



Department
for Education

For use in EYFSP pilot schools only

This document does not represent final Government policy

This document is for the sole purpose of schools participating in the Early Years Foundation Stage Profile (EYFSP) pilot

It applies only to Reception Year in these schools

The EYFSP pilot is the first stage in a consultative process, with a full public consultation to follow the conclusion of the pilot



Department
for Education

Early years foundation stage profile

2018 handbook
[PILOT VERSION]
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Section 1. Introduction

1.1. Purpose of this guidance

This publication provides guidance and advice from the Department for Education (DfE). It has been produced to help practitioners make accurate judgements about each child's attainment at the end of the Early Years Foundation Stage (EYFS).

This guidance is for:

- early years staff, including reception teams, and key stage 1 teams
- headteachers and managers

This guidance replaces both the Standards and Testing Agency's Assessment and Reporting Arrangements statutory guidance and the Early Years Foundation Stage profile 2018 handbook. It has been produced for schools participating in the Early Years Foundation Stage profile pilot.

Section 2. EYFS profile: purposes and principles

2.1. Overview of the profile

The EYFS profile is intended to provide a reliable, valid and accurate assessment of each child's attainment at the end of the EYFS. It is made up of:

- an assessment of the child's attainment in relation to the 17 early learning goal (ELG) descriptors
- a short narrative describing how the child demonstrates the 3 characteristics of effective learning

Practitioners are expected to use their professional judgement to make these assessments, based on their knowledge and understanding of what the child knows, understands and can do, and how the child learns.

The EYFS profile is a statutory assessment of children's attainment at the end of the early years foundation stage (known as a summative assessment). Day-to-day informal assessment will inform teaching and learning on an ongoing basis throughout the final year of the EYFS (formative assessment). This will include identifying areas where children may be at risk of falling behind, so that practitioners can provide rapid, effective support. The Early Learning Goals are what is assessed at the end of the year. The goals themselves represent only part of a broad early years curriculum but the on-going, day-to-day formative assessment of children within a broad curriculum can inform the summative assessment of the goals.

2.2. Purposes and main uses of the profile

The main purpose of the profile assessment at the end of the EYFS is to support a successful transition to key stage 1 (KS1) by informing the professional dialogue between EYFS and year 1 teachers. This should inform year 1 teachers about each child's stage of development and learning needs, and help them plan activities in year 1 that will meet the needs of all children.

The EYFS profile is also used to inform parents about their child's development.

In addition, the EYFS profile provides an accurate national data set relating to levels of child development at the end of the EYFS. Children are defined as having reached a Good Level of Development (GLD) at the end of the EYFS if they have achieved at least the expected level for the ELGs in the prime areas of learning and the specific areas of mathematics and literacy. This helps practitioners and parents to understand broadly what a child can do in relation to national expectations.

The DfE uses EYFS profile data to monitor changes in levels of children's development both nationally and regionally, and to compare the attainment of different groups of children according to characteristics such as gender and eligibility for free school meals. The EYFS profile is not an accountability measure and DfE does not publish school level results for the EYFS profile.

2.3. Principles of EYFS profile assessments

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

Observational: assessment is based primarily on the practitioner's professional knowledge of what the child knows and can do, and how the child learns. Observational assessment does not require taking prolonged breaks from interaction with children, nor will observations necessarily be planned. The practitioner may simply reflect on the knowledge, skills and understanding that the child demonstrates in the course of everyday learning. Where a child's learning is embedded and secure the child is likely to demonstrate the behaviour consistently and independently in a range of situations, including independently of overt adult support. There is however no firm expectation of the extent to which observed behaviour should be child-initiated or adult-led.

Holistic: assessment is based on a holistic view of the child's learning and development. When assessing children against the Early Learning Goals, practitioners should look at the whole description for each goal to determine whether this best fits their professional knowledge of the child, taking into account the child's strengths and weaknesses. The Early Learning Goals are interconnected, meaning that children are likely to demonstrate attainment in more than one area of learning when engaging in a particular activity. Practitioners should consider the child's development across the areas of learning, and whether the levels of attainment in relation to each of the goals make sense when taken together.

Informed by a range of perspectives: assessment is predominantly based on the practitioner's professional judgement, but should also take account of contributions from a range of perspectives including the child, their parents and other adults. Practitioners should involve children fully in their own assessment by encouraging them to communicate about and review their own learning. Assessments should include achievements demonstrated at home, in order to provide a complete picture of the child's learning and development.

Inclusive: practitioners need to be alert to the general diversity of children's interests, needs and backgrounds in order to accurately assess their attainment. This includes children with a special educational need or disability, who may demonstrate their attainment in different ways. Children should be enabled to demonstrate what they know, understand and can do in ways they find motivating. For children at an earlier

stage of development, this may be in situations where they can be highly active, including outdoors. Children whose home language is not English should have opportunities to engage in activities in the security of their home language. Children from different cultural backgrounds will demonstrate their attainment best 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: the provision should enable each child to demonstrate their learning and development fully. Effective assessment takes place when children have the opportunity to demonstrate their understanding, learning and development in a range of contexts. The Early Learning Goals represent what is assessed but should not restrict the breadth of what is taught in the final year of the EYFS. It is for settings to determine their pedagogical approach to support children's learning and development.

2.4. Building knowledge of the child

Over the course of the year, practitioners should build their knowledge of what each child knows 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 sufficient evidence to assess a child's individual level of development in relation to each of the Early Learning Goals. Practitioners are expected to articulate how they have arrived at their judgements. However, they are not expected to provide proof of the child's level of attainment using physical evidence. Teachers should not record unnecessary evidence.

Practitioners' judgements will largely be based on their observations of day-to-day activity in the classroom. Observation should serve as an opportunity to quickly identify children who need additional learning support, so that the appropriate interventions can be put in place. Practitioners should also actively engage children, their parents and other adults who have significant interaction with the child in the assessment process. This will provide a rounded picture of the child's attainment. A practitioner's relationship with parents is especially crucial when working with children from different cultural backgrounds, as parents can help practitioners understand the values that explain their child's responses to the environment and social situations.

Practitioners may find it helpful to minimally record particularly noteworthy moments, in order to prompt recall, give them confidence in their judgements or to share progress with other adults. This is sufficient to make a judgement. Some physical evidence (such as examples of the child's writing) that naturally accumulates during the course of the year may support practitioners in articulating their judgements. However, multiple sources of written or photographic evidence are not required and practitioners should not record unnecessary evidence.

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Settings should avoid including burdensome evidence gathering requirements in their assessment policies. In developing their policies, settings should consider how to minimise practitioner workload so that practitioners can focus their efforts on teaching. It is for settings to decide if they wish to make use of online tools to collect and share evidence, in order to support teachers to make judgements confidently. However, these should not be used to encourage or drive excessive evidence collection. Any recording of evidence should follow the principles and recommendations outlined in the independent report [Eliminating unnecessary workload associated with data management](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/511258/Eliminating-unnecessaryworkload-associated-with-data-management.pdf).¹

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¹ www.gov.uk/government/uploads/system/uploads/attachment_data/file/511258/Eliminating-unnecessaryworkload-associated-with-data-management.pdf

Section 3. Completing the EYFS profile

3.1. Overview

Practitioners 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, and no later than the final week of June.

Each child must be assessed against:

- the 17 Early Learning Goals (ELGs)
- the 3 characteristics of effective learning

3.2. Exceptions and exemptions

The EYFS profile must be completed unless:

- the child is continuing in EYFS provision beyond the year in which they turn 5
- the child has not spent enough time in the setting for an accurate assessment to be made, for example due to illness or medical treatment or not starting at the setting until a substantial part of the year has gone by.

The expectation is that children will move with their peers so they will only be assessed once for the EYFS profile. In exceptional circumstances, after discussion and in agreement with parents, a child might remain in EYFS provision beyond the end of the academic year in which they reach the age of 5. Providers 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. An EYFS profile should be completed once only, at the end of the year before the child moves into KS1.

If an exemption is granted for an individual child, this must be recorded as 'A' (no assessment) for each ELG.

3.3. Assessing children against the Early Learning Goals

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

- meeting the level of development expected at the end of the EYFS (expected)
- exceeding this level (exceeding)
- not yet reaching this level (emerging)

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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. Practitioners should use their professional knowledge of the child to decide whether each ELG description best fits the child's learning and development.

The best-fit model requires practitioners to consider the whole of each ELG description when making these judgements, and to assess the child's relative strengths and weaknesses against these descriptions. 'Best fit' doesn't 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; practitioners 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.

Where a child has a special educational need or disability (SEND), practitioners should take care to ensure the child is able to demonstrate their attainment. Children should be assessed on the basis of what they can do when using the adaptations they normally use to carry out daily activities, so that practitioners come to know all children at their most capable. Adaptations include mobility aids, magnification and adapted ICT and equipment.

A child can use their established or preferred mode of communication for all the ELGs except Speaking. Where a child has a special educational need, practitioners should be alert to their demonstrating attainment in a variety of ways, including eye pointing, use of symbols or signs. In this case practitioners should give additional detail about the child's understanding and preferred means of communication in their EYFS profile record.

The profile recognises and values linguistic diversity, and is inclusive of children whose home language is not English. The ELGs for communication and language, and for literacy, must be assessed in relation to the child's competency in English. However, the remaining ELGs may be assessed in the context of any language. In such cases practitioners 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. Practitioners should use their professional judgement to consider whether the accounts provided are consistent with their professional knowledge of the child.

3.4. The Early Learning Goals

Prime areas of learning

Communication and Language

ELG Listening

Children at the expected level of development will:

- Listen carefully and respond appropriately when being read to and during whole class and small group discussions;
- 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 teacher² and peers.

ELG Speaking

Children at the expected level of development will:

- Participate in small group, class and 1-to-1 discussions, offering their own ideas, using new vocabulary;
- Offer explanations for why things might happen, making use of new vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas using full sentences, with modelling and support from their teacher.

Physical Development

ELG Gross Motor Skills

Children at the expected level of development will:

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

ELG Fine Motor Skills

Children at the expected level of development will:

- Hold a pencil comfortably using the tripod grip;
- Use a range of small tools, including scissors, paintbrushes and cutlery;
- Show accuracy and care when drawing and copying.

² Teacher should be understood to refer to any practitioner working with the child.

Personal, Social and Emotional Development

ELG Self-Regulation

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and regulate their behaviour accordingly;
- Have a positive sense of self and show resilience and perseverance in the face of challenge;
- Pay attention to their teacher and follow multi-step instructions.

ELG Managing Self

Children at the expected level of development will:

- Manage their own basic hygiene and personal needs, including dressing and going to the toilet;
- Understand the importance of healthy food choices;
- Explain the reasons for rules and know right from wrong.

ELG Building Relationships

Children at the expected level of development will:

- Work and play cooperatively and take turns with others;
- Form positive attachments and friendships;
- Show sensitivities to others' needs.

Specific areas of learning

Literacy

ELG Comprehension

Children at the expected level of development will:

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

ELG Word Reading

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 common exception words.

ELG Writing

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

ELG Number

Children at the expected level of development will:

- Have an understanding of number to 10, linking names of numbers, numerals, their value, and their position in the counting order;
- Subitise (recognise quantities without counting) up to 5;
- Automatically recall number bonds for numbers 0-5 and for 10, including corresponding partitioning facts.

ELG Numerical Patterns

Children at the expected level of development will:

- Automatically recall double facts up to $5+5$;
- Compare sets of objects up to 10 in different contexts, considering size and difference;
- Explore patterns of numbers within numbers up to 10, including evens and odds.

Understanding of the World

ELG Past and Present

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;

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- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Recall some important narratives, characters and figures from the past encountered in books read in class.

ELG People, Culture and Communities

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.

ELG The Natural World

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 the effect of the changing seasons on the natural world around them.

Expressive Arts and Design

ELG Creating with Materials

Children at the expected level of development will:

- Draw and paint using a range 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.

ELG Performing

Children at the expected level of development will:

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

3.5. Completing the profile for children with an outcome at the ‘emerging’ level

Where children have an outcome of ‘emerging’ for an ELG, it is likely that this 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. For others this may be because they have a special educational need or a disability (SEND). The practitioner 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 ELGs, the practitioner should pass on additional information to the year 1 teacher, alongside EYFS profile judgements. This should include information about how the child learns best, the barriers to learning that have been identified and any successful strategies to help the child overcome these barriers. This will ensure conversations between EYFS and year 1 staff are meaningful so that the child makes a successful transition. 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 a special educational need or a disability has been identified, the practitioner should pass on details of any specific assessment and provision in place for the child. See 3.7 for further guidance on completing the profile for children with SEND.

Practitioners are not expected to produce an additional record of the child’s learning and development if this is captured elsewhere. In cases where no such record exists, such as if the child is pre-diagnosis, it is important to capture a brief written record simply outlining the salient points about how the child learns, to ensure a successful transition to KS1 and to minimise disruption if the child moves settings.

When communicating to parents that a child has an outcome of ‘emerging’ for one or more ELGs, practitioners should sensitively explain that this is a description of the child’s level of development and does not mean the child has ‘failed’.

