



Department
for Education

Early years foundation stage profile

2021 handbook

EYFS reforms early adopter version

June 2021

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Section 1. Introduction

1.1. Purpose of this guidance

This publication provides guidance and advice from the Department for Education (DfE). It has been produced for schools participating in the Early Years Foundation Stage Reforms Early Adopter Year in academic year 2020/21. The handbook for all non-early adopter schools will be published as normal later this year.

It has been produced to help teachers in early adopter schools make accurate judgements about each child's attainment at the end of the Early Years Foundation Stage (EYFS), and to detail the statutory requirements for early adopters for the EYFS profile assessment in the 2020/21 academic year.

This guidance is for:

- reception teams, and key stage 1 teams
- headteachers and managers
- local authorities

Important dates for the reporting year, including deadlines for when EYFS profile assessments must be completed for each child and for local authorities to submit data to DfE, can be found on the [early adopter schools: EYFS profile handbook](#) web page on gov.uk.

1.2. Status of the EYFSP Handbook

The main purpose of this Handbook is to provide guidance for schools that have volunteered to participate in the EYFS reforms early adopter year. These schools will be exempt from following the current early years statutory framework for the academic year 2020/21 and will follow the Early Adopter Framework instead until full statutory roll out of the new framework in September 2021.

This Handbook also details the statutory duties that still apply to these schools as well as local authorities in relation to assessment and reporting which are not affected by the exemption detailed above.

These statutory duties are indicated by the word 'must'. Additionally, early adopter schools and local authorities must "have regard" to other provisions in this guidance. These provisions are indicated by the use of the word "should". "Having regard" to these provisions means that early adopter schools and local authorities must take them into account and should not depart from them unless there is good reason for doing so.

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Schools that are not participating in the early adopter year will continue to follow the current Handbook (<https://www.gov.uk/government/publications/early-years-foundation-stage-profile-handbook>), statutory framework (<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>) and the Assessment and Reporting Arrangements (ARA) (published on gov.uk annually), until statutory roll out of the reforms in September 2021.

EARLY ADOPTER

Section 2. EYFS profile: purposes and principles

2.1. Overview of the profile

The EYFS profile is intended to provide a reliable, valid and accurate assessment of each child's attainment at the end of the EYFS. It is made up of an assessment of the child's attainment in relation to the 17 early learning goal (ELG) descriptors. Teachers may provide a short narrative describing how the child demonstrates the 3 characteristics of effective learning.

Practitioners are expected to use their professional judgement to make these assessments, based on their knowledge and understanding of what the child knows, understands and can do.

The EYFS profile is a statutory assessment of children's attainment at the end of the early years foundation stage (known as a summative assessment). Day-to-day informal checking of what children have learnt will inform teaching and learning on an ongoing basis throughout the final year of the EYFS. This will include identifying areas where children may be at risk of falling behind, so that practitioners can provide rapid, effective support. The early learning goals (ELGs) are what is assessed at the end of the Reception year and should not be used as a curriculum.

Purposes and main uses of the profile

The main purpose of the profile assessment at the end of the EYFS is to support a successful transition to key stage 1 (KS1) by informing the professional dialogue between EYFS and year 1 teachers. This should inform year 1 teachers about each child's stage of development and learning needs, and help them to plan the year 1 curriculum to meet the needs of all children.

The EYFS profile is also used to inform parents about their child's development. Children are defined as having reached a Good Level of Development (GLD) at the end of the EYFS if they have achieved at least the expected level for the ELGs in the prime areas of learning and the specific areas of mathematics and literacy. This helps teachers and parents to understand broadly what a child can do in relation to national expectations. In addition, the EYFS profile provides a national child development data set at the end of the EYFS.

The DfE uses EYFS profile data to monitor changes in levels of children's development both nationally and regionally, and to compare the attainment of different groups of children according to characteristics such as gender and eligibility for free school meals. The EYFS profile is not an accountability measure for schools and the DfE does not publish school level results for the EYFS profile.

2.2. Principles of EYFS profile assessments

Reliable and accurate assessment at the end of the EYFS is:

Formative: assessment is based primarily on the practitioner's professional knowledge of what the child knows and can do day to day. It can be gathered during routine interactions with children, and does not need to be planned. The practitioner may simply reflect on the knowledge, skills and understanding that the child demonstrates in the course of everyday learning to plan what to teach next. Where a child's learning is embedded and secure the child is likely to demonstrate what they know and can do consistently in a range of situations.

Summative: assessment is based on a holistic view of what the child can demonstrate against each ELG at the end of the Reception year. When assessing children against the ELGs, teachers should look at the whole description for each goal to determine whether this best fits their professional knowledge of the child, taking into account the child's strengths and weaknesses. The ELGs are interconnected, meaning that children are likely to demonstrate attainment in more than one area of learning when engaging in a particular activity. Practitioners should consider the child's development across the areas of learning, and whether the levels of attainment in relation to each of the goals make sense when taken together.

Informed by a range of perspectives: assessment is predominantly based on the teacher's professional judgement, but should also take account of contributions from a range of perspectives including the child, their parents and other adults.

Inclusive: practitioners need to be alert to the general diversity of children's interests, needs and backgrounds in order to accurately assess their attainment. This includes children with a special educational need or disability (SEND), who may demonstrate their attainment in different ways. Children whose home language is not English should have opportunities to engage in activities in the security of their home language. Children from different cultural backgrounds will demonstrate their attainment not only through what they have been taught but also when activities such as role play, cookery, celebrations, visits or events are linked to their cultural experience.

Underpinned by a broad curriculum and effective pedagogy: the provision should enable each child to demonstrate their learning and development fully. Effective assessment takes place when children have the opportunity to demonstrate their understanding, learning and development in a range of contexts. The ELGs represent a narrow measure of what is assessed at the end of reception year and should not restrict the breadth of what is taught in the final year of the EYFS. It is for settings to determine their pedagogical approach and curriculum (having regard for the 'Educational

Programmes' set out in the EYFS framework) to support children's learning and development.

2.3. Building knowledge of the child

Over the course of the reception year, teachers should build their knowledge of what each child knows and can do. They should draw on this knowledge and their own expert professional judgement to make an accurate summative assessment at the end of the year. This is sufficient evidence to assess a child's individual level of development in relation to each of the ELGs. Teachers are expected to articulate how they have arrived at their judgements. However, they are not expected to provide proof of the child's level of attainment using physical evidence. Teachers should not record unnecessary evidence.

Teachers' judgements will largely be based on their observations during day-to-day activity in the classroom. Teachers should quickly identify children who need additional learning support, so that the appropriate additional teaching can be put in place.

Teachers should also actively engage children, their parents and other adults who have significant interaction with the child in the assessment process. This will provide a rounded picture of the child's attainment. A teacher's relationship with parents is especially crucial when working with children from different cultural backgrounds, as parents can help practitioners understand the values that explain their child's responses to the environment and social situations.

Teachers may find it helpful to record, in a simple way, particularly noteworthy achievements, such as what phonemes a child has learned, in order to determine what to teach next. This is sufficient to make a judgement. Some physical evidence (such as examples of the child's writing) that naturally accumulates during the course of the year may support practitioners in articulating their judgements. However, multiple sources of written or photographic evidence are not required and practitioners should not record unnecessary evidence. Schools should avoid including burdensome evidence gathering requirements in their assessment policies. Any recording of evidence should follow the principles and recommendations outlined in the independent report [Eliminating unnecessary workload associated with data management](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/511258/Eliminating-unnecessary-workload-associated-with-data-management.pdf).¹

¹ www.gov.uk/government/uploads/system/uploads/attachment_data/file/511258/Eliminating-unnecessary-workload-associated-with-data-management.pdf

Section 3. Completing the EYFS profile

3.1. Overview

Teachers must complete an EYFS profile for each child. The assessment must take place in the summer term of the academic year in which a child reaches age 5 years – for each academic year a deadline no later than the final week of June will be specified on the [early adopter schools: EYFS profile handbook](#) web page on gov.uk.

