

## Myth Busting for EYFS Profile (EYFSP) and reception year

All the following statements are untrue. For information about what is and is not required when administering the EYFSP assessment, please refer to the 2022 EYFSP [Handbook](#).

**MYTH: Reception teachers should be tracking against the Early Learning Goals (ELGs) in the EYFSP throughout the year.**

The EYFSP is a summative assessment to be completed at the end of reception year and teachers should not be tracking against the ELGs throughout the year. The purpose of this assessment is to support a successful transition to Key Stage 1 (KS1) by informing the professional dialogue between EYFS and year 1 teachers and providing ELG data before this point is not required. The most effective preparation teachers can do is to get to know their children so they can confidently assess them against each ELG at the end of the year.

**MYTH: Without using regular tracking data there will be no way to ensure the best outcomes for children.**

Effective ongoing assessment involves practitioners knowing children's level of achievement and interests, and then shaping teaching the curriculum, teaching and learning experiences for each child reflecting that knowledge. This is not dependent on teachers collecting regular tracking information for all children in their class, which could take them away from getting to know the children.

**MYTH: Now that the local authority does not moderate the EYFSP judgements in my school, I do not need to share this data with them.**

Local authorities are still responsible for collecting EYFSP data which must be submitted to them no later than 30 June 2022. Full details about submitting data can be found in the 2022 EYFSP [Handbook](#). You can also speak to your local authority for support completing the EYFSP if you need further assistance in this area.

**MYTH: Teachers should collect evidence for each early learning goal (ELG) throughout the year so they can justify their judgements when completing the EYFSP.**

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 EYFSP or for the purposes of Ofsted inspection. Teachers should focus on getting to know their children instead and using this knowledge to make their judgements. Information should then be provided to parents/carers and Key Stage 1 teachers in order to support each child's development and transition to year 1.

**MYTH: As there are no written exemplification materials you should make your own or ask your local authority to provide you with some.**

We have not provided written exemplification to avoid contributing to the workload of teachers and restricting their scope to use professional judgement and apply the 'best-fit' model. Creating your own materials could cause confusion by unintentionally introducing

additional criteria for teachers to use when completing the EYFSP, beyond the criteria that are set out in the ELGs themselves. This could ultimately lead to greater disparity across the country. We discourage doing this.

**MYTH: Children cannot achieve the literacy ELGs if they do not write a full paragraph which is correctly punctuated and read at a specific book band level.**

Both statements are adding additional criteria to the literacy ELGs that are not included in the goals themselves. The goals are clearer and very specific about what children need to do to meet that expected level. The ELGs are all that teachers should use to make judgements for the EYFSP and children do not need to demonstrate additional skills in order to meet the expected level of development in the EYFSP. The ELGs are what is assessed at the end of the reception year and should not be used as a curriculum or limit what is taught in reception year.

**MYTH: Now that local authority moderation is not mandatory, I should not talk to anyone about my judgements.**

Professional dialogue about assessment and the EYFSP continues to be important, and we encourage professional discussions that are collaborative and support understanding and clarity. Teachers should talk to other professionals and colleagues to help with their assessments if they find this helpful. This should not involve the 'checking' of judgments or providing written evidence to support judgements. Knowledge of the child, their development and whether they have learned what you wanted them to is sufficient.

**MYTH: The EYFS reforms have changed the ELGs that schools must assess against, but everything else is the same as before.**

The reforms to the EYFS include new ELGs that are clearer, more specific and easier for reception teachers to assess against, as well as better aligned with Key Stage 1 to ensure a smooth transition for children at the end of reception year. However, the reforms involve changes that go wider than the EYFSP assessment. We have introduced new, more detailed educational programmes for all children from birth to five and all schools and settings must use these to plan a broad curriculum across the seven areas of learning. We have also published new non-statutory curriculum guidance, [Development Matters](#), which supports schools and settings to deliver the educational programmes and includes specific guidance for reception year for the first time. We expect all schools and settings to review their assessment practice in line with the messaging of the reforms to ensure that practitioners are not spending a disproportionate amount of time on tracking and physical evidence collection.

For more information about the EYFS reforms and how to implement the changes your school or trust get more information [here](#).