

Guidance for Early Years Foundation Stage Profile Assessment. 2021 -2022

February 2022



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A. Overview

This guidance provides an overview of the statutory requirement for the EYFS Profile in Birmingham schools, please refer the main EYFS handbook for further detail:

[Select this link -](#)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1024319/Early_years_foundation_stage_profile_handbook_2022.pdf

The above publication details the statutory requirements that were previously set out in the Early Years Foundation Stage Assessment and Reporting Arrangements (ARA) document.

The EYFS framework sets the statutory standards for the development, learning and care of children from birth to age 5. The EYFS framework sets the standards that all early years providers, including schools with early years provision, must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

Which children should be assessed?

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.

See section 3.2 of the Early years foundation stage profile handbook 2022 (link above) for "Exceptions and exemptions".

Moderation

The EYFS profile is no longer moderated centrally by local authorities. It should now take the form of a collaborative process with colleagues. This supports the quality assurance of teacher assessment judgements and provides a valuable opportunity for professional development.

For more information see section 3.7 Early years foundation stage profile handbook 2022 (link above).

Deadline

The local deadline to submit EYFS is **Thursday 23rd June 2022**. As soon as you have assessed your children and final outcomes have been agreed, please send your schools file to the LA via Anycomms+, this will then allow the LA to check and resolve and data issues before final submission to the DfE.

The LA Data and Intelligence Team will publish further guidance about how to return your assessments to the LA by the end of May. This guidance will be posted to [Select link - https://www.birmingham.gov.uk/primarydata](#)

A. Reporting results to the local authority

Responsibilities of Headteachers

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 check to ensure that the data accurately reflects the outcomes of the current cohort of children.

Headteachers 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 development of the current cohort of children
- ensure EYFS profile data is returned to their LA in accordance with the table in section 4.2
- 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 development against the ELGs and have the opportunity to discuss the EYFS profile.

It is the head teacher's responsibility to ensure that the information sent to the LA is accurate. It is imperative that you take the time to check your results on input and as reported back to you from the LA and notify them of any errors as soon as possible. Failure to do so may cause incorrect data to be sent to the DfE which will not be amended after the DfE deadline.

For more information see section 4.3 Early years foundation stage profile handbook 2022 (link on page 3).

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.

Teachers must make the results of the child's profile available to parents. If parents ask to see a copy of their child's profile report, the provider must make this available.

Pupils who transfer to a 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 that submits the data.

B. Contact Information

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