Each child must be assessed against the 17 Early Learning Goals (ELGs) and teachers may choose to provide a commentary on the 3 characteristics of effective learning.

3.2. Exceptions and exemptions

The EYFS profile must be completed unless:

- The Secretary of State for Education has granted an exemption for the profile for the setting or an individual child
- the child is continuing in EYFS provision beyond the year in which they turn 5
- the child has not spent enough time in the setting for an accurate assessment to be made, for example due to illness or medical treatment or not starting at the setting until a substantial part of the year has gone by. It is for the teacher to use their professional judgment to decide whether an accurate assessment can be made in the time available.

The expectation is that children will move with their peers so they will be assessed once for the EYFS profile. In exceptional circumstances, after discussion and in agreement with parents, a child might remain in EYFS provision beyond the end of the academic year in which they reach the age of 5. Schools should take care to make sure this decision does not prejudice the child's personal, social and emotional development.

In these exceptional cases, assessment should continue throughout the child's time within EYFS provision. An EYFS profile should be completed once only, at the end of the year before the child moves into KS1.

If an exemption is granted for an individual child, this must be recorded as 'A' (no assessment) for each ELG.

3.3. Assessing children against the Early Learning Goals

For each ELG, teachers must judge whether a child is:

- meeting the level of development expected at the end of the EYFS (expected); or
- not yet reaching this level (emerging)

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The ELGs are based on typical child development at the age of 5, so most children are likely to meet the 'expected' level of development. Teachers should use their professional knowledge of the child to decide whether each ELG description best fits the child's learning and development.

The best-fit model requires practitioners to consider the whole of each ELG description when making these judgements, and to assess the child's relative strengths and weaknesses against these descriptions. 'Best fit' does not mean that the child has equal mastery of all aspects of the ELG. Each ELG descriptor is written in bullet point form but this is for presentational purposes only to aid clarity; teachers should not 'tick off' these bullet points one by one, but should use their professional judgement to determine whether each ELG in its totality best fits the child's learning and development. The most accurate picture of the child's overall embedded learning will come from a holistic view of the descriptor.

Where a child has a special educational need or disability (SEND), teachers should take care to ensure the child is able to demonstrate their attainment. Children should be assessed on the basis of what they can do when using the adaptations they normally use to carry out daily activities, so that teachers come to know all children at their most capable. Adaptations include mobility aids, magnification and adapted ICT and equipment.

A child can use their established or preferred mode of communication for all the ELGs except 'Speaking'. Where a child has a special educational need, teachers should be alert to their demonstrating attainment in a variety of ways, including eye pointing, use of symbols or signs. In this case, practitioners should give additional detail about the child's understanding and preferred means of communication in their EYFS profile record.

The profile recognises and values linguistic diversity, and is inclusive of children whose home language is not English. The ELGs for communication and language, and for literacy, must be assessed in relation to the child's competency in English. However, the remaining ELGs may be assessed in the context of any language. In such cases teachers will need to observe the child over time and seek input from the parents, and/or bilingual support assistants, to be confident about what the child knows and understands. Teachers should use their professional judgement to consider whether the accounts provided are consistent with their professional knowledge of the child. Other teachers as well as parents/carers should be consulted to aid with this.

3.4. The Early Learning Goals

Communication and Language

Listening, Attention and Understanding ELG

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking ELG

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development

Self-Regulation ELG

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self ELG

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships ELG

Children at the expected level of development will:

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- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

Physical Development

Gross Motor Skills ELG

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills ELG

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

Literacy

Comprehension ELG

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Word Reading ELG

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing ELG

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

Mathematics

Number ELG

Children at the expected level of development will:

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- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns ELG

Children at the expected level of development will:

- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World

Past and Present ELG

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling;

People Culture and Communities ELG

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

The Natural World ELG

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design

Creating with Materials ELG

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive ELG

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.

