

2016 national curriculum assessments

EYFS

2016 Early years foundation stage assessment and reporting arrangements (ARA)

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1. Introduction

This guidance details the statutory requirements for early years foundation stage (EYFS) national curriculum assessment and reporting for the 2015 to 2016 academic year. It is produced by the Standards and Testing Agency (STA), an executive agency of the Department for Education (DfE).

The assessment and reporting arrangements apply to all early years settings, including all providers registered with a childminder agency, all providers on the early years register, maintained schools, including maintained special schools, academies, free schools, Service Children's Education (SCE) schools, non-maintained schools and independent schools with early years provision, unless they have an exemption. Full details of how the ARA applies to different types of settings are included in section 5.

2. Early years foundation stage profile

2.1 Overview of the EYFS profile

The 'EYFS profile handbook' available at: www.gov.uk/government/publications/early-years-foundation-stage-profile-handbook contains detailed information on the background and purpose of the EYFS profile. It also explains how practitioners should complete the profile.

Headteachers should make sure those involved in assessing the EYFS have a thorough understanding of the handbook.

2.2 Completing the EYFS profile

Practitioners must complete the EYFS profile for each pupil who will be 5 years old on or before Wednesday 31 August 2016 unless:

- the Secretary of State has granted an exemption from the profile for the setting
- the pupil is continuing in EYFS provision beyond the year in which they turn 5
- the pupil has arrived from abroad less than 2 weeks before the profile submission deadline and so an accurate and valid assessment can't be completed
- the pupil has spent the majority of the academic year away from the setting, for example, due to illness or medical treatment

Practitioners should make profile judgements on the basis of cumulative observational evidence recorded over the course of the year. Profile summaries must be completed no later than Friday 1 July 2016.

2.3 Data collection and submission

EYFS providers may use any secure system to collect and submit EYFS profile data, as long as practitioners can record completed profile data for every pupil at the end of the EYFS. EYFS providers should agree a preferred system with their local authority (LA). This is available on request from the department and can be obtained by contacting the Data Collections Helpdesk using the service request form at:

www.education.gov.uk/researchandstatistics/stats/requestform.

National data submission

The following table sets out the requirements for submission of EYFS profile data and contextual pupil data to LAs and the DfE.

Status of pupil and setting	Is submission of data to LA statutory?	Is LA submission to DfE statutory?
Pupil in a maintained school	yes	yes
Pupil in EYFS provision who is in receipt of government funding in the 2016 summer term	yes	yes
Pupil in EYFS provision who is not in receipt of government funding in the 2016 summer term	yes where requested by LA	no
Pupil in an academy	yes	yes
Pupil in an independent school which is in receipt of government funding in the 2016 summer term	yes	yes
Pupil in an independent school which is not in receipt of government funding in the 2016 summer term	yes where requested by LA	no
Pupil with a registered childminder (for the majority of the time they spend within EYFS provision between 8am and 6pm)	yes where required by LA - or if the pupil is in receipt of government funding in the 2016 summer term	no unless pupil in receipt of government funding in the 2016 summer term
Pupil in an independent EYFS provision where the setting has EYFS exemption	yes on a voluntary basis	no
Pupil being educated at home	no unless on the register of a maintained/ independent school and/or in receipt of government funding	no unless on the register of a maintained/ independent school and/or in receipt of government funding

The pupil's name is not required from settings which are not in receipt of government funding. The LA is only required to submit data to the DfE for pupils who receive government funding in the 2016 summer term.

The DfE will send full details of the data submission arrangements to LAs in early 2016. Settings and LAs are encouraged to return data to the DfE on a voluntary basis to help produce a full picture of pupils' attainment.

2.4 Data specification

Assessment rating	EYFS judgement
1	Indicates a pupil who is at the 'emerging' level at the end of the EYFS
2	Indicates a pupil who is at the 'expected' level at the end of the EYFS
3	Indicates a pupil who is at the 'exceeding' level at the end of the EYFS
A	Indicates a pupil who has not been assessed due to long periods of absence, for instance a prolonged illness; a pupil who arrives too late in the summer term for teacher assessment to be carried out ie within 2 weeks of the data submission date; or a pupil who has an exemption

2.5 Exceptions

Exemptions from the assessment arrangements

All EYFS settings must participate in the assessment arrangements outlined in this ARA, unless the Secretary of State has granted an exemption, guidance at www.gov.uk/government/publications/the-early-years-foundation-stage-eyfs-learning-and-development-requirements-guidance-on-exemptions-for-early-years-providers. If an exemption is granted for an individual pupil then this should be recorded as 'A' for each early learning goal (ELG) in their profile return.

