback from parents/carers and professionals that highlights some insight into a child's needs. EYFS Learning goals are attached from nursery / setting.	Little feedback from parents / carers and professionals. Very little insight into child's needs.
<b>Developmental concern</b>	If the child's development raises concern then there is clear evidence that the setting is implementing excellent actions and working closely in partnership with the whole team around the child.	If the child's development raises concern then there is evidence that the setting is implementing some actions and working closely in partnership with the carers.	If the child's development raises concern then there is little evidence that the setting is implementing actions.
<b>Learning Needs</b>	Creative, identified actions match learning needs both to support the less able and to stretch the more able.	Provision is in place to meet learning needs.	Identified provision does not meet learning needs.
<b>Pupil Voice</b>	Clearly recorded and 'heard' throughout the PEP as shown in actions.	Recorded in the PEP.	Pupil voice is not recorded or poorly represented.
<b>Aspirational Target Setting</b>	Targets are highly aspirational and achievable.	Targets are aspirational and achievable.	Targets are not aspirational.
<b>Pupil Premium</b>	Pupil Premium (where eligible) is evidenced and shows measurable impact on development.	Pupil Premium (where eligible) is evidenced and outcomes are improved.	Pupil Premium (where eligible) is recorded but outcomes are not evidenced.
<b>Transition</b>	Future transitions are clearly planned and support identified.	Future transitions are planned.	No reference to future transitions.

Moderation:

PP+: