Early Years Foundation Stage Profile
Moderation Guidance for Headteachers and Foundation Stage Practitioners

2017

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Diane Small - EYFSP Moderation Manager  
Diane.small@cambridgeshire.gov.uk  
01223 507159/07798 724551
Introduction

The information in this booklet will help you to prepare for Cambridgeshire’s formal EYFSP moderation events in the academic year 2016-17. It can be used by all stakeholders involved with the Early Years Foundation Stage Profile including practitioners, Headteachers, managers, assessment coordinators, year 1 teachers, school governors and the Local Authority Early Years Moderation Team.

It should be read in conjunction with:

- **Early Years Foundation Stage Guidance – Statutory Guidance for the EYFS.** The revised ‘Statutory Framework for the Early Years Foundation Stage’ was published in March 2014. The framework contains information for schools/settings and local authorities on their statutory responsibilities for the Early Years Foundation Stage Profile assessments. This assessment must take place in the final term of the year in which the child reaches age five, and no later than the 30 June in that term.

- **Early Years Foundation Stage: Assessment and Reporting Arrangements 2017** (pub: December 2016) This has been revised and is organised in printable sections on the website [https://www.gov.uk/government/publications/2017-early-years-foundation-stage-assessment-and-reporting-arrangements-ara](https://www.gov.uk/government/publications/2017-early-years-foundation-stage-assessment-and-reporting-arrangements-ara)

- **EYFS Profile Handbook 2017** (pub: Dec. 2016) It details the purposes, principles and processes of the Profile; Inclusion information; how to complete the Profile; how to use the exemplification of expected descriptors; moderation expectations; responsibilities for quality assuring the Profile


- **EYFS Profile exemplification 2015** (pub 07-10-14) These exemplify the standard required to be assessed as meeting the expectations of the Early learning Goal (ELG) [https://www.gov.uk/government/publications/eyfs-profile-exemplification-materials](https://www.gov.uk/government/publications/eyfs-profile-exemplification-materials)

These materials will support practitioners and other professionals to undertake EYFS Profile assessments and offer a point of reference to help make accurate judgements about each child’s level of attainment.
Key Purpose of the EYFS Profile

The main purpose of EYFS Profile is to provide a reliable, valid and accurate assessment of individual children at the end of the EYFS.

EYFS Profile data is used to:

- Inform parents about their child’s development against the Early Learning Goals (ELGs) and the characteristics of their learning
- Support a smooth transition to Key Stage 1 by informing the professional dialogue between EYFS and KS1 teachers
- Help Year 1 teachers plan an effective, responsive and appropriate curriculum that will meet the needs of all children

In addition, the EYFS Profile provides an accurate national data set relating to levels of child development at the end of the EYFS. The DfE uses this to monitor changes in levels of children’s development and their readiness for the next phase of their education both nationally and locally.

(School-level results won’t be published in the performance tables.)

Statutory Duties of the Local Authority (LA)

Cambridgeshire’s moderation model complies with all statutory guidance and documents.

The LA is responsible for providing a robust moderation process so that practitioner judgements are evaluated in line with statutory requirements.

Specific guidance about moderation measurements, including the requirements for academies and free schools, can be found in the EYFS Assessment and Recording Arrangements which is available on the Department for Education website at:


Cambridgeshire ensures that schools and other EYFS providers understand and follow the requirements set out in the ARA by providing:

- Training, including agreement trialling (‘Agreement trialling’ is the process of discussing assessment judgements in a group so that all practitioners understand the national exemplification of standards and apply them consistently).
- Advice on all aspects of assessment at EYFS

The LA will make sure assessments made by early years providers in Cambridgeshire are accurate and consistent. This will be done by ensuring moderation of the EYFS Profile is carried out in all schools, academies and other settings.

We will ensure schools have an electronic system to submit EYFS Profile data and all other EYFS providers have an appropriate means for accurately recording EYFS Profile results, and submitting data to their LA if requested.

We will collect EYFS Profile data, quality assure and submits it to the Department in the required format by the due dates.

We will inform the STA without delay of any irregularities in settings’ assessment arrangements.
Headteachers and Managers

Headteachers are responsible for submitting accurate, reliable and high quality EYFS profile data to their LA. To achieve this, headteachers need to make sure that:

- staff understand their setting’s systems for recording children’s profile outcomes and submitting data to their LA
- practitioners clearly record EYFS profile information
- staff responsible for data collection and submission understand the nature of EYFS profile data
- data is transcribed from their setting’s records to electronic records accurately
- entered data is checked against what was originally provided by the practitioner
- information which accompanies EYFS profile data is accurate, for example postcode and unique pupil number (UPN)
- headteachers themselves check and sign-off data before it is submitted to their LA

Headteachers should also be involved in quality assurance processes before data is submitted to their LA. They should make sure their staff has enough time for resolving queries.

Headteachers should only sign off item level data, and permit onward transmission to their LA, once they have checked that the data is free of errors and an accurate reflection of the attainment of the cohort

Headteachers are also responsible for resolving any queries their LA may have as a result of their processes.

Role of the Practitioner

Practitioners are responsible for ensuring that:

- Systematic observations and assessments are taking place.
- They make judgements against the Early Learning Goals by interpreting a range of evidence gained predominantly through observation of the child in self-initiated contexts, with reference to the national exemplification
- Profiles consist of 20 items of information (17 ELGs and three Characteristics of Effective Learning) (COL)
- They include perspectives from a range of contributors including parents and children
- They participate in internal and external moderation procedures and training
- The moderator has a list of the EYFSP interim outcomes for each pupil against all ELGs prior to the moderation visit
- They are able to discuss each pupil in relation to the three Characteristics of Effective Learning during the moderation visit
- They provide parents and Year 1 teachers with a written summary of the pupil’s attainment using the ELGs and a narrative on how a pupil demonstrates the three Characteristics of Effective Learning.
Partnership with Parents

Schools must demonstrate that they actively involve parents with assessment and reporting of the EYFS. An EYFS profile completed by the practitioners alone will offer only a partial picture of a child’s attainment. Awareness amongst parents of moderation processes both internal and external will reassure them that assessment is being carried out in accordance with statutory requirements and that consistent standards of assessment are being maintained.

Guidance to Develop Accurate Judgements

The most reliable way of reaching an understanding of children’s learning is by watching, listening and interacting as they engage in everyday activities, events and experiences, and demonstrate their specific knowledge, skills and understanding.

Observational assessment is key to understanding what children really know and can do.

Some observations will be planned, but some may be a spontaneous capture of an important moment. It is likely that observations of everyday activities will provide evidence of attainment in more than one area of learning.

When finalising judgements for the EYFSP, practitioners must draw upon evidence that is predominantly from activities initiated by the pupil, as well as behaviour that children demonstrate:

- consistently
- independently
- in a range of situations.

The range of evidence, that supports the overall picture of the pupil’s development, is collected as an ongoing process through:

- the practitioners’ knowledge of the pupil
- the child’s view of his or her own learning
- information from a range of contributors, parents / carers and other significant adults
- any material or samples of the child’s representations
- collection of anecdotal, significant moments
- observations (these could include post-it notes, annotated photographs, planned observation records, anecdotal incidents, etc).

In finalising judgments practitioners should pay close attention to the written exemplification materials (2014) and the descriptors for children who are exceeding expected levels of attainment within the Profile Handbook.

This will ensure that judgements are reliable and valid, and in line with the national standards.

Completion of an EYFS profile by the practitioner alone will offer an incomplete picture of the child’s attainment. Accurate assessment will depend on contributions from a range of perspectives including the child and child’s parents and significant carers, e.g. childminders.
MAKING A JUDGEMENT

Expected
A pupil’s learning and development can be judged to be at the level Expected at the end of the EYFS if the ELG description and accompanying exemplification best fit the practitioner’s professional knowledge of the pupil.

Practitioners need to remember the following when making judgements:

• Children do not necessarily achieve uniformly, the practitioner should judge whether the description within the ELG best fits the pupil’s learning and development, taking into account their relative strengths and weaknesses.

• ‘Best fit’ does not mean that the pupil has equal mastery of all aspects of the ELG.

• Practitioners should look to the entirety of each ELG description when making this summative judgement.

• Practitioners must refer to the exemplification of Expected descriptors when making decisions.

Emerging

• Where a pupil’s learning and development does not yet meet what is expected at the end of EYFS, then the learning and development are said to be at the Emerging level for that ELG.

• To judge whether a pupil’s learning and development is Emerging, practitioners should use the best fit model.

• Practitioners should also record details of any specific assessment and provision in place for the pupil, and use this comprehensive record as a basis for discussion with parent / carers and to support planning for future learning.

Exceeding

• Where a pupil’s development exceeds that set out as that Expected at the end of EYFS, attainment should be recorded as being at the Exceeding level for that ELG.

• To judge whether a pupil’s learning and development is Exceeding, practitioners should use the best fit model and be confident that the pupil has moved beyond the expected level.

• Practitioners should refer to the Exceeding descriptors included within the Profile Handbook.

It is essential to link the commentary within the learning characteristics to the attainment of the ELGs. (EYFS Profile Handbook)
EYFS PROFILE MODERATION

LAs have a statutory duty to make provision to ensure the accuracy and consistency of the assessments made by early years providers in their area. They must set up and carry out moderation arrangements to:

- secure the consistency and accuracy of judgements made by different practitioners
- reassure practitioners that their judgements are accurate, valid and consistent with national standards
- assure moderators that an acceptable level of accuracy and validity has been achieved for assessments recorded and reported by the settings for which they have responsibility

Moderation of the EYFS profile is a sampling process and not a method for checking each child’s attainment. LA moderation visits use discussion to check teachers’ abilities to make accurate assessments and apply them consistently.

Moderation focuses on a professional dialogue between moderators and practitioners

The Moderation Cycle:-

- All 17 ELGs of the EYFS Profile moderated annually in a 25% sample of settings
- All practitioners responsible for the completion of the EYFS profile who are not receiving a moderation visit are invited to take part in a cluster which includes an element of agreement trialling.
- There should be training and support provided by the LA for Newly Qualified teachers and those new to Reception.
- Moderation should not focus on a specific area of learning or set of ELGs to the exclusion of others.

Model of Moderation

The LA’s recommended model for schools moderation has four elements:

1. Internal Moderation – within the school or setting
2. Moderation Training – ‘Securing Judgements in the EYFS’ – held in the spring term
3. Moderation Agreement Trialling – organised in area clusters in the summer term
4. Visits to schools and settings – throughout May.
Moderation Visits

A letter will be sent to all schools / settings receiving a visit and will be sent before the end of the Spring term 2017. Visits will take place from 2nd May 2016 to 9th June 2017.

The Local Authority has a duty to make external moderation visits to a minimum of 25% of schools / PVI providers and these are selected on a four-year rolling programme.

Moderation visit are also triggered by:

- Presence of Newly Qualified Teachers and practitioners new to the EYFS
- Data anomalies and / or high numbers of children in the lowest 20%
- Non-attendance at training events
- Requests from the headteacher / manager.

To prepare for the visit practitioners should:

- Ensure they have supply cover arranged for the duration of the moderation visit
- Make interim judgements against the Early Learning Goals for the whole cohort prior to the visit.
- Practitioners will also need to be prepared to discuss the Characteristics of Learning of those children selected.

Moderation of the EYFS Profile is a sampling process – unlike testing – and so it is not a method for checking each child’s attainment. LA moderation visits check teachers’ ability to make accurate assessments and apply them consistently.

The Proposed Moderation Timetable

20 minutes Meeting with Headteacher, Identification of a minimum of five children from cohort data interim judgements made against the ELGs
15 minutes Tour of the Foundation Stage learning environment
2 hours Professional discussion with practitioner/s The Headteacher, Year 1 teacher and Assessment Leader are welcome to be part of this professional discussion
15 minutes Feedback with the headteacher

Summary of strengths and development points

Practitioners will need a range of evidence to support the professional discussion. This could include:

Knowledge of the child, Observations of day to day interactions, Group record sheets, Annotated planning, Photographs / video / recordings / learning journeys, Information from parents and carers The child’s view of his or her own learning, Samples / drawings / written / recorded work.
The Moderation Team

Moderators are experienced professionals working in early years who have significant skills and experience to successfully perform the moderator’s role. The team consists of Early Years Advisers, Teaching Associates, Foundation Stage Coordinators and class teachers.