Alternative assessments

The EYFS profile is an inclusive assessment. It can capture a wide range of pupils' learning and development outcomes. Despite this, practitioners might find the observation and assessment of some pupils particularly challenging.

If a pupil is given an outcome of 'emerging', it might not provide the full picture about that pupil's learning and development at the end of the EYFS. In these cases, extra information should be considered alongside EYFS profile judgements. This will ensure that conversations with key stage 1 staff are meaningful and help the pupil to make a successful transition.

There may be cases where it is not appropriate to make a judgement against an assessment scale, for instance if the pupil has recently arrived from abroad. In these cases, practitioners must use 'A' (for no assessment) when they submit the data to their LA.

Pupils who remain in EYFS provision beyond the age of 5

The expectation is that pupils 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 pupil might remain in EYFS provision beyond the end of the academic year in which he or she reaches the age of 5. Providers should take care to make sure this decision does not prejudice the pupil's personal, social and emotional development.

In these exceptional cases, assessment should continue throughout the pupil's time within EYFS provision. An EYFS profile should be completed only once at the end of the year before the pupil moves into key stage 1. The setting should discuss their intention to defer the pupil's statutory assessment with their LA EYFS profile moderation manager. This will ensure the pupil's data is not considered missing when the setting submits EYFS profile outcomes for the current cohort.

Care should be taken when entering the pupil's EYFS profile assessment into any electronic recording system. The pupil's date of birth may now be outside the expected range for the cohort. LAs should give settings instructions in such cases. The DfE will consider the pupil to be part of this new cohort, and will accept data submitted in this way. The DfE may check the accuracy of the dates of birth of individual pupils with the relevant LA.

3. Moderation

3.1 Internal moderation

The moderation of EYFS profile assessments begins within each individual setting. It is supported by LAs, or LA approved agencies, through a programme of visits and meetings. Within their own settings, practitioners can agree assessment judgements with others informally. This might involve 2 practitioners, for example a teacher and a teaching assistant or a reception class teacher and a year 1 teacher, discussing evidence about a pupil's development.

3.2 Local authority responsibilities

LAs have a statutory duty to make provision to ensure the accuracy and consistency of the assessments made by early years providers in their area. They must set up and carry out moderation arrangements to:

- secure the consistency and accuracy of judgements made by different practitioners
- reassure practitioners that their judgements are accurate, valid and consistent with national standards
- assure moderators that an acceptable level of accuracy and validity has been achieved for assessments recorded and reported by the settings for which they have responsibility

Moderation of the EYFS profile is a sampling process and not a method for checking each pupil's attainment. LA moderation visits use discussion to check teachers' ability to make accurate assessments and apply them consistently. Evidence discussed includes:

- materials
- knowledge of the pupil
- anecdotal incidents
- results of observations
- information from additional sources that supports the overall picture of a pupil's development

Evidence doesn't need to be formally recorded or documented. The extent to which the practitioner chooses to record information will depend on individual preference. Paperwork should be kept to the minimum that practitioners need to illustrate, support and recall their knowledge of the pupil's attainment. The outcome of moderation should be recorded.

The 'EYFS profile handbook', available at:

www.gov.uk/government/publications/early-years-foundation-stage-profile-handbook includes guidelines and examples of effective moderation practice for LAs. LAs must ensure that all

providers are visited regularly as part of a cycle of moderation visits. They must be notified of whether the EYFS profile assessment is being carried out in accordance with requirements.

25% of settings must receive a moderation visit each year. LAs must inform settings which are due to receive a visit by the end of the spring term. For moderation purposes, these settings will need to complete interim judgements against all ELGs at the beginning of May for pupils in the final year of the EYFS. All 17 ELGs must be scrutinised during the visit.

Section 13 of the Childcare Act 2006 requires LAs in accordance with regulations SI 2014/2319 to secure the provision of information, advice and training, for childcare providers, prospective providers and childcare employees. LAs must offer training in EYFS assessment and the completion of the EYFS profile summaries to all providers who need it. 75% of settings must attend EYFS profile training (including agreement trialling activities).

