

# Early Years Foundation Stage Profile Guidance



**2022**

## 1. Introduction

This guidance is for:

- Reception and key stage 1 practitioners.
- Headteachers and primary assessment managers

The aim of this booklet is to provide information about the assessment for the EYFS Profile (EYFSP) 2022 and the 17 new ELGs in the revised [EYFS 2021](#). It also includes guidance on moderation arrangements for the EYFSP assessment judgements and the new agreement trialling process in Bristol for 2022 to promote consistency and accuracy of the EYFSP.

Practitioners and Leaders should refer to the [Department for Education's EYFS Profile Handbook](#) when making and submitting assessments in order to make accurate and reliable judgements about each child's level of attainment. The EYFSP handbook should be read carefully.

Statutory duties are indicated by the word 'must' and additionally, schools and local authorities must "have regard" to other provisions in the handbook indicated by the use of the word "should". "Having regard" to these provisions means that schools and local authorities must take them into account and should not depart from them unless there is good reason for doing so.

Other resources that may be helpful for making assessment judgements include the [Bristol Assessment Guidance](#) and the [Bristol Summative Assessment Pathway](#).

This booklet does not replace the Department for Education (DfE) documents but is intended to be used in conjunction with them. It also set outs the statutory duties on local authorities in relation to assessment and reporting and supports inclusive assessment practices and developmentally appropriate assessment.

## 2. Key Points for EYFS Profile Data 2021 and 2022

Due to the Covid pandemic, EYFSP was suspended by the Department for Education (DfE) in 2020 and in 2021 schools were asked to make their own 'Best Endeavours' EYFSP assessments to support the transition of pupils to Year One.

Since EYFSP data was last submitted to the LA and DfE in 2019, the EYFS Profile and all 17 Early Learning Goals (ELGs) against which assessments are made have been completely revised under the new EYFS (2021). Therefore, although EYFSP data may inform some general indications of trends in learning and development and teaching, direct comparison of 2022 EYFSP data with any previous school or local authority EYFSP data will not be reliable. It is however useful to bear in mind the common themes of the results of the previous EYFSP when thinking about assessment and planning for children's progress.

Data analysis from the 2019 EYFSP results showed:

- In Bristol, City of, 69.0% of all children achieved a good level of development compared to 71.5% of all children nationally.
- In Bristol, City of, the gap for children known to be eligible for FSM was 5.2 percentage points below the national average for children known to be eligible for FSM.
- In Bristol, gender gaps had widened very slightly in most areas of learning.
- In Bristol, the EYFSP attainment of boys from black and minority ethnic backgrounds was a cause for concern.

Feedback from the survey to Bristol schools in 2020 showed that for many schools, the Best Endeavours EYFSP results for all learning areas including the prime areas had been negatively impacted by the ongoing COVID-19 pandemic.

### 3. Purposes of the EYFSP

The main purpose of the EYFSP is to provide:

- A reliable, valid and accurate assessment of each child's development at the end of the EYFS.
- 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 to plan the year 1 curriculum to meet the needs of all children.
- The EYFS profile is also used to inform parents about their child's development.

The EYFSP is an assessment of the child's outcomes in relation to the 17 Early Learning Goal (ELG) descriptors. Practitioners must use their professional judgement to make these assessments, based on their knowledge and understanding of what the child knows, understands, and can do.

Under the revised [EYFS](#) There is no expectation or requirement for practitioners to collect or use documented or photographic evidence in order to make judgements for assessment. Practitioners may however choose to refer to any documented observations, assessments or notes made in the course of their teaching across the year to inform their professional judgement.

EYFSP is not intended to be used as an accountability measure for schools or teachers.

### 4. Statutory Information

The EYFSP is subject to legal enforcement by the Childcare Act 2006 Section 40(2) and the statutory EYFS 2021, as outlined in the EYFSP handbook 2022 1.3.

- *Section 40(2) of the Act stipulates that early years providers, including schools with early years provision, must ensure that their provision meets the learning and development requirements and welfare requirements as specified in the EYFS (Learning and Development Requirements) Order 2007 (as amended) ("the Order") and the EYFS (Welfare Requirements) Regulations 2012 respectively. The Act states that the Order can specify the arrangements required for assessing children for the*

*purpose of ascertaining what they have achieved in relation to the early learning goals (ELGs).*

The [Statutory EYFS framework](#) sets the standards that all early years providers, including schools, must meet to ensure that children from birth to age 5 learn and develop well and are kept healthy and safe.

