



Department  
for Education

# Early years foundation stage profile handbook

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# Summary

This publication has been produced by the Department for Education (DfE) to help teachers to complete the Early Years Foundation Stage (EYFS) Profile assessment.

The EYFS Profile must be completed for each child in the final term of the academic year in which they reach age 5. Therefore, it is usually undertaken by reception teachers, but on rare occasions other early years settings would need to complete the Profile if it is not being done in reception year at school. For the purposes of this document ‘teacher’ should be understood to refer to any early years practitioner (including childminders) working with the child and completing the EYFS Profile assessment.

## Who is this publication for?

This guidance is for all those in England who are involved in EYFS Profile assessments, including:

- Reception and key stage 1 teachers and teams, or other early years practitioners where relevant
- Headteachers and managers
- Local authorities

## Statutory requirements

The main purpose of this handbook is to provide guidance for schools when completing the EYFS Profile assessment for children in the final term of the academic year in which they turn 5.

For the purposes of this document ‘school’ is inclusive of all providers who are required by the EYFS to complete the Profile. If a child attends more than one setting, the EYFS Profile assessment must be completed by the provider where the child spends the majority of their time between 8am and 6pm. For most children this will be a reception class in a school or specialist provision.

This handbook is statutory guidance for local authorities. Local authorities must have regard to it and should not depart without good reason. For schools, it is non-statutory guidance, with the purpose being to explain the assessment arrangements for the EYFS Profile.

This document uses the word “must” where the provision is a legal requirement.

## Important 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 final approved EYFS Profile data to DfE.                              |

**Figure 1: Important dates**

# EYFS Profile: purposes and principles

## Overview of the Profile

### What is the EYFS Profile?

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.

Teachers are expected to use their professional judgement to make EYFS Profile assessments, using their knowledge and understanding of what a child knows, understands, and can do.

Day-to-day informal checking of what children have learnt will inform teaching and learning on an ongoing basis throughout the final year of the EYFS. This will include identifying areas where children may be at risk of falling behind, so that teachers can provide effective support where needed.

The EYFS Profile is not intended to be used for ongoing assessment or for entry-level assessment for early years settings or reception classes. Schools should note that the ELGs are what is assessed in the final term of the year in which children turn 5 and should not be used as a curriculum<sup>1</sup>. For support with developing or enhancing a curriculum schools may refer to the non-statutory curriculum guidance [Development Matters](#).

### When should the EYFS Profile take place?

The EYFS framework requires the EYFS Profile assessment to be carried out in the final term of the year in which a child reaches age 5. The EYFS Profile must be completed for each child and submitted to the local authority no later than 30 June of that academic year.

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<sup>1</sup> The curriculum in a primary school starts when children first join in the early years, be that the nursery or reception class. Learning in key stage 1 and beyond builds on the curriculum in the early years. Schools should design the early years curriculum to give children the foundational knowledge and understanding they will need for key stage 1 and for the rest of their schooling.

## Purposes and main uses of the Profile

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.

The main purpose of the EYFS Profile assessment is to support a successful transition to year 1 by informing the professional dialogue between EYFS and year 1 teachers. It should inform year 1 teachers about each child's stage of development and learning needs and help them to plan the year 1 curriculum to meet the needs of all children. The EYFS Profile is also used to inform parents and/or carers<sup>2</sup> about their child's development.

In addition, the EYFS Profile provides a national data set of children's learning and development at the end of the EYFS. DfE uses EYFS Profile data to monitor changes in levels of children's learning and development both nationally and regionally, as data is published at local authority level, and to compare the development outcomes of different groups of children according to characteristics such as sex and eligibility for free school meals. Other organisations also make use of the data to support good outcomes for children.

Children are defined as having reached a Good Level of Development at the end of the EYFS if they have achieved the expected level for the ELGs in the prime areas of learning (which are: communication and language; personal, social and emotional development; and physical development) and the specific areas of mathematics and literacy. This helps to understand broadly what a child can do in relation to national expectations.

## Principles of EYFS Profile assessments

Reliable and accurate assessment at the end of the EYFS is:

**Based on the teacher's knowledge of each child:** assessment is based primarily on the teacher's professional knowledge of what the child knows, remembers and can do day-to-day. It is a means of checking whether a child has learnt what has been taught. It can take place during routine interactions with children and does not need to be planned or documented. The teacher may simply reflect on the knowledge, skills and understanding that the child demonstrates in the course of everyday learning to plan what to teach next. Where something has been well taught, a child's learning is

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<sup>2</sup> 'Parents and/or carers' is defined here as any individual who has parental responsibility for a child; or care of a child - this does not include a childminder.

embedded and secured. The child is likely to demonstrate what they know and can do consistently in a range of situations.

**Summative:** assessment is based on a holistic view of what the child can demonstrate against each ELG at the end of the EYFS. When assessing children against the ELGs, teachers should look at the whole description for each goal to determine whether this best-fits their professional knowledge of the child. The ELGs are interconnected, meaning children can demonstrate development in more than one area of learning when engaging in a particular activity. Teachers should consider the child's development across the areas of learning, and whether the levels of development in relation to each of the goals make sense when taken together.

**Informed by a range of perspectives:** assessment is predominantly based on the teacher's professional judgement, but should also take account of contributions from a range of perspectives including the child, their parents and/or carers, and other relevant adults.

**Inclusive:** teachers need to be alert to the general diversity of children's interests, needs and backgrounds to accurately assess their development and outcomes against the ELGs. This includes children with a special educational need or disability (SEND), whose development may be identified by teachers in different ways. Children whose home language is not English should have opportunities to engage in activities in the security of their home language. Children will demonstrate their development not only through what they have been taught but also when activities such as role play, cookery, celebrations, visits or events are linked to their cultural experience.

**Underpinned by a broad curriculum and effective pedagogy:** teaching should enable each child to demonstrate their learning and development fully. Effective assessment takes place when teachers use their knowledge of the child to identify what they know, understand and can do in order to shape teaching and learning experiences for the child reflecting that knowledge. The ELGs represent a narrow measure of what is assessed at the end of the EYFS and should not restrict the breadth of what is taught in the final year of the EYFS. It is for schools to determine their curriculum (having regard for the 'Educational Programmes' set out in the EYFS framework) and pedagogical approach to support children's learning and development.

## Building knowledge of the child

Over the course of the reception year, teachers should plan what it is they want children to learn and build their knowledge of what each child knows, understands and can do. They should draw on this knowledge and their own expert professional judgement to make an accurate summative assessment at the end of the year. This is enough evidence to assess a child's individual level of development in relation to each of the ELGs.

Teachers' judgements will largely be based on whether children are learning what has been taught and from their observations of development during day-to-day activity in the classroom. Teachers should quickly identify children who need additional learning support, so that the appropriate additional support can be put in place.

Teachers should also actively engage children, their parents and/or carers, and other adults who have significant interaction with the child in the assessment process. This will provide a rounded picture of the child's development. A teacher's relationship with parents and/or carers is especially crucial when working with children from different cultural backgrounds as they can help teachers understand the values that explain their child's responses to the environment and social situations.

Schools should not include burdensome evidence gathering requirements against any of the areas of learning in their assessment policies so that teachers can spend as much time as possible interacting with children and directly supporting their learning and development. However, teachers may find it helpful to record, in a simple way, particularly noteworthy achievements, such as what phonemes and numbers a child has learned, in order to determine what to teach next. This is sufficient to make a judgement. Sources of written or photographic evidence are not required, and teachers are not required to record evidence.

# Completing the EYFS Profile

## Overview

Unless an exemption applies, the EYFS Profile must be completed for all children registered at the school, including children who have not spent a long time in the school for whatever reason and children with SEND.

Each child must be assessed against the 17 ELGs and teachers may choose to provide a commentary on the three characteristics of effective teaching and learning.

## Exceptions and exemptions

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

- an exemption has been granted<sup>3,4</sup> for the setting (reserved for independent schools or schools with established principles in conflict with the EYFS)
- an exemption has been granted<sup>5</sup> 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.

Information on how to record an exempt child can be found below in [Data collection and submission](#).

Information on the process to follow when a child is remaining in EYFS provision beyond age 5 can be found below in [Children who remain in EYFS provision beyond the age of 5](#).

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). The A code (the assessment rating for a child who has an exemption) should **only** be used for children who have an individual exemption on grounds of religious or philosophical beliefs. **Schools who submit it for any other reason would not be meeting the statutory requirements of the EYFS.**

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<sup>3</sup> [The Early Years Foundation Stage \(Exemptions from Learning and Development Requirements\) Regulations 2008 \(legislation.gov.uk\)](#)

<sup>4</sup> [Early years foundation stage \(EYFS\) guidance on exemptions \(publishing.service.gov.uk\)](#)

<sup>5</sup> [Early years foundation stage \(EYFS\) guidance on exemptions \(publishing.service.gov.uk\)](#)

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.

## Assessing children against the early learning goals

For each ELG, teachers must judge whether a child is:

- meeting the level of development expected at the end of the EYFS (and should be assessed as 'expected'); or
- not yet reaching this level (and should be assessed as 'emerging').

The ELGs are based on typical child development at the age of 5, so most children are likely to meet the 'expected' level of development. Teachers should use their professional knowledge of the child to decide whether each ELG description best-fits the child's learning and development. Teachers should only make judgements based on the criteria that are set out in the ELGs themselves and should not add any additional criteria.

The best-fit model requires teachers to consider the whole of each ELG description when making these judgements. Best-fit does not mean that the child has equal mastery of all aspects of the ELG. Each ELG descriptor is written in bullet point form, but this is for presentational purposes only to aid clarity; teachers should not 'tick off' these bullet points one by one but should use their professional judgement to determine whether each ELG in its totality best-fits the child's learning and development. The most accurate picture of the child's overall embedded learning will come from a holistic view of the descriptor.

The Profile recognises and values linguistic diversity and is inclusive of children whose home language is not English. The ELGs for the communication and language, and literacy areas of learning, must be assessed in relation to the child's competency in English, or competency in British Sign Language (BSL). However, the remaining ELGs may be assessed in the context of any language. In cases where a child is using BSL or another language, teachers will need to observe the child over time and seek input from the parents, and/or bilingual support assistants, to be confident about what the child knows and understands. Teachers should use their professional judgement to consider whether the accounts provided are consistent with their professional knowledge of the child. Other teachers as well as parents and/or carers should be consulted to aid with this.

For all ELGs, including Speaking, a child's established or preferred mode of communication can be used. This includes non-speaking communication, such as

signing. In order to be judged as expected, the child must demonstrate the criteria of the ELG. The mode of communication is the way a child chooses to communicate, not the language a child communicates in. Therefore, when using any mode of communication, the ELGs for the communication and language and literacy areas of learning must still be assessed in relation to the child's competency in English, or competency in BSL.

Where a child has SEND, teachers should be alert to identifying the child's level of development in a variety of ways, including eye pointing, use of symbols, or signs. In this case, teachers should give additional detail about the child's understanding and preferred means of communication in their EYFS Profile record.

Details of the ELGs and what children at the expected level of development will be able to do are contained in [Annex A](#).

## **Completing the Profile for children with an outcome at the 'emerging' level**

Where children have an outcome of 'emerging' for an ELG, this judgement alone will not provide a complete picture of their learning and development at the end of the EYFS. For some children this may be because they are born late in the academic year, or are late developers, or missed a considerable amount of the final year of the EYFS. For others this may be related to potential or identified SEND. The teacher is likely to know the detail behind this outcome as a result of their knowledge of the child built up over time.

Where a child has an outcome of 'emerging' for one or more of the ELGs, additional information about the barriers to learning that have been identified, and any successful strategies to help the child overcome these barriers, should be passed onto the year 1 teacher alongside EYFS Profile judgements.

Information on reporting the EYFS Profile to the year 1 teacher can be found below in [Reporting to the year 1 teacher](#).

## **Completing the Profile for children with SEND**

SEND covers different types of need, including communication and interaction, cognition and learning, social, emotional, and mental health, and sensory and/or physical needs. Children in the early years may have a range of needs which cut across some or all of these broad areas. On-going assessment should help teachers discover in more detail the factors influencing the child's learning and development.

**Children are not exempt from the Profile on the basis of SEND.** Completion of the EYFS Profile is a useful opportunity to reflect on each child's stage of development and learning needs and to share this information with the year 1 teacher to help them plan the

year 1 curriculum to meet the needs of all children. This will ensure children with SEND are supported as much as possible in their transition to year 1.

Children will have differing levels of knowledge, skills and abilities across the Profile. It is important that there is a full assessment of all areas of their development. Some children with SEND may be at the ‘expected’ level of development for some ELGs, and at an ‘emerging’ level for ELGs where their specific condition has an impact on their learning and development. Other children with SEND may, with the right support, reach the expected level in the ELGs, even where their specific condition has an impact.

Where a child has a 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. Examples of adaptations include: mobility aids, magnification, and adapted ICT and equipment. Reasonable adjustments can be any of those ordinarily available in the school’s provision including: prompts, visuals, sensory support and movement breaks. If, when using reasonable adjustments / adaptations, a child is still unable to meet the criteria of an ELG they should be judged as emerging and additional information should be provided to the year 1 teacher to support the child’s transition into year 1.

Actively involving children, their parents and/or carers, and other professionals such as the SEN Coordinator (SENCo) or health professionals in the assessment process is especially crucial when working with children with SEND. This will enable teachers to get a clear picture of the child’s learning and development and ensure parents and/or carers have a clear understanding of their child’s development and any additional support which will be offered.

When communicating the EYFS Profile data to the year 1 teacher, additional information should also be passed on alongside the data 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.

## **Supporting children with SEND**

Teachers<sup>6</sup> must have regard to the [SEND Code of Practice](#) when supporting children with SEND. This outlines the four-stage process of ‘assess, plan, do, review’ to identify and support children with SEND.

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<sup>6</sup> See page 13 of the SEND Code of Practice for a list of the bodies that are required to have regard to it.

Children develop and learn at different rates. A delay in learning and development may or may not indicate that a child has SEND. With extra support to make progress many children can catch up with their peers. Therefore, it is important to identify any developmental delay early so that a targeted plan to support the child's future learning and development can be developed and the appropriate support can be put in place.

Teachers should be proactive in drawing on the professional expertise of others early on if they identify concerns. Teachers in school settings should contact the school SENCo for advice and guidance in the first instance, if they are concerned that a child has a SEND. The SENCo should be familiar with local authority guidance on reasonable adjustments and ordinarily available provision, as well as local arrangements for getting additional advice and support where necessary, including from speech and language therapists or educational psychologists. These specialists may be able to offer more specific guidance and support.

The [DfE Early Years SEND assessment guidance and resources](#) support a child-centred, strengths-based approach to assessing children's needs and enable teachers to share their progress and development with parents, carers, professionals and local authorities. There is practical advice on assessment, alongside tools and downloadable resources to support early educators in assessing what children with SEND can do, capturing their voice, and setting targets for progress and learning. Further resources for teachers working with children with SEND are available on the [SEND gateway](#). On behalf of the DfE, National Association for Special Educational Needs has produced a [series of short guides](#) on identifying and supporting children with SEND in the early years, including a guide focused on reception classes.

## Moderation

Moderation of EYFS Profile assessments should be a collaborative process with colleagues. This supports the quality assurance of assessment judgements and provides a valuable opportunity for professional development. Within each school, teachers can informally agree assessment judgements with others, for example, discussing knowledge and understanding about a child's development with other EYFS teachers or a year 1 teacher. This does not require collecting or recording unnecessary evidence. Any internal or peer-to-peer moderation conversations should, as far as possible, be based on the teacher's own knowledge of their children. It is important for teachers to build a shared understanding of the ELGs and the EYFS framework. Schools may wish to work together so that teachers can share experiences and develop their assessment skills.

# Reporting the EYFS Profile assessment

## Reporting to the year 1 teacher

The primary purpose of the EYFS Profile assessment is to support a successful transition from the EYFS to year 1. At the end of reception year, teachers must give year 1 teachers a copy of each child's EYFS Profile, including a record of the child's outcomes against the 17 ELGs, stating for each ELG whether the child is:

- meeting 'expected' levels or
- not yet reaching expected levels ('emerging').

They may also choose to provide a short commentary on how the child demonstrates the three characteristics of effective learning.

Teachers are not required or expected to produce any written reports for year 1 teachers beyond these basic requirements. It is, however, crucial that teachers and year 1 teachers are given sufficient time to discuss and expand on all the information presented in the EYFS Profile, in order to give the year 1 teacher a fully rounded picture of the development of each child and help them to plan the year 1 curriculum to meet the needs of all children. Establishing an ongoing dialogue before the summer term will allow processes to be built on a shared understanding and planned and implemented in good time.

In cases where children have an outcome at the 'emerging' level, teachers should provide additional information to help the year 1 teacher plan an effective curriculum. This should include:

- information about the barriers to learning that have been identified
- any successful strategies to help the child overcome these barriers
- details of any specific assessment and provision in place for children with SEND.

## Reporting to parents and/or carers

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 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.

Schools must be aware of their responsibilities under the Data Protection Act 1998 and the General Data Protection Regulation.

# EYFS Profile data collection and submission

## Overview

The EYFS Profile is a statutory data collection. Each child's records are combined at local authority and national level to produce an Accredited Official Statistics publication.

## Responsibilities

### Headteacher responsibilities

Registered providers, governing bodies and proprietors of schools exempt from the requirement to register as early years providers with Ofsted have a duty to implement the EYFS. In schools, this duty is often delegated to headteachers. This means that headteachers 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 that reasonable adjustments are made to the assessment process for 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](#);
- 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 the results and the opportunity to discuss the EYFS Profile.

### Local authority responsibilities

In terms of data collection, local authorities must:

- ensure schools have a secure electronic system to submit EYFS Profile data and understand how the data should be formatted; and

- collect EYFS Profile data, and quality assure and submit it to DfE.

Quality assurance of the data means ensuring that a full and complete set of data is submitted to the department for the schools in each area (for example following up any missing records either at school or child level or querying any errors or inconsistencies). It does not mean ensuring accuracy of teachers' professional judgement.

## Data collection and submission

Schools will submit data to local authorities by transferring a CTF<sup>7</sup> export file. Schools do not submit data directly to DfE. For settings without access to a secure computer, local authorities can arrange a paper recording system, and then key the data into the centralised local authority system. Maintained schools should contact their local authority for support. Non-maintained schools can request an input spreadsheet via DfE's data collections service request form<sup>8</sup>.

Local authorities should submit the data to DfE using the COLLECT data collection system. Access to COLLECT is through the department's DfE sign-in. A range of validation checks are applied to the data by DfE using COLLECT and the data must pass these checks in order to be accepted by DfE.

## Data specification

All schools must participate in the assessment arrangements outlined, unless an exemption has been granted for the setting or an individual child. If an exemption is granted for an individual child, 'A' should be recorded for the ELGs the child is exempt from. Information on exemptions and exceptions from the Profile can be found above in [Exceptions and exemptions](#).

| Assessment rating | EYFS judgement  |
|-------------------|---|
| 1                 | Indicates a child who is at the 'emerging' level at the end of the EYFS |
| 2                 | Indicates a child who is at the 'expected' level at the end of the EYFS |
| A                 | Indicates a child who has an exemption                                  |

**Figure 2: Assessment ratings**

<sup>7</sup> [www.gov.uk/government/collections/common-transfer-file](http://www.gov.uk/government/collections/common-transfer-file)

<sup>8</sup> [Data collections service request form - DFE Online Forms \(education.gov.uk\)](http://Data collections service request form - DFE Online Forms (education.gov.uk))

All schools must report EYFS Profile results to their local authority upon request<sup>9</sup>, unless the Secretary of State for Education has granted the school an exemption from the EYFS learning and development requirements. Local authorities are required to return the requested EYFS Profile data to DfE by 31 July each year. The following table sets out the requirements for submission of EYFS Profile data and contextual child data to local authorities and DfE.

| <b>Status of child and provision</b>   | <b>Is submission of data to local authority required?</b>   | <b>Is local authority submission to DfE required?</b>  |
|--|---|--|
| Child in a maintained school   | Yes, where requested by local authority   | Yes  |
| Child in EYFS provision in receipt of government funding in the summer term                      | Yes, where requested by local authority   | Yes  |
| Child in EYFS provision not in receipt of government funding in the summer term                  | Yes, where requested by local authority   | No   |
| Child in an academy or free school   | Yes, where requested by local authority   | Yes  |
| Child in an independent school in receipt of government funding in the summer term               | Yes, where requested by local authority   | Yes  |
| Child in an independent school not in receipt of government funding in the summer term           | Yes, where requested by local authority   | No   |
| Child in an alternative provision, including a pupil referral unit, AP free school or AP academy | Yes, unless the child is also registered at another school and the other schools is submitting the data | Yes, unless the child is also registered at another school and the other school is submitting the data |
| Child in a non-maintained special school   | Yes, where requested by local authority   | Yes  |

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<sup>9</sup> See [The Childcare \(Provision of Information About Young Children\) \(England\) Regulations 2009 \(legislation.gov.uk\)](https://www.legislation.gov.uk)

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| Child with a registered childminder (for the majority of the time they spend within EYFS provision between 8am and 6pm) | Yes, where requested by local authority, or if the childminder is in receipt of government funding in the summer term | No, unless the childminder is in receipt of government funding in the summer term                                  |
| Child in an EYFS provision where the school has an exemption from the learning and development requirements of the EYFS | On a voluntary basis only   | No   |
| Child being educated at home  | No, unless the child is on the register of a maintained or independent school, or in receipt of government funding    | No, unless the child is on the register of a maintained or independent school, or in receipt of government funding |

## Children transferring schools

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

If a child moves to a new school during the academic year, the original school must send their assessment of the child's development against the ELGs to the new school within 15 days of receiving the request, if the Profile has been completed.

If a child moves schools during the summer term, the schools must agree which of them will complete the Profile. When deciding this, it is important to consider what would best benefit the child's education and their transition into year 1. In general, if a child starts at a new school 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 at any time before the summer 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 across the academic year 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.

The governing body or academy trust must arrange to have the child's educational record and the defined items of data that comprise the CTF sent to the child's new school. This task is often delegated to headteachers by governing bodies or academy trusts. The information must be sent within 15 school days of the child ceasing to be registered at their previous school unless the new school is not known. In this case it should be sent within 15 school days of receiving a request from the child's new school. If the new school is unknown, DfE recommends that the school should still complete the CTF and load it onto the school to school<sup>10</sup> (S2S) secure transfer system. If schools do not receive a CTF for a new child, they can ask their local authority to search for the file on S2S.

Where both the old and new schools have the necessary facilities, the CTF must be sent to the new school either through S2S, or over a secure network that can only be accessed by the local authority, the governing body, multi-academy trust or a teacher at any school within that local authority.

The basic requirement is that the old school will send the educational records and CTF to the new school by one of these methods. If either school does not have the facilities to send or receive information in this format, the local authority may provide the file where there are agreed and secure local arrangements to that effect.

## **Children who remain in EYFS provision beyond the age of 5**

The expectation is that children will move with their peers so they will be assessed against the EYFS Profile once. In exceptional circumstances, after discussion and only in agreement with parents and/or carers, a child might remain in EYFS provision beyond the end of the academic year in which they reach age 5. Schools should take care to make sure this decision does not prejudice the child's personal, social, and emotional development.

In these exceptional cases, assessment should continue throughout the child's time within EYFS provision and the 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 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.