3.6. Completing the profile for children with an outcome at the 'exceeding' level

Most children's learning and development is likely to be best described by the ELG descriptions at the end of the EYFS. Supporting children to reach the 'expected' level of development will give them the right foundation for good future progress through school and life. Children who are exceeding this level of development will be the exception and may need support to work at greater depth.

Practitioners will need to be confident that a child has moved beyond the 'expected' level of development, in order to make a judgement that they are 'exceeding' this level. In such cases practitioners should pass on additional information to the year 1 teacher about how the child learns best in order to plan for future learning as the child transitions to KS1.

Children can show evidence of 'exceeding' in a variety of ways and this may not be in relation to all aspects of a goal. Where such a judgement is made, practitioners should be able to make a case that the child is attaining beyond an ELG in ways that make a best-fit judgement of 'exceeding' more appropriate than 'expected'.

3.7. Completing the profile for children with a special educational need or disability (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, and on-going assessment should help practitioners discover in more detail the factors influencing the child's learning and development. Children with SEND may be at the 'expected' or 'exceeding' 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.

Completion of the profile is a useful opportunity to reflect on the child's learning and development needs and to share additional information with the year 1 teacher to support a smooth transition to KS1.

Practitioners 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.

Practitioners should be proactive in drawing on the professional expertise of others early on if they identify concerns. While a developmental delay in the early years may or

may not indicate that a child has SEND, it is important at this stage of child development not to delay making available any necessary special educational provision.

Reception teachers in school settings should contact the school SEN Coordinator (SENCo) for advice and guidance in the first instance, if they are concerned that a child has a special educational need. Most local authorities have an Area SENCo, or other similar role, to support all settings locally, and all early years providers should have their own designated SENCo. Reception teachers may find it useful to draw on the early years expertise of these other SENCOS, who may have earlier records of the child, including from the progress check at age two. Specialists such as speech and language therapists or educational psychologists may be able to offer more specific guidance and support.

Other practitioners within the setting or within local or wider networks may have helpful advice or be able to signpost to specialist support. Further resources for practitioners working with children with SEND are available on the [SEND gateway](#). Nasen has produced a [series of short guides](#) on behalf of the Department for Education on identifying and supporting children with SEND in the early years, including a guide focused on reception classes.

Along with EYFS profile judgements, practitioners should share any 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. Ongoing dialogue with parents is vital so that practitioners can get a clear picture of the child's learning and development, and to ensure parents have a clear understanding of their child's development and any additional support which will be offered.

3.8. The characteristics of effective learning

Practitioners must complete a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. These are:

- **playing and exploring**
- **active learning**
- **creating and thinking critically**

The characteristics of effective learning describe factors which play a central role in a child's learning and in becoming an effective learner. They are vital elements of support for the transition process from EYFS to year 1. The characteristics of effective learning run through and underpin all seven areas of learning and development. They represent processes rather than outcomes.

Information about the child's characteristics of effective learning gives year 1 teachers vital background and context about their next stage of development and future learning needs.

Commentaries must reflect the practitioner's ongoing observation of the child within formative assessment processes. They should take account of information from the child, their parents and other relevant adults.

The characteristics of effective learning are described below, along with some possible lines of enquiry which can be used when completing the commentary for each characteristic.

Playing and exploring

- finding out and exploring
- using what they know in their play
- being willing to have a go

'Finding out and exploring' is concerned with the child's open-ended hands-on experiences which result from innate curiosity. These experiences provide raw sensory material from which the child builds concepts, tests ideas and finds out.

Possible lines of enquiry:

- Does the child respond to first hand experiences in an exploratory way?
- How does the child demonstrate natural curiosity?
- Does the child notice patterns, changes, similarities and differences when exploring across the curriculum?

'Using what they know in their play' describes how children use play to bring together their current understandings, combining, refining and exploring their ideas in imaginative ways. Representing experiences through imaginative play supports the development of narrative thought, the ability to see from other perspectives, and symbolic thinking.

Possible lines of enquiry:

- In what ways does the child use what he or she discovers in play and link it to existing knowledge?
- Can the child combine, refine and explore ideas in imaginative ways?
- Can the child see things from other perspectives?

'Being willing to have a go' refers to the child:

- finding an interest

- initiating activities
- seeking challenge
- having a 'can do' attitude
- being willing to take a risk in new experiences
- developing the view that failures are opportunities to learn

Possible lines of enquiry:

- Does the child initiate activities around own interests?
- Does the child seek challenges and take risks in new experiences?
- Does the child learn from mistakes without becoming disheartened?