Cambridgeshire’s EYFSP moderation team for 2017 is made up of the following personnel:

Moderation Strategic Lead
Gill Harrison (Head of Early Years Service)

Moderation Manager
Diane Small Early Years Adviser, Accredited EYFSP Moderator (External moderator for the STA 2014/5-16)

Moderation Team
Amanda James (Early Years Adviser)
Jane Vass (Early Years Improvement Adviser)
Kate Spencer-Allen (Assistant Head, St Matthew’s Primary School)
Lisa Stevens (Deputy Head, Manea Primary School)
Beth Slater (Early Years Teacher and Deputy Head Gamlingay First School)
Julie Harrison (Early Years Teacher, Orchards Primary School)
Mellissa Ward (EYFS Class Teacher, Morley Memorial Primary School)
Samantha Taylor (EYFS Class Teacher Arbury Primary School)
Helen Harland (EYFS Class Teacher Holywell Primary School)
Sarah Askew (FS Leader, Hemingford Grey Primary School)
Lorrynne Starr (EY Team Leader, Hatton Park Primary School)
Veronica Clarke (EYFS/KS1 Leader, Friday Bridge Primary School)
Emma Vardy (EYFS Leader, Robert Arkenstall Primary School)
Jo Gordon (EYFS Associate Advisers)

Schools will be informed of moderators’ names prior to the visit.
Completion of the EYFS Profile

- Once EYFS Profile judgements have been made the practitioner should record each child’s level of development against the 17 ELGs as emerging, expected or exceeding.

- Practitioners must complete the profile with a brief commentary on the child’s skills and abilities in relation to the three key characteristics of effective learning (1-2 paragraphs).

- All EYFS providers completing the EYFS Profile must give parents a written summary of their child’s attainment using the 17 ELGs and a narrative on how a child demonstrates the three characteristics of effective learning.

- Year 1 teachers must be given a copy of the EYFS Profile report together with a narrative on how the child demonstrates the three characteristics of effective learning.

- All EYFS providers must report EYFS Profile data (the 17 ELGs) to their Local Authority for each child, upon request. The narrative on how a child demonstrates the three characteristics of effective learning should not be submitted.

The deadline for EYFSP data to the Local Authority is: Friday 23 June 2017
Early Years Foundation Stage Moderation Appeals Procedure 2017

All schools will be supported to ensure that their judgements are sound. This will be achieved through the use of exemplification materials, moderation meetings and visits.

If the EYFS Profile Moderators are unable to agree that a practitioner’s judgements are in line with the exemplification materials they will discuss the visit with the LA Moderation Manager, who will then contact the headteacher / manager within a week of the visit to talk through the recommendations / agreed action points. In the unlikely event that a school disagrees with the moderators’ judgements, it can appeal through the Graduated Appeals Process.

Appeals Procedure

1. The moderator will provide the EYFS Profile Moderation Manager with a detailed verbal report of the visit. An electronic version of the report will be sent to the moderation manager within 48 hours of the visit.

2. The EYFS Profile Moderation Manager will contact the head teacher of the school to discuss the issues. The outcome of this discussion will inform the next step.

3. If the situation is resolved no further action will be taken. If the situation remains unresolved the EYFS Profile Moderation Manager will contact the school to organise a return visit in order to re-moderate the teacher/s. This visit will take place within 1 week of the original visit.

4. If it is still not possible to come to an agreement regarding the assessment judgments, then this case will be referred to a formal appeal panel. The appeal panel will consist of representatives from Suffolk Local Authority. The panel will review the evidence and form a final judgment, which will be reported to the school and to the LA Moderation manager of the submitting authority.