LAs must ensure that EYFS profile assessment judgements are moderated. This means appointing and training moderators with appropriate experience of the EYFS and the ELGs to secure consistent standards in assessment judgements.

The LA moderator may judge that the assessment is not in line with the exemplified standards. If so, the LA can require the provider to:

- arrange for the practitioner to undertake further training or moderation activities
- reconsider their assessments as advised by the moderator

All English LAs must have regard to this guidance by virtue of article 4(2) of the EYFS (Learning and Development Requirements) Order 2007. If an LA chooses to use a moderation model which doesn't rely on moderation visits, they must ensure they can show that all the key elements of the moderation visit are protected. Any deviation from this guidance may be deemed as not meeting statutory requirements.

3.3 Headteachers', governing bodies' and managers' responsibilities

Headteachers, governing bodies and managers of early years settings are responsible for the reliability of their EYFS profile outcomes. They must use quality assurance processes to ensure that the data accurately reflects the attainment of the current cohort of pupils.

They must arrange for practitioners who are involved in completing EYFS profiles to take part in LA moderation activities at least once a year.

If they receive an LA moderation visit they must meet reasonable requests from the LA moderator:

- to enter the premises to carry out the visit
- to amend assessments
- for practitioners to take part in further training or moderation activities

In addition they must:

- allow their LA to examine and take copies of documents and other articles relating to the

EYFS profile and assessments

- provide their LA with such information relating to the EYFS profile and assessment as it may reasonably request

They are also responsible for ensuring that any of their practitioners who are involved in making assessments have the opportunity to become familiar with effective practice. This may involve:

- attendance at training courses
- visits by moderators to settings
- moderation meetings within settings (in-house moderation)
- moderation meetings with practitioners from other settings

4. Reporting and using results

4.1 Reporting to parents

Parents should be involved in the assessment process on a regular, ongoing basis. They should be encouraged to take part in their child's learning and development.

All EYFS providers must give parents a written summary of a pupil's attainment against the ELGs. For each ELG this must state whether the pupil is:

- meeting expected levels of development
- exceeding expected levels or
- not yet reaching expected levels ('emerging')

At the end of reception year, providers should give parents a written report which:

- states the pupil's attainment against the ELGs
- summarises attainment in all areas of learning
- comments on general progress including the characteristics of effective learning
- explains arrangements for discussing the profile

Reports should:

- be specific to the pupil
- be concise and informative
- help to identify appropriate next steps

Practitioners may use the information provided by EYFS profile assessment as a basis for their reports to parents.

Settings must offer parents a reasonable opportunity to discuss the outcomes of the EYFS profile with their child's teacher. This meeting should be within the term in which the EYFS profile has been completed. Teachers may wish to consider making the pupil's profile available to parents as

part of this discussion. If parents ask to see a copy of their child's profile, the setting must make this available.

4.2 Pupils who transfer to a new school

The Education (Pupil Information) (England) Regulations 2005 (S.I. 2005/1437) require schools to transfer a pupil's educational record and common transfer file (CTF) to any new school to which a pupil transfers in England, Wales, Scotland or Northern Ireland. The means of transfer to a school outside England must be in line with the arrangements for transfer between schools in England.

If a pupil transfers schools before the summer half term holiday, the new setting must report the pupil results to its LA. If a pupil transfers schools during the second half of the summer term then the previous school is responsible for reporting to the LA.

Copies of every report forming part of a pupil's educational record must also be transferred automatically when a pupil changes school. Certain information, including teacher assessment, is transferred securely via the CTF.

Read the CTF guidance at www.gov.uk/government/collections/common-transfer-file for details of the statutory information that should form part of the file.

Management information system suppliers will usually provide further guidance to schools, specific to their system.

Governing body responsibilities

The governing body must arrange to have the following information sent to the pupil's new school:

- the pupil's educational record
- the defined items of data that comprise the CTF, available at: www.gov.uk/government/collections/common-transfer-file

This task is often delegated to headteachers by governing bodies. The information must be sent within 15 school days of the pupil ceasing to be registered at the old school, unless the new school is not known. In this case it should be sent within 15 school days of any request from the pupil's new school.

