

Early Years Foundation Stage Profile

Vodcast for schools



Department for Education

What this vodcast will cover

- Overview of the Early Year Foundation Stage (EYFS) Profile
- Myth busting
- Answering common questions
- Further resources

Overview of the EYFS Profile



Department for Education

What is the EYFS Profile?

- The EYFS statutory framework requires early years providers, ordinarily schools, in England to complete the EYFS Profile assessment for all children at the end of the academic year in which they turn 5, usually reception year.
- Each child must be assessed against the 17 early learning goals (ELGs).
- The main purpose of the EYFS Profile is to support successful transitions to year 1 by informing the professional dialogue between EYFS and year 1 teachers.
- It should help year 1 teachers understand each child's stage of development and learning needs to support them to plan the year 1 curriculum so it meets the needs of all children.
- The EYFS Profile should also be used to inform parents and carers about their child's development.

Key dates

Date	Activity
30 June	Deadline for schools to complete the EYFS Profile for each child and submit the data to their local authority
31 July	Deadline for local authorities to return EYFS Profile data to DfE

Myth Busting



Department for Education

Myth busting for the EYFS Profile

Myth: The EYFS Profile is an accountability measure.

- The EYFS Profile is not an accountability measure. DfE does not publish school level results for the EYFS Profile. Ofsted will not use the EYFS Profile as an accountability tool during inspection.
- The main purpose of the EYFS Profile is to support successful transitions to year 1 by informing the professional dialogue between EYFS and year 1 teachers.
- In addition, the EYFS Profile provides a national data set of children's learning and development at the end of the EYFS. DfE uses the data to monitor changes in levels of children's learning and development. Other organisations also make use of the data to support good outcomes for children.

Myth: Teachers should take into account expectations other than those laid out within the ELGs. For example, expectations from phonics programmes or school leaders.

The ELGs are clear and very specific about what children need to do to meet the expected level.

- The ELGs are all that teachers should use to make judgements for the EYFS Profile and children do not need to demonstrate additional skills in order to meet the expected level of development.

Myth busting for the EYFS Profile

Myth: Teachers should collect evidence for throughout the year so they can justify their judgements when completing the EYFS Profile.

- Teachers are not expected to record evidence for each of the ELGs or provide physical proof of the child's level of development for the purposes of completing the EYFS Profile.
- Assessment should not involve long breaks from interaction with children or require excessive paperwork.
- When assessing whether an individual child is at the expected level of development, practitioners should draw on their knowledge of the child and their own expert professional judgement.

Myth: Now local authorities do not moderate the EYFS Profile judgements, schools do not need to share the data with them.

- Local authorities are still responsible for collecting EYFS Profile data which must be submitted to them no later than 30 June.

Answering common questions



Department for Education

Can exemptions be granted for children with SEND, who have been absent for long periods of time or who started at the setting late in the year?

- The EYFS Profile must be completed for all children registered at the school, unless:
 - An exemption has been granted 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.
- 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.

How do I complete the EYFS Profile for a child with special educational needs and disabilities (SEND)?

- Children will have differing levels of knowledge, skills and abilities across the EYFS Profile. Where a child has SEND, teachers should take care to ensure the child is able to demonstrate their level of development. Children must be assessed on the basis of what they can do when using the adaptations and reasonable adjustments they normally use to carry out daily activities.
- Actively involving children, their parents and/or carers, and other professionals such as the SEN Coordinator (SENCo) or health professionals in the assessment process will enable teachers to get a clear picture of the child's learning and development.
- When communicating the EYFS Profile data to the year 1 teacher, additional information should be passed on alongside this for children with SEND. Teachers should also share any other 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.

Example of adaptations:
Mobility aids, magnification,
and adapted ICT and equipment

Example of reasonable adjustments:
Prompts, visuals, sensory support and
movement breaks.

How do I complete the EYFS Profile for a child who remains in EYFS provision beyond the age of 5?

- Assessment should continue throughout the child's time within EYFS provision and the EYFS Profile should be completed once only, at the end of the year before the child moves into year 1.
- If the child is only continuing in EYFS provision for part of the following year, the EYFS Profile should be completed at the end of the child's time in the EYFS before they move into year 1. The data should then be submitted at the end of that academic year with the rest of the cohort.
- If the decision is made after the EYFS Profile has already been completed, then a new assessment will need to be made and submitted the following year. The original assessment should not be submitted so that the EYFS Profile is only submitted once for the child.

The school should discuss their intention to defer the child's statutory assessment with their local authority. This will ensure the child's data is not considered missing when the school submits Profile outcomes for the current cohort.

How do I complete the EYFS Profile for dual registered children?

- For dual registered children attending more than one school during their final year in the EYFS, the EYFS Profile must be completed by the school where the child spends most time during the year.
- The school that does not complete the EYFS Profile for the child does not need to submit any data to the local authority.

How do I complete the EYFS Profile for a child who is home schooled or missing in education?



Children who are home schooled

- The assessment and reporting arrangements do not apply to children who are not on the register of the school for whatever reason.
- If the child is registered at the school and has only been homeschooled for part of the year, then the school must complete the EYFS Profile for the child.
- This includes when a child was either previously attending the school and then moved to be home-educated, or the child was previously home-educated and then joined the school.

Children who are missing in education

- Where the child was previously registered at the school but is taken off school roll because they have become a child missing education then the EYFS Profile does not need to be completed and the school should contact the local authority to ensure the child is removed from their data collection roll. This includes children who are missing in education due to moving abroad.

How do I complete the EYFS Profile for a child who transferred schools during the academic year?

- If a child starts at a new school on (or after) the first day of the second half of the summer term, the previous school should submit the data.
- If a child moves school any time before the half term, then the new school should submit the data
- Where half term dates differ between local authority areas, it is the school where a child attends (or will attend) for the longest period of time that submits the data.
- Where the previous school is not in England and therefore does not follow the EYFS, the new school should submit the data.

Further resources



Department for Education

How do I complete the EYFS Profile for a child who transferred schools during the academic year?

[EYFS framework](#): this sets out all the statutory requirements on the EYFSP.

[EYFS Profile handbook](#): this supports teachers to complete the EYFSP in line with statutory EYFS requirements.

[EYFS Profile case study exemplification videos](#): these are designed to help teachers understand and use the ELGs and EYFS Profile assessment under the reformed 2021 EYFS framework.

[EYFS assessment resource on Foundation Years](#): This supports practitioners completing all statutory EYFS assessments, including the EYFS Profile. This will be updated regularly throughout the 2023/24 academic year