5. If the judgement is still disputed following the judgement of the inter LA panel the matter will be referred to the Standards and Testing Agency.
## School Moderation Note of Visit

**CONFIDENTIAL**

<table>
<thead>
<tr>
<th>School or Setting</th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Headteacher / Manager</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Name of Moderator/s</strong></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Time</td>
</tr>
<tr>
<td><strong>Duration of visit</strong></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Practitioners name / no. of classes</th>
<th>NQT/New to Reception/Years in Reception:</th>
</tr>
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</table>

| Development points from last visit |                                      |
| Date of last visit                 |                                         |
| Commentary on actions since last visit |                                    |

<table>
<thead>
<tr>
<th>Estimated GLD at the time of moderation</th>
<th>Predicted GLD for 23rd June 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>%</td>
</tr>
</tbody>
</table>

**Moderation early learning goals**

Please indicate below which early learning goals and the level of development were moderated for each profile you sampled. If practitioners’ judgements could not be validated, please annotate on the form and record the details.
## EYFS Profile judgements

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are judgements consistent and accurate?</td>
<td></td>
</tr>
<tr>
<td>Is the evidence supporting the children’s attainment appropriate?</td>
<td></td>
</tr>
<tr>
<td>How does the evidence match the band descriptor?</td>
<td></td>
</tr>
<tr>
<td>Are observations of consistent and independent behaviour?</td>
<td></td>
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<tr>
<td>Is the child initiated/adult directed ratio appropriate?</td>
<td></td>
</tr>
<tr>
<td>Does the description of the child’s characteristics of learning match the child’s overall attainment?</td>
<td></td>
</tr>
</tbody>
</table>

## Contributions to the Profile

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who contributes towards the children’s profile within the school/setting?</td>
<td></td>
</tr>
<tr>
<td>How are parents contributions valued and included within the child’s profile assessments?</td>
<td></td>
</tr>
<tr>
<td>How are children’s contributions represented within the profile?</td>
<td></td>
</tr>
<tr>
<td>Are contributions consistent across the classes?</td>
<td></td>
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</tbody>
</table>

## Moderation

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moderation arrangements in school –</td>
<td></td>
</tr>
<tr>
<td>How did internal/inter school moderation take place?</td>
<td></td>
</tr>
</tbody>
</table>

## Monitoring

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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</thead>
<tbody>
<tr>
<td>Who is monitoring the process?</td>
<td></td>
</tr>
<tr>
<td>e.g. Headteacher, Governor, Assessment coordinator</td>
<td></td>
</tr>
<tr>
<td>Who checks the accuracy of the data before it is returned?</td>
<td></td>
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</tbody>
</table>
Notes following visit

Strengths:

Agreed areas for Development:

<table>
<thead>
<tr>
<th>Evidence for the 5 children observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Practitioner judgements are <strong>ACCURATE</strong>; in line with exemplification</td>
</tr>
<tr>
<td>☐ Practitioner judgements are <strong>NOT ACCURATE</strong>; in line with exemplification</td>
</tr>
</tbody>
</table>

Headteacher to reconsider the judgements and ensure they are accurate – quality assurance
Further training for practitioners
Informed of appeals procedures

**Moderator(s)**

Moderation Manager ………………………………………Date………………………

Diane.small@cambridgeshire.gov.uk

Setting’s comments on the moderation visit

Moderation of the EYFS Profile is a sampling process and NOT a method for checking each child’s attainment (or final EYFSP data)
LA moderation visits use discussion to check teachers’ ability to make accurate assessments and apply them consistently. (ARA2017 pg8)
Appendix B

Securing Judgements in the Early Years
Foundation Stage 2017

Recommended training for all practitioners contributing to the end of Early Years Foundation Stage Profile assessments, e.g. teachers, teaching assistants and practitioners working within the PVI sector who have children in the final year of the EYFS. Year One teachers, Assessment Coordinators and Head Teachers are welcome to attend with the EYFS teacher.

Aims:

- To ensure that practitioner knowledge and understanding of the EYFS profile is current
- To provide advice and guidance on making reliable, and accurate judgements against the Early Learning Goals; focusing on Personal, Social and Emotional development and Literacy.
- To gain confidence using the exemplification materials and moderating with colleagues to ensure a consistency of standards and judgements.