3.5. Completing the profile for children with an outcome at the 'emerging' level

Where children have an outcome of 'emerging' for an ELG, it is likely that this will not provide a complete picture of their learning and development at the end of the EYFS. For some children this may be because they are born late in the academic year, or are late developers, or missed a considerable amount of the Reception year. For others this may be because they have a special educational need or a disability (SEND). The teacher is likely to know the detail behind this outcome, as a result of their knowledge of the child built up over time.

Where a child has an outcome of 'emerging' for one or more ELGs, the teacher should pass on additional information to the year 1 teacher, alongside EYFS profile judgements. This should include information about the barriers to learning that have been identified and any successful strategies to help the child overcome these barriers. This will ensure conversations between EYFS and year 1 staff are meaningful so that the child makes a successful transition. Establishing an ongoing dialogue before the summer term will allow processes to be built on a shared understanding and planned and implemented in good time.

In cases where a special educational need or a disability has been identified, the teacher should pass on details of any specific assessment and provision in place for the child. See 3.6 for further guidance on completing the profile for children with SEND.

Teachers are not expected to produce an additional record of the child's learning and development if this is captured elsewhere. In cases where no such record exists, such as if the child is pre-diagnosis, it is important to capture a brief written record simply

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outlining the salient points about how the child learns, to ensure a successful transition to KS1 and to minimise disruption if the child moves settings.

When communicating to parents that a child has an outcome of 'emerging' for one or more ELGs, teachers should sensitively explain that this is a description of the child's level of development and does not mean the child has 'failed'.

3.6. Completing the profile for children with a special educational need or disability (SEND)

SEND covers different types of need, including communication and interaction, cognition and learning, social, emotional and mental health, and sensory and/or physical needs. Children in the early years may have a range of needs which cut across some or all of these broad areas, and on-going assessment should help practitioners discover in more detail the factors influencing the child's learning and development. Children with SEND may be at the 'expected' level of development for some ELGs, and at an 'emerging' level for ELGs where their specific condition has an impact on their learning and development. Some children with SEND may, with the right support, reach the expected level in other ELGs, even where their specific condition has an impact.

Completion of the profile is a useful opportunity to reflect on the child's learning and development needs and to share additional information with the year 1 teacher to support a smooth transition to KS1. To support completing the profile, parents and carers should be consulted.

Teachers must have regard to the [SEND Code of Practice](#) when supporting children with SEND. This outlines the four-stage process of 'assess, plan, do, review' to identify and support children with SEND.

Teachers should be proactive in drawing on the professional expertise of others early on if they identify concerns. While a developmental delay in the early years may or may not indicate that a child has SEND, it is important at this stage of child development not to delay making available any necessary special educational provision.

Reception teachers in school settings should contact the school SEN Coordinator (SENCo) for advice and guidance in the first instance, if they are concerned that a child has a special educational need. The SENCo should be familiar with local arrangements for getting additional advice and support, such as speech and language therapists or educational psychologists. These specialists may be able to offer more specific guidance and support where necessary.

Further resources for teachers working with children with SEND are available on the [SEND gateway](#). On behalf of the Department for Education, Nasen has produced a

[series of short guides](#) on identifying and supporting children with SEND in the early years, including a guide focused on reception classes.

Along with EYFS profile judgements, teachers should share any records from within or outside the setting with year 1 teachers and use these records to inform transition conversations and processes. Wherever possible, other professionals working with the child should be invited to contribute to transition conversations. Ongoing dialogue with parents is vital so that practitioners can get a clear picture of the child's learning and development, and to ensure parents have a clear understanding of their child's development and any additional support which will be offered.

3.7. The characteristics of effective teaching and learning

Teachers may choose to complete a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. This should not include recording unnecessary evidence. These are:

- playing and exploring
- active learning
- creating and thinking critically

The characteristics of effective learning are described below:

Playing and exploring

- finding out and exploring
- using what they know in their play
- being willing to have a go

Active learning

- being involved and concentrating
- keeping on trying
- enjoying achieving what they set out to do

Creating and thinking critically

- having their own ideas
- using what they already know to learn new things
- choosing ways to do things and finding new ways

3.8. Moderation

Moderation of EYFS profile assessments should be a collaborative process with colleagues. This supports the quality assurance of teacher assessment judgements and provides a valuable opportunity for professional development. Within each school, teachers can informally agree assessment judgements with others, for example discussing an observation about a child's attainment with a year 1 teacher. This should not require collecting or recording unnecessary evidence, rather any internal or peer-to-peer moderation conversations should as far as possible, be based on the teacher's own knowledge of their children. The use of exemplification materials will also support teachers to make accurate judgements and can be used as part of discussions to ensure consistency. It is important for teachers to build a shared understanding of the ELGs and the EYFS statutory framework. Schools may wish to work together so that teachers can share experiences and develop their assessment skills.

