

Guidance for Early Years Foundation Stage Profile Assessment. 2023 -2024

April 2024



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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 - Early Years Foundation Stage profile 2024 handbook](#)

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.

The EYFS Profile is a statutory assessment of children's development at the end of the academic year in which children turn 5, usually reception year. Each child's level of development is assessed against 17 early learning goals (ELGs) across all 7 areas of learning in the EYFS. For each ELG, teachers must assess whether a child is meeting the level of development expected at the end of the EYFS, or if they are not yet reaching this level and should be assessed as 'emerging'. The Profile is intended to provide a reliable and accurate summative assessment of each child's development at the end of the EYFS in order to support children's successful transitions to year 1.

The EYFS Profile **is not an accountability measure for schools**. The DfE does not publish school level results for the EYFS Profile. Ofsted will not use the EYFS Profile as an accountability tool during inspection.

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 'Exceptions and exemptions' in the Early Years Foundation Stage Profile handbook 2024 (link above).

Exceptions and exemptions

The EYFS Profile must be completed for **all** children registered at the school, unless:

- An exemption has been granted^{1,2} for the setting (reserved for independent schools or schools with established principles in conflict with the EYFS).
- An exemption has been granted for an individual child (reserved only for cases where a child's family has religious or philosophical beliefs that contradict the EYFS).
- The child is continuing in EYFS provision beyond the year in which they turn 5.

¹ See [The Early Years Foundation Stage \(Exemptions from Learning and Development Requirements\) Regulations 2008](#) (legislation.gov.uk)

² [EYFS exemptions guidance](#)

Information on how to record an exempt child can be found below in section 'Data collection and submission', in the handbook.

The EYFS Profile must be completed for all other children registered at the school, including children with SEND and those who have not spent a long time in the setting (for example due to illness, arriving from abroad or not starting at the setting until a substantial part of the year has gone by).

In some cases, teachers may have a more limited knowledge and understanding of what a child knows, understands, and can do and it may be more difficult for an accurate EYFS Profile assessment to be made. However, if teachers judge that a child has not met an ELG, for whatever reason, it is important that they report the child as '**emerging**' and then communicate to the year 1 teacher why the assessment has been made. This will ensure that all children are supported as much as possible in their transition to year 1.

Moderation

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

For more information see section 'Moderation' in the Early Years Foundation Stage Profile handbook 2024 (link above).

Deadline

The **recommended** local deadline to submit EYFS profile data is **Thursday 20th June 2024** (slightly in advance of the final deadline to allow us to support schools that may be experiencing difficulties). 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 any 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 SEND;
- 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 local authority in accordance with the section on data collection and submission within the handbook;
- provide EYFS Profile assessments to their school's governing body to enable it to comply with national data submission requirements and report to parents and/or carers;
- ensure the statutory requirements for the transfer of records between schools are fulfilled, including the completion of the common transfer file (CTF); and
- ensure parents and/or carers 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 'Responsibilities' in the Early Years Foundation Stage Profile handbook 2024 (link on page 3).

Reporting to parents

Parents and/or carers should be involved in the assessment process and encouraged to take part in their child's learning and development. At the end of the EYFS, teachers must provide parents and/or carers with a written report summarising their child's EYFS Profile results and offer them the opportunity to discuss this with the teacher.

When 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'. Teachers may choose to describe the activities

and strategies that will support the child's future learning and development as they transition into year 1, as well as how parents and/or carers can support their learning and development at home.

If parents and/or carers ask to see a copy of their child's full Profile report, the school must make this available. Schools must be aware of their responsibilities under the Data Protection Act 1998 and the General Data Protection Regulation

Pupils who transfer to a new school or provider

The EYFS Profile should be completed for all eligible children registered at the school or provider. For dual registered children attending more than one school/provider during their final year in the EYFS, the Profile must be completed by the school/provider where the child spends most time during the year.

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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