The statutory 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 and no later than June 30 2022.

## 5. Uses of EYFSP data

Individual children's EYFSP data can be used by schools to inform children's learning and development needs for transition into Year One and beyond.

The DfE uses EYFS profile data to monitor changes in levels of children's learning and development both nationally and regionally.

Data is used to compare the development outcomes of different groups of children according to characteristics such as gender and eligibility for free school meals.

The EYFSP handbook states that EYFS profile is **not** an accountability measure for schools.

The DfE does not publish school level results for the EYFS Profile.

EYFSP is an important assessment but only represents one aspect of a child's attainment over time. It does not reflect many other important aspects of progress and achievement that are important in later learning outcomes and schools are encouraged by the local authority to consider a range of assessment information such as the Characteristics of Effective Learning and other aspects of developmental learning which are not assessed by the EYFSP such as shape, space and measure, expressive writing and mark making and using technology. It is crucial that the reception curriculum is not limited by a narrow focus on the ELGs.

EYFSP Assessment can be used to inform an evaluation of a school's provision and practice of the statutory principles of the EYFS and any future CPD requirements and/ or improvements to the enabling environment.

## 6. Headteachers' Responsibilities

Headteachers have a duty to implement the EYFS. They must ensure their school and provision complies with the learning and development requirements and are responsible for the reliability of their EYFS profile outcomes.

The [EYFSP Profile handbook](#) explains that Headteachers must:

- ensure an EYFS profile is completed for all eligible children and data is quality assured

- ensure provision is made to meet the requirements of all children with special educational needs
- 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 LA in accordance with the table in section 4.2 of the EYFSP handbook
- provide EYFS profile assessments to their school's governing body to enable it to comply with national data submission requirements and report to parents
- ensure the statutory requirements for the transfer of records between providers are fulfilled, including the completion of the common transfer file (CTF)
- Headteachers must ensure parents are provided with a written report of the child's development against the ELGs and have the opportunity to discuss the EYFS profile.

## 7. Role of Practitioners

Practitioners have a central role in ensuring that the EYFSP judgements are accurate and reliable and are based on a holistic view of what the child can demonstrate against each ELG at the end of the reception year.

In making the EYFSP judgements against the 17 ELGs and in agreement trialling practitioners should have regard to the statutory principles of the EYFS Profile and the requirements of the statutory EYFS.

Each child must be assessed against the 17 Early Learning Goals (ELGs) and the EYFS profile handbook states that teachers may also choose to provide a commentary on the 3 Characteristics of Effective Learning (COELs). Including the commentary on the COELs in the EYFSP report to parents and carers, and Year 1 teachers, is strongly encouraged by Bristol Early Years. The Characteristics are a statutory part of the EYFS framework and it is good practice to consider these when making the EYFS Profile assessments. The [Bristol Characteristics of Effective learning toolkit](#) is a useful source of information and support for this.

Assessment of the foundational aspects of the ELGs and later learning which are not covered by the EYFSP such as shape, space and measure, expressive writing and mark making will be important in supporting learning in the ELGs and beyond.

Practitioners may also use a range of other assessment resources and non-statutory guidance to support them in making inclusive and accurate assessments and planning for children's learning.

- [Bristol DEYO](#) for children with additional needs
- [Universally Speaking](#) for communication and language development
- [Bell Foundation](#) EAL assessment framework for schools

## 8. EYFS Profile Assessment in the Reception Year Curriculum

A rich and balanced curriculum is essential for the holistic and inclusive assessment required by the EYFSP. Assessment for the EYFSP will be informed by practitioners' knowledge of children's learning and progress throughout the reception year.

Assessment in the revised EYFS will require regular and planned time for reflective conversations for all reception practitioners about children's learning and development throughout the curriculum and over time.

#### EYFS Profile Handbook:

- *(2.1) The EYFS profile is a statutory assessment of children's development at the end of the early years foundation stage (known as a summative assessment). 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.*
- *(1.8) The ELGs should not be used as a curriculum or in any way to limit the wide variety of rich experiences that are crucial to child development, from being read to frequently to playing with friends*

Both the EYFSP handbook and the statutory EYFS framework state that ELGs are not the reception curriculum, but must be used to support teachers to make holistic, best-fit judgements about a child's development in readiness for year 1.

ELGs should not be broken down into smaller steps of achievement to be used as a curriculum to be tracked across the year or 'ticked off'. Non-statutory curriculum guidance such as Birth to Five Matters or Development Matters and assessment tools such as OPAL can support the professional knowledge of the child needed to make the best-fit judgements about whether a child is meeting the development requirements of the ELGs.

Practitioners should not be expected to provide recorded or photographic evidence to support EYFSP judgements, but they may find it helpful to make reference to professional discussions, documented notes about progress or children's notable achievements that may have been made in the course of the reception year.

Leaders and practitioners should also have regard to the principles of the statutory EYFS (6) when considering the ways that children might demonstrate what they know, can remember and do in the reception year curriculum.

- *Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured*
- *children learn to be strong and independent through **positive relationships***
- *children learn and develop well in **enabling environments** with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.*
- *importance of **learning and development**. Children develop and learn at different rates. (See "the characteristics of effective teaching and learning" at paragraph 1.15). The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).*

Assessment of learning and development will be informed by practitioners' interactions with children across a range of contexts in the learning environment and provision as well as in whole class and small group activities.

In order to flourish and develop well across all seven areas of learning EYFS children must have access to a rich learning environment and experiences that support all aspects of their development and the statutory educational programmes in the EYFS 2021. A high quality reception curriculum will reflect provision for all areas of learning and provide strong support for the prime areas of learning that underpin progress and learning in the specific areas.

## 9. Making the EYFS Profile Judgements

When reflecting on professional knowledge of children's learning and development it is important to consider the EYFSP handbook principles:

- *(2.2) Assessment is based on a holistic view of what the child can demonstrate against each ELG at the end of the reception year. 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.*
- *(3.3) The best-fit model requires practitioners 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.*
- *(2.2) The ELGs are interconnected, meaning that children 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 development in relation to each of the goals make sense when taken together.*

Assessment should also

- *(2.2) Be 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 other relevant adults.*
- *(2.3) Teachers 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 development. A teacher'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.*

And be,

- *Inclusive: practitioners need to be alert to the general diversity of children's interests, needs and backgrounds, in order to accurately assess their development and outcomes against the ELGs. This includes children with a special educational need or disability (SEND), who may demonstrate their attainment 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 from different cultural backgrounds will*

*demonstrate their attainment 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 children are taught well and can talk about what they know, demonstrating their learning and development in a range of contexts.*

Summative assessment involves stepping back to consider all aspects of a child's development and progress. Responsive pedagogy and high quality adult-child interactions support practitioners in understanding and recognising what each Unique Child knows, remembers and can do.

[The Bristol Assessment Guidance](#), the [Bristol Summative Assessment Pathway](#) and the 'Not Yet Toolkit' may be used to support practitioners in making summative judgements against the ELGs.

Practitioners are not expected or required to provide or maintain records of evidence for assessment of the EYFSP. They may however find it helpful to refer to any notes or documented observations that they have made in the course of implementing the EYFS and supporting children's learning and development, as part of their professional knowledge of the child.

The EYFS Profile handbook states:

- *(2.3) Schools should not include burdensome evidence gathering requirements against any of the areas of learning in their assessment policies so that teachers and practitioners 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 should not record evidence*

Practitioners may also refer to the Department for Education's Exemplification videos of EYFSP professional knowledge conversations, to guide them in making the ELG judgements for pupils.

<https://www.youtube.com/playlist?list=PL7914115EB65911A5>

## **10. Completing the EYFSP for a child with SEND**

Practitioners must have regard to the [SEND Code of Practice](#) when assessing children with SEND.

Assessment of a child's development should include any scaffolding, strategies or support that a child may need in order to demonstrate what they know, remember and can do.

Children may show this using Makaton, signing, visuals, PECs and any other non-verbal communication, except for the ELGs in Speaking.

An Education Health Care Plan (EHCP), or an ongoing identification of need, is not a reason for exemption of a child from the EYFSP assessment, or to assume that the child cannot meet the ELGs. For example, when assessing children in the ELG for 'Managing Self' it is important to take in to account the ways a child with profound and/or multiple learning disabilities, or medical needs might demonstrate that they recognise their own self-care needs and comply with toileting, dressing or feeding routines.

The EYFSP Handbook states:

- *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, teachers should be alert to identifying the child's attainment and development 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*
- Practitioners should also be alert to the individual ways children may demonstrate what they know, remember and can do across the interconnected ELGs. The [Bristol DEYO](#) non-statutory EYFS guidance for children with additional needs may be helpful for this.