Section 4. EYFS profile data collection and submission

4.1 Data collection and submission

EYFS providers may use any secure system to collect and submit profile data, as long as teachers can record completed profile data for every child at the end of the EYFS. Schools should agree a preferred system with their geographical LA. Maintained schools should contact their LA for support. Support is available for non-maintained schools via DfE's data collections service request form².

National data submission as detailed in the Childcare (Provision of Information About Young Children) (England) Regulations 2009³, all registered early years providers, and all schools that are exempt from registration, must provide EYFS profile data to their LA upon request, unless the Secretary of State for Education has granted an exemption from the EYFS learning and development requirements.

LAs are under a duty to return the requested EYFS profile data to DfE.

The following table sets out the requirements for submission of EYFS profile data and contextual child data to LAs and DfE.

Status of child and provision	Is submission of data to LA required?	Is LA submission to DfE required?
Child in a maintained school	Yes	Yes
Child in EYFS provision in receipt of government funding in the 2021 summer term	Yes	Yes
Child in EYFS provision not in receipt of government funding in the 2021 summer term	Yes, where requested by LA	No
Child in an academy or free school	Yes	Yes
Child in an independent school in receipt of government funding in the 2021 summer term	Yes	Yes

² www.education.gov.uk/researchandstatistics/stats/requestform

³ www.legislation.gov.uk/ukSI/2009/1554/made

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Child in an independent school not in receipt of government funding in the 2021 summer term	Yes, where requested by LA	No
Child with a registered childminder (for the majority of the time they spend within EYFS provision between 8am and 6pm)	Yes, where requested by LA, or if the childminder is in receipt of government funding in the 2021 summer term	No, unless the childminder is in receipt of government funding in the 2021 summer term
Child in an EYFS provision where the provider has an exemption from the learning and development requirements of the EYFS	On a voluntary basis only	No
Child being educated at home	No, unless the child is on the register of a maintained or independent school, or in receipt of government funding	No, unless the child is on the register of a maintained or independent school, or in receipt of government funding

Data specification

Assessment rating	EYFS judgement
1	Indicates a child who is at the 'emerging' level at the end of the EYFS
2	Indicates a child who is at the 'expected' level at the end of the EYFS
A	Indicates a child who: <ul style="list-style-type: none"> • has not been assessed due to long periods of absence, such as a prolonged illness • has attended the provision for an insufficient amount of time for the teacher to make an adequate assessment before the profile submission deadline • has an exemption

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All EYFS providers must participate in the assessment arrangements outlined, unless the Secretary of State for Education has granted an exemption⁴ from the learning and development requirements of the EYFS for children aged 3 and over. If an exemption is granted for an individual child, then this should be recorded as 'A' for each ELG in their profile return.

Children who remain in EYFS provision beyond the age of 5

The expectation is that children will move with their peers so they will be assessed against the EYFS profile once. In exceptional circumstances, after discussion and in agreement with parents, a child might remain in EYFS provision beyond the end of the academic year in which they reach the age of 5. Providers should take care to make sure this decision does not prejudice the child's personal, social and emotional development. In these exceptional cases, assessment should continue throughout the child's time within EYFS provision. An EYFS profile should only be completed at the end of the reception year before the child moves into KS1. The school should discuss their intention to defer the child's statutory assessment with their LA. This will ensure the child's data is not considered missing when the provider submits EYFS profile outcomes for the current cohort. Care should be taken when entering the child's EYFS profile assessment into any electronic recording system. The child's date of birth may now be outside the expected range for the cohort. LAs should give providers instructions in such cases. DfE will consider the child to be part of this new cohort and will accept data submitted in this way if the LA has provided the information to DfE. DfE may check the accuracy of the dates of birth of individual children with the relevant LA.

