

Teaching and Learning

Moderation



What do we mean when we refer to 'moderation' in the early years?

Moderation is ultimately a quality assurance process. This is particularly relevant to the assessments we make of children's development. It involves practitioners reviewing the assessments undertaken, ensuring that there is consistency in the judgements being made.

Why is it important?

When we consider the quality of our assessments of children, it is important that we seek the overview of more than one practitioner. Through the process of moderation, professionals can challenge their thinking and judgements, learn from one another, pose, and consider different perspectives and ensure that there is a shared understanding of expectations. This will enable practitioners to be consistent in their approach to assessing all children's learning and development needs.

Task

Let's apply this knowledge to your work. Working with a partner, observe a child engaged in play with a specified area of focus e.g., their language development.

Whilst not all observations need to be documented, for the purpose of this task, be sure to note down what you think is relevant.

Following the observation, assess the information acquired.

- What is it telling you about the child's level of development?
- Have you identified any delays or notable strengths?

Compare this to your colleagues' findings.

- Did you come to the same conclusions?
- Can you justify your assessment?
- Has your initial assessment changed following this professional discussion?

What existing opportunities do staff have to moderate their assessments of children?