## **11. Completing the Profile for children with EAL**

As for children with SEND, Only the ELG for Speaking and Literacy must be assessed in English. The EYFSP handbook asks practitioners to acknowledge the importance of parental partnerships and that learning and development for children with EAL and different cultural back grounds is enhanced when:

- *(2.2) 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 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.*
- *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 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.*

Children with EAL, including those who are recently new to English, are not exempt from the EYFS Profile, except in very exceptional circumstances, and every effort should be made to include the child's family in assessment.

The [Bell Foundation](#) EAL assessment framework for schools may be helpful for supporting assessment and planning for children with EAL and is free to subscribe to.

## 12. Completing the profile for children who have adverse early experiences.

In order to meet the inclusive and holistic requirements of the EYFSP 2022, judgements of development for some children should also take into account the trauma informed practices and scaffolding that supports children with different and challenging life experiences to progress and demonstrate what they know, remember and can do against the ELGs.

Viewing children's development through a trauma informed lens will support provision and practice for children impacted by their adverse lived experiences as well as the accuracy of EYFSP judgements. It is important that all strategies that support the child are shared with the Year 1 teacher along with the EYFSP.

Possible strategies that might be included in the assessment process include:

- Additional time for familiar adult to settle the child
- Soft start to the school day and routines
- Mitigations for routines of the day and change– pre-warnings, simple choices, visuals, additional time for processing
- Calm box / sensory resources
- Transition objects or books.
- More frequent meetings with parents and carers

## 13. Exemptions

Only in very specific circumstances, such as when a child will continue in EYFS beyond the reception year, or where a child has missed long periods of school due to illness, can a child be exempted from the EYFSP. Exemptions must be granted by the Secretary of State for education.

Exceptions and exemptions are detailed in section 3.5 of the EYFS [Profile handbook](#).

## 14. Submitting data

In the final term of reception and before 30 June, practitioners must record whether a child is

- Meeting the level of development expected at the end of reception (expected)  
Or
- Not Yet meeting the level of development expected at the end of reception (emerging)
- There is no exceeding judgement in the 2022 SYFS Profile

<b>1</b>	Indicates a child who is at the 'emerging' level at the end of the EYFS
<b>2</b>	Indicates a child who is at the 'expected' level at the end of the EYFS
<b>A</b>	Indicates a child who:

- has not been assessed due to long periods of absence, such as a prolonged illness
- has attended the provision for an insufficient amount of time for the teacher to make an adequate assessment before the profile submission deadline 18
- has an exemption

The [EYFS Profile handbook](#) 4.2 explains the submission protocols for children in different settings and cohorts and should be referred to carefully to identify all children for whom a EYFS Profile must be submitted

**Data for all eligible children must be sent to the Local Authority by Thursday 30th June 2022 by one of the following ways.**

- Your MIS will have been updated SIMS with the new ELGs of the 2022 EYFS Reporting arrangements. Instructions for completing the EYFSP on SIMS and Abor and submitting to the local authority will be available in the summer term.
- Early Years Providers with children of reception age who will be transitioning into Year 1 in September 2022 and which are not using a MIS, must request an EYFSP submission document from the LA to submit the EYFS Profile data by emailing [kate.irvine@bristol-schools.uk](mailto:kate.irvine@bristol-schools.uk) by 1<sup>st</sup> June 2022.

Data should be input into MIS or the LA's secure reporting system carefully by schools and checked against each child in the reception cohort by practitioners and Headteachers before submitting to the LA. It is the head teacher's or manager's responsibility to ensure the reliability of Profile data.

## **15. Reliability and consistency of EYFS profile judgements.**

Local Authority moderation visits are no longer a statutory requirement of the EYFSP. The EYFS Profile handbook (3.7) states that

- *Moderation of EYFS profile assessments should be a collaborative process with colleagues. This supports the quality assurance of teacher assessment judgements and provides a valuable opportunity for professional development. Within each school, teachers can informally agree assessment judgements with others, for example discussing observations about a child's development with other EYFS teachers and practitioners or a year 1 teacher. This does not require collecting or recording unnecessary evidence, rather 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.*

It is also good practice for EYFS and Year 1 practitioners to work together to develop a shared consensus on what attainment in the ELGs can look like and how it may be

demonstrated by pupils across a range of contexts through internal agreement trialling or moderation exercises.

Moderation of EYFS profile assessments should be a collaborative process with colleagues. This supports the quality assurance of teacher assessment judgements and provides a valuable opportunity for professional development.