4.2 Responsibilities

LA responsibilities

The Childcare Providers (Information, Advice and Training) Regulations 2014⁵ require LAs to secure the provision of information, advice and training for childcare providers, prospective providers and childcare employees, in accordance with section 13 of the

⁴ www.gov.uk/government/publications/the-early-years-foundation-stage-eyfs-learning-and-development-requirements-guidance-on-exemptions-for-early-years-providers

⁵ www.legislation.gov.uk/ukSI/2014/2319/contents/made

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Childcare Act 2006⁶. LAs must offer training in EYFS assessment and the completion of the EYFS profile summaries to all providers who need it.

LAs must ensure that EYFS providers understand and follow the requirements set out in the EYFSP Handbook by providing:

- advice on all aspects of assessment at EYFS
- training, including on '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.

In terms of data, LAs must:

- ensure schools have a secure electronic system to submit EYFS profile data
- ensure all other EYFS providers have an appropriate means for accurately recording profile results, and submitting data to their LA if requested (see section 4.1)
- collect EYFS profile data, and quality assure and submit it to DfE in the required format

Responsibilities of headteachers and managers

Headteachers have a duty to implement the EYFS. They must ensure their school or provision complies with the learning and development requirements and are responsible for the reliability of their EYFS profile outcomes. They must use quality assurance processes to ensure that the data accurately reflects the attainment of the current cohort of children.

They are also responsible for ensuring that any of their teachers who are involved in making assessments have the opportunity to become familiar with effective practice of completing the EYFS profile. This may involve:

- attendance at training courses
- moderation meetings within schools (in-house moderation)
- moderation meetings with other schools

⁶ www.legislation.gov.uk/ukpga/2006/21/section/13

Early Adopter Handbook

Headteachers and managers of EYFS provision must:

- ensure an EYFS profile is completed for all eligible children and data is quality assured
- ensure provision is made to meet the requirements of all children with special educational needs
- take responsibility for the reliability of their EYFS profile outcomes and ensure that the data accurately reflects the level of attainment of the current cohort of children
- ensure teacher judgements are monitored
- ensure EYFS profile data is returned to their LA in accordance with the table in section 4.1
- provide EYFS profile assessments to their school's governing body to enable it to comply with national data submission requirements and report to parents
- ensure the statutory requirements for the transfer of records between providers are fulfilled, including the completion of the common transfer file (CTF)

Headteachers must ensure parents are provided with a written report of the child's progress against the ELGs and have the opportunity to discuss the EYFS profile.

Section 5. Reporting the EYFS profile assessment

5.1 Reporting to the year 1 teacher

The primary purpose of the EYFS profile assessment is to support a successful transition from the EYFS to year 1. At the end of the final year of the EYFS, reception teachers must give year 1 teachers a copy of each child's EYFS profile, including:

- a record of the child's attainment against the 17 ELGs, stating for each ELG whether the child is:
 - meeting 'expected' levels or
 - not yet reaching expected levels ('emerging')

They may choose to provide a short commentary on how the child demonstrates the 3 characteristics of effective learning.

EYFS teachers are not required or expected to produce any written reports for year 1 teachers beyond these basic requirements. It is, however, crucial that EYFS teachers and year 1 teachers are given sufficient time to discuss and expand on all the information presented in the EYFS profile, in order to give the year 1 teacher a fully rounded picture of the attainment of each child.

In cases where children have an outcome at the 'emerging' level, teachers should provide additional information to help the year 1 teacher plan an effective curriculum and make appropriate provision. This should include information about any specific assessment or provision in place for children with SEND (see section 3.6).

5.2 Reporting to parents

Parents should be involved in the assessment process and encouraged to take part in their child's learning and development. At the end of the final year of the EYFS, teachers must provide a written report to parents which summarises the results of the EYFS profile. Schools must offer parents the opportunity to discuss the profile with the child's teacher, within the term in which it has been completed.