<table>
<thead>
<tr>
<th>Venue</th>
<th>Date</th>
<th>Time</th>
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<tbody>
<tr>
<td>Ely City Golf Club</td>
<td>Wednesday 15 March 2017</td>
<td>1.15 pm – 4.15 pm</td>
</tr>
<tr>
<td>Ely</td>
<td></td>
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</tr>
<tr>
<td>CB7 4HX</td>
<td></td>
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</tr>
<tr>
<td>Hemingford Pavilion</td>
<td>Thursday 16 March 2017</td>
<td>1.15 pm – 4.15 pm</td>
</tr>
<tr>
<td>Manor Road</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Huntingdon Cambridgeshire</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PE28 9BX</td>
<td></td>
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</tr>
<tr>
<td>Cambridge FA Headquarters</td>
<td>Wednesday 22 March 2017</td>
<td>1.15 pm – 4.15 pm</td>
</tr>
<tr>
<td>Histon Football Club</td>
<td></td>
<td></td>
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<tr>
<td>Impington, Cambridge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CB24 9PH</td>
<td></td>
<td></td>
</tr>
<tr>
<td>March Youth &amp; Community Centre</td>
<td>Thursday 23 March 2017</td>
<td>1.15 pm – 4.15 pm</td>
</tr>
<tr>
<td>34 Station Road</td>
<td></td>
<td></td>
</tr>
<tr>
<td>March</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PE15 8LE</td>
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</tbody>
</table>

Book online at: [www.cambridgeshire.gov.uk/learntogether](http://www.cambridgeshire.gov.uk/learntogether)
### Appendix C

#### EYFSP Moderation Training Meetings 2017

<table>
<thead>
<tr>
<th>Venue</th>
<th>Date</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oliver Cromwell Hotel, March High Street March, PE15 9LB</td>
<td>Monday 22 May 2017</td>
<td>1.15 pm – 4.15 pm</td>
</tr>
<tr>
<td>Orchard Park Community Centre Central Avenue Orchard Park, Cambridge CB4 2EZ</td>
<td>Tuesday 23 May 2017</td>
<td>1.15 pm – 4.15 pm</td>
</tr>
<tr>
<td>Wood Green Animal Centre King’s Bush Farm London Road, Godmanchester PE29 2NH</td>
<td>Tuesday 23 May 2017</td>
<td>1.15 pm – 4.15 pm</td>
</tr>
<tr>
<td>Cambridge Golf and Conference Centre Hemingford Abbots, Cambridgeshire, PE28 9HQ</td>
<td>Wednesday 24 May 2017</td>
<td>1.15 pm – 4.15 pm</td>
</tr>
<tr>
<td>CPDC Foster Road Trumpington, CB2 9NL</td>
<td>Thursday 25 May 2017</td>
<td>9.30 am – 12.30 pm</td>
</tr>
<tr>
<td>CPDC Foster Road Trumpington, CB2 9NL</td>
<td>Thursday 25 May 2017</td>
<td>1.15 pm – 4.15 pm</td>
</tr>
<tr>
<td>Burwell House 1 North Street Burwell CB5 0BA</td>
<td>Monday 22 May 2017</td>
<td>1.15 pm – 4.15 pm</td>
</tr>
<tr>
<td>Bassingbourn Primary School Brook Road Bassingbourn, SG8 5NP</td>
<td>Tuesday 6 June 2017</td>
<td>1.15 pm – 4.15 pm</td>
</tr>
<tr>
<td>Ely Golf Club 107 Cambridge Road Ely, CB7 4HX</td>
<td>Tuesday 6 June 2017</td>
<td>1.15 pm – 4.15 pm</td>
</tr>
<tr>
<td>The Bellbird Primary School Link Road Sawston, CB22 3GB</td>
<td>Wednesday 7 June 2017</td>
<td>1.15 pm – 4.15 pm</td>
</tr>
<tr>
<td>Huntingdon Development Centre at Huntingdon Primary School Ambury Road, Huntingdon, PE29 1AD</td>
<td>Wednesday 7 June 2017</td>
<td>1.15 pm – 4.15 pm</td>
</tr>
<tr>
<td>Oasis Community Centre St Michaels Avenue Wisbech PE13 3NR</td>
<td>Thursday 8 June 2017</td>
<td>1.15 pm – 4.15 pm</td>
</tr>
</tbody>
</table>
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Liz Kerr
Beth Slater
Lisa Fish
Julie Harrison

Cambridgeshire County Council
Children Families and Adults Services
Early Years Service
Box No.OCT1215
Shire Hall
Cambridge CB3 0AP