To support teachers and leaders in making accurate and reliable ELG assessments all Bristol reception teachers are encouraged to attend a moderation cluster meeting with teachers from other schools, to engage in the peer-to-peer professional conversations for moderation of the EYFSP judgements with the support of Bristol Profile Moderators.

Moderation events are being held across the city in term 5 and term 6. Please choose a convenient date and venue and book a place via the Eventbrite link.

Moderation cluster - date, time & venue	Booking link
19 <sup>th</sup> May Redcliffe Nursery School & CC 4pm – 5.30pm	<a href="https://www.eventbrite.co.uk/e/272589331027">https://www.eventbrite.co.uk/e/272589331027</a>
20 <sup>th</sup> May Filton Avenue Nursery School & CC 9.30am – 11.30am	<a href="https://www.eventbrite.co.uk/e/272634094917">https://www.eventbrite.co.uk/e/272634094917</a>
23 <sup>rd</sup> May Filton Avenue Primary School 9.30am – 11.30am	<a href="https://www.eventbrite.co.uk/e/272796671187">https://www.eventbrite.co.uk/e/272796671187</a>
23 <sup>rd</sup> May Filton Avenue Primary School 1.30pm – 3.30pm	<a href="https://www.eventbrite.co.uk/e/272807222747">https://www.eventbrite.co.uk/e/272807222747</a>
23 <sup>rd</sup> May Filton Avenue Primary School 4pm – 5.30pm	<a href="https://www.eventbrite.co.uk/e/287786967567">https://www.eventbrite.co.uk/e/287786967567</a>
8 <sup>th</sup> June Filton Avenue Nursery School & CC 1.30pm – 3.30pm	<a href="https://www.eventbrite.co.uk/e/287797980507">https://www.eventbrite.co.uk/e/287797980507</a>
9 <sup>th</sup> June Redcliffe Nursery School & CC 4pm – 5.30pm	<a href="https://www.eventbrite.co.uk/e/287798682607">https://www.eventbrite.co.uk/e/287798682607</a>
15 <sup>th</sup> June Knowle West Nursery School 1.30 - 3.30pm	<a href="https://www.eventbrite.co.uk/e/293199145537">https://www.eventbrite.co.uk/e/293199145537</a>

### Transition to Year 1

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, reception teachers must give year 1 teachers a copy of each child's EYFS Profile.

Schools should carefully consider how the profile will be used to support transition, allowing time for enabling a shared understanding of the learning and development needs within the cohort. Ongoing dialogue between reception and year 1 practitioners before the term starts and again through the autumn term will support provision in year 1 to be planned and implemented effectively.

The National Curriculum guidance for English in KS1 (p.9) states,

- Pupils entering year 1 who have not yet met the early learning goals for literacy should continue to follow their school's curriculum for the Early Years Foundation Stage to develop their word reading, spelling and language skills

It is essential that provision and practice for all subjects in Year 1 supports children to build on their learning in the EYFS. Schools in Bristol may be interested in joining the research programme with Dr Julie Fisher to develop developmentally appropriate pedagogies and the curriculum for successful learning in key stage 1.

Please email [kate.irvine@bristol-schools](mailto:kate.irvine@bristol-schools) to find out more.

### **Questions to Consider when submitting and interpreting EYFSP data**

Does the EYFS Profile data reflect your knowledge and expectations of the cohort?

- What are the strengths/ weaknesses in this year's cohort?
  - across areas of learning?
  - across aspects of learning?
  - across individual outcomes?
  - achievement of GLD?

From the data, what aspects of breadth/depth of EYFS provision need further development in the school?

- Is there a difference in EYFS Profile data between classes where there is multi form entry?
- Are there any significant differences in outcomes for boys and girls?
- How does the attainment of different groups (e.g., SEN, ethnic minority groups) compare to the average attainment of the group?
- How have the needs of individual children been addressed e.g. children with SEN or with EAL?
- What percentage of children receiving pupil premium are achieving a GLD?
- Are there any unexpected anomalies and have these been double checked?

- How are Y1 teachers using the EYFS Profile data as the starting point for curriculum planning? How are they using the EYFS to inform planning for children who have yet to achieve the ELGs?
- How will your school currently use information from the EYFS Profile to identify priorities for school improvement?

### **Useful Contacts**

Kate Irvine - Foundation Years Consultant (Interim) – Assessment & Transition  
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