We recommend the decision for the child to remain in the EYFS is made before starting the Profile for the cohort. However, if the decision is made after the Profile has already

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<sup>10</sup> [www.gov.uk/government/publications/school-to-school-guides-for-schools-and-local-authorities](http://www.gov.uk/government/publications/school-to-school-guides-for-schools-and-local-authorities)

been completed, then a new assessment will need to be made and submitted the following year with the new cohort.

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. Care should be taken when entering the child's Profile assessment into any electronic recording system. The child's date of birth may now be outside the expected range for the cohort, local authorities should give schools instructions in such cases. DfE will consider the child to be part of this new cohort and will accept data submitted in this way if the local authority has provided the information to DfE. DfE may check the accuracy of the dates of birth of individual children with the relevant local authority.

## **Children who are home-educated or missing education**

The assessment and reporting arrangements do not apply to children who are not on the register of the school for whatever reason, including being home-educated or missing education. Children missing education are children of compulsory school age who are not registered at a school and are not being educated otherwise.

If the child is registered at the school and has only been homeschooled for part of the year because they were either previously attending the school and then moved to be home-educated or were previously home-educated and then joined the school at any time during the academic year, then the school must complete the Profile for the child.

Where the child was previously registered at the school but is taken off school roll because they have become a child missing education for whatever reason, including for example moving abroad, then the Profile does not need to be completed for the child and the school should contact the local authority to ensure the child is removed from their data collection roll.

# Types of school

## How the requirements apply to different types of school

### Academies and free schools in England

Academies must implement the requirements of the EYFS (by virtue of Section 40 of the Childcare Act 2006<sup>11</sup>). All references to academies in the guidance include free schools as, in law, they are academies.

### Ministry of Defence (MoD) schools

MoD schools are required to participate in the assessment and reporting arrangements for the EYFS Profile in line with the administration in England.

### Overseas schools

Overseas schools, which are not MoD schools, cannot participate in the EYFS Profile assessment and reporting arrangements.

### Hospital schools

Hospital schools may be required to complete the EYFS Profile depending on the type of school and whether it is required to comply with the EYFS.

### Home-educated children

The EYFS requirements including the EYFS Profile assessment and reporting arrangements do not apply to children who are being educated at home unless they are on the register of a maintained school or independent school.

### Independent schools and EYFS providers registered with Ofsted

All independent schools and registered EYFS providers must comply with the assessment and reporting arrangements unless they have an exemption from the EYFS learning and development requirements for children 3 and over. This includes specialist provision.

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<sup>11</sup> [www.legislation.gov.uk/ukpga/2006/21/section/40](http://www.legislation.gov.uk/ukpga/2006/21/section/40)

## Providers with children not in receipt of government funding

Under regulations made under Section 99 of the Childcare Act 2006, local authorities are allowed to collect specified data for children not in receipt of government funding in the summer term. EYFS providers are required to comply with local authorities' requests for this data. Local authorities are required to submit data to DfE. The local authority can request data including:

- the judgement of 'expected' or 'emerging' for each ELG
- the child's date of birth
- the home address where the child normally resides
- the child's ethnic group
- the child's sex
- whether the child has SEND
- if the child has English as an additional language

## Annex A: The early learning goals

### Communication and Language

#### Listening, Attention and Understanding ELG

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

#### Speaking ELG

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.

### Personal, Social and Emotional Development

#### Self-Regulation ELG

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

## **Managing Self ELG**

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

## **Building Relationships ELG**

Children at the expected level of development will:

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

## **Physical Development**

### **Gross Motor Skills ELG**

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

### **Fine Motor Skills ELG**

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

## **Literacy**

### **Comprehension ELG**

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

## Word Reading ELG

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

## Writing ELG

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

## Mathematics

### Number ELG

Children at the expected level of development will:

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

### Numerical Patterns ELG

Children at the expected level of development will:

- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;

- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

## Understanding the World

### Past and Present ELG

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling;

### People Culture and Communities ELG

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

### The Natural World ELG

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

## **Expressive Arts and Design**

### **Creating with Materials ELG**

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

### **Being Imaginative and Expressive ELG**

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.



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