Teachers must make the child's profile available to parents. If parents ask to see a copy of their child's profile, the provider must make this available. Schools must be aware of their responsibilities under the Data Protection Act 1998 and the General Data Protection Regulation.

5.3 Transferring records to a child's new school or provider

If a child moves to a new school or provider during the academic year, the original school must send their assessment of the child's development against the ELGs to the new school or provider.

If a child starts a new school or provider on the first day of the second half of the summer term (or any time after that) then the previous school should submit the data. If a child moves school or provider any time before the half term, then the new school should submit the data. Where half term dates differ between LA areas, it is the school or provider where a child attends (or will attend) for the longest period of time that submits the data.

Governing body and academy trust responsibilities

The governing body or academy trust must arrange to have the child's educational record and the defined items of data that comprise the common transfer file⁷ (CTF) sent to the child's new school. This task is often delegated to headteachers by governing bodies or academy trusts. The information must be sent within 15 school days of the child ceasing to be registered at their previous school, unless the new school is not known. In this case it should be sent within 15 school days of receiving a request from the child's new school.

If the new school is unknown, DfE recommends that the school should still complete the CTF and load it onto the school to school⁸(S2S) secure transfer system. If schools do not receive a CTF for a new child, they can ask their LA to search for the file on S2S.

Where both the old and new schools have the necessary facilities, the CTF must be sent to the new school either through S2S, or over a secure network that can only be accessed by the LA, the governing body, multi-academy trust or a teacher at any school within that LA.

The basic requirement is that the old school will send the educational records and CTF to the new school by one of these methods. If either school does not have the facilities to send or receive information in this format, the LA may provide the file where there are agreed and secure local arrangements to that effect.

⁷ www.gov.uk/government/collections/common-transfer-file

⁸ www.gov.uk/government/publications/school-to-school-guides-for-schools-and-local-authorities

Section 6. Definitions and types of provider

6.1 Definitions

Settings

All references to EYFS settings include any out-of-home provider of early years provision for children from birth to 5 years, for example:

- all providers registered with a childminder agency
- all providers on the early years register (for example nurseries and childminders)
- maintained schools, non-maintained schools and independent schools with early years provision

The profile must be completed by the provider at the provision where the child spends the majority of their time between 8am and 6pm.

Parent

The term 'parent' is used here as defined in section 576 of the Education Act 1996 as:

- parents of a child
- any person who is not a parent of a child but who has parental responsibility for the child
- any person who has care of the child

6.2 How the assessment and reporting arrangements apply to different EYFS providers

Academies and free schools in England

Academies must implement the requirements of the EYFS (by virtue of section 40 of the Childcare Act 2006⁹). All references to academies in the guidance include free schools as, in law, they are academies.

Ministry of Defence schools

MoD schools are required to participate in the assessment and reporting arrangements for the EYFS profile in line with the administration in England.

⁹ www.legislation.gov.uk/ukpga/2006/21/section/40

Overseas schools

Overseas schools, which are not MoD schools, cannot participate in the EYFS profile assessment and reporting arrangements.

Hospital schools

Children attending a hospital school are not subject to the assessment and reporting arrangements.

Home-educated children

The assessment and reporting arrangements do not apply to children who are being educated at home, unless they are on the register of a maintained school or independent school.

Independent schools and EYFS providers registered with Ofsted

All independent schools and registered EYFS providers must comply with the assessment and reporting arrangements unless they have an exemption from the EYFS learning and development requirements for children 3 and over.

Providers with children not in receipt of government funding

Under regulations made under section 99 of the Childcare Act 2006, LAs are allowed to collect specified data for children not in receipt of government funding in the summer term. EYFS providers are required to comply with LA requests for this data. LAs are not required to submit data to DfE. The LA can request data including:

- the learning and development category for each ELG
- the child's date of birth
- the home address where the child normally resides
- the child's ethnic group
- the child's gender
- whether the child has a special educational need
- if the child has English as an additional language



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Reference: DfE-00106-2020



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