



Implementing the Early Years Foundation Stage (EYFS) Reforms

Guidance for Infant Schools and Primary Schools

The Early Years Foundation Stage reforms focus on two key goals:

- to improve the outcomes for children at age five, with a focus on improving their early language skills
- to reduce unnecessary workload for teachers and practitioners so they can spend more time supporting and teaching children in their care

We have improved the approach to early years assessment, shifting the focus away from assessment paperwork and tracking, towards more broad and rich curriculum activities.

Early learning goals are now:

- more clear and specific
- easier for teachers to assess against

This will reduce the amount of time teachers spend assessing children against the Early Years Foundation Stage Profile (EYFSP) and increase the time teachers spend supporting individual children.

Other changes include:

- only two bands to assess against – 'expected' or 'emerging'
- the removal of the statutory duty of local authorities to externally moderate 25% of schools each year

This will reduce the need for teachers to gather excessive evidence to justify their professional judgements, and also contribute to a simplified assessment process at the end of the EYFS.

The reforms will:

- aid end-of- year assessment and discussions between reception teachers, Year 1 teachers and parents
- provide information to support a child's transition into their new Year 1 class



- enable teachers and practitioners to spend more time interacting with and teaching children
- empower teachers to use their knowledge of their children and their professional judgement to make confident and accurate assessments that directly support learning and development

Assessment will always form a meaningful part of teachers' and practitioners' daily role but should be:

- proportionate to its impact on children's development
- observational and formative
- helpful for their interactions with children

It is important that teachers and practitioners only record information that is useful to them and the teaching of their children. It should not be a series of trackers, charts or tick lists that are burdensome to produce and do not directly support children's development.

On inspection, Ofsted will:

- no longer look at internal progress and attainment
- will explore the impact of the curriculum
- find out how much of the curriculum children know, understand and have remembered
- see whether children are ready for what comes next