Active learning

- being involved and concentrating
- keeping on trying
- enjoying achieving what they set out to do

'Being involved and concentrating' describes the intensity of attention that arises from children engaged in following a line of interest in their activities.

Possible lines of enquiry:

- To what extent does the child become completely focussed in activities and experiences and not easily distracted?
- To what extent does the child show intensity of attention for example by being concerned about details in activities, experiences and ideas?

'Keeping on trying' refers to:

- the importance of persistence even in the face of challenge or difficulties
- an element of purposeful control which supports resilience

Possible lines of enquiry:

- Does the child pursue a particular line of interest in an activity?
- Does the child demonstrate persistence in the face of difficulty or a challenge?
- Can the child refocus and re-plan to overcome difficulties, setbacks and disappointments?
- Does the child know how to seek appropriate help in terms of materials, tools and other people?

‘Enjoying achieving what they set out to do’ builds on the intrinsic motivation which supports long-term success. It refers to the reward of meeting one’s own goals, rather than relying on the approval of others.

Possible lines of enquiry:

- Does the child become involved in activities and experiences which arise out of personal interest, curiosity and enquiry?
- Does the child demonstrate satisfaction when engaged in and completing personal endeavours?

Creating and thinking critically

- having their own ideas
- using what they already know to learn new things
- choosing ways to do things and finding new ways

‘Having their own ideas’ covers the critical area of creativity - generating new ideas and approaches in all areas of endeavour. Being inventive allows children to find new problems as they seek challenge, and to explore ways of solving these.

Possible lines of enquiry:

- Does the child generate new ideas during activities?
- Does the child adapt, refine or make changes when previous ideas were unsuccessful or could be developed?
- Is the child inventive in solving problems, using and synthesising knowledge and skills across areas of learning?

‘Using what they already know to learn new things’ refers to the way children use narrative and scientific modes of thought to:

- develop and link concepts
- find meaning in sequence, cause and effect
- find meaning in the intentions of others

Possible lines of enquiry:

- Does the child talk about or explore the idea of cause and effect through actions?
- Does the child use acquired knowledge and skills to explore new learning across and within areas of learning?
- Does the child offer ideas of why things happen and how things work or show this in exploratory play?

'Choosing ways to do things and finding new ways' involves children in:

- approaching goal-directed activity in organised ways
- making choices and decisions about how to approach tasks
- planning and monitoring what to do and being able to change strategies

Possible lines of enquiry:

- Does the child explore ways of solving new problems including trial and error?
- Is the child able to plan and monitor what has been done?
- Can the child change strategies when appropriate?

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Section 4. Reporting the EYFS profile assessment

4.1. 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 the final year of the EYFS providers must give year 1 teachers a copy of each child's EYFS profile, including:

- a record of the child's attainment against the 17 ELGs, stating for each ELG whether the child is:
 - meeting 'expected' levels
 - not yet reaching expected levels ('emerging')
 - 'exceeding' expected levels
- a short commentary on how the child demonstrates the 3 characteristics of effective learning

EYFS practitioners are not required or expected to produce any written reports for year 1 teachers beyond these basic requirements. It is however crucial that EYFS practitioners 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 attainment of each child.

In cases where children have an outcome at the 'emerging' or the 'exceeding' level, practitioners should provide additional information to help the year 1 teacher plan an effective curriculum and make appropriate provision. This should include information about any specific assessment or provision in place for children with SEND (see 3.5).

4.2. Reporting to parents

Parents should be involved in the assessment process on a regular, ongoing basis, and encouraged to take part in their child's learning and development. At the end of the final year of the EYFS, providers must provide a written report to parents which summarises the results of the EYFS profile. Providers must offer parents the opportunity to discuss the profile with the child's practitioner, within the term in which it has been completed.

Practitioners may choose to make the child's profile available to parents. If parents ask to see a copy of their child's profile, the provider must make this available. Providers must be aware of their responsibilities under the Data Protection Act 1998 and the General Data Protection Regulation.

Section 7. Definitions

Settings

All references to EYFS settings include any out-of-home provider of early years provision for children from birth to 5 years, for example:

- all providers registered with a childminder agency
- all providers on the early years register (for example nurseries and childminders)
- maintained schools, non-maintained schools and independent schools with early years provision

Parent

The term 'parent' is used here as defined in section 576 of the Education Act 1996 as:

- parents of a child
- any person who is not a parent of a child but who has parental responsibility for the child
- any person who has care of the child