If the new school is unknown, the DfE recommends that the school should still complete the CTF and load it onto the school to school (s2s) secure transfer system. If schools don't receive a CTF for a new pupil they can ask their LA to search for the file on s2s.

Where both the old and the new school have the necessary facilities, the CTF must be sent to the new school either:

- through s2s, available at www.gov.uk/government/publications/school-to-school-guides-for-schools-and-local-authorities
- over a secure network that can only be accessed by the LA, the governing body or a teacher at any school within that LA

The basic requirement is that the old school will send the educational records and CTF to the new school by 1 of these methods. If either school doesn't have the facilities to send or receive

information in this format, then the LA may provide the file where there are agreed and secure local arrangements to that effect.

4.3 How EYFS profile assessment results are used

Year 1 teachers use EYFS profile assessment data to understand each pupil's development and learning needs. Providers should ensure that year 1 teachers receive all the required information detailed in this guidance.

EYFS profile assessment data can be a source of information about levels of development within a school or setting. For example:

- levels of learning and development in each of the areas of learning for individual pupils, classes and year groups
- the attainment of pupils born in different months of the year
- the attainment of different groups of pupils, for example boys and girls

Schools may also wish to conduct further analysis using wider contextual information. The DfE will publish national and LA data at www.gov.uk/government/statistics so that they can compare their pupils' attainment on a regional and national basis.

There are no achievement and attainment tables for the EYFS.

The government has committed to publishing policy input and impact indicators. These are set out in departmental business plans. One of the DfE's impact indicators is the proportion of pupils achieving a 'good level of development' in the EYFS by free school meal eligibility. The DfE will use statistical measures to show progress against this indicator.

5. Legal requirements and responsibilities

5.1 Legal status of the ARA

The ARA provides further guidance on the EYFS profile, which is set out in the statutory framework. The framework sets standards for development, learning and care of pupils from birth to the age of 5. The current version of the EYFS framework can be found at: www.gov.uk/government/publications/early-years-foundation-stage-framework--2.

Section 40(2)(a) of the Childcare Act 2006 stipulates that early years providers must secure that their provision meets the learning and development requirements as specified in the EYFS (Learning and Development Requirements) Order 2007 (S.I. 2007/1772) (amended in 2014). The Act states that this Order can specify the arrangements which are required for assessing pupils for the purpose of ascertaining what they have achieved in relation to the early learning goals (ELGs).

All English LAs must have regard to any guidance given by STA in exercising their function under the EYFS (Learning and Development Requirements) Order 2007, article 4(2). The learning and development requirements are given legal force by this Order made under section 39 (1)(a), 42 and 44 of the Childcare Act 2006.

5.2 How the ARA applies to different EYFS settings

The ARA applies to all early years settings including:

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

Academies and free schools in England

Academies must implement the requirements of the EYFS (by virtue of section 40 of the Childcare Act 2006). All references to academies include free schools, as in law they are academies.

Unlike other key stages the EYFS profile must be moderated by the academy's geographical LA. An academy must comply with its moderation requirements.

All registered early years providers are required to complete the EYFS profile assessment for any pupils in the final year of the EYFS and to participate in moderation. This includes an academy providing for pupils in the final year of the EYFS.

Funding for EYFS profile moderation activities for all schools rests within LA budgets. The DfE publishes information about funding allocations for academies at: www.gov.uk/guidance/funding-allocation-pack-2015-to-2016-academic-year.

Service Children's Education schools

SCE schools are required to participate in early years national curriculum assessment and reporting arrangements in line with the arrangements for administration in England.

Overseas schools

Other overseas schools which are not SCE schools can't participate.

Hospital schools

Pupils attending a hospital school are not subject to the assessment requirements in this ARA.

Pupils still on the register at a maintained school but attending a hospital school are required to be assessed, and the results should be reported by the home school.

Home-educated pupils

These assessment and reporting arrangements do not apply to pupils 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 under the Childcare Act 2006

All independent schools and registered EYFS providers must comply with the information in the ARA unless they have an exemption from the EYFS learning and development requirements. Guidance is available at www.gov.uk/government/publications/the-early-years-foundation-stage-eyfs-learning-and-development-requirements-guidance-on-exemptions-for-early-years-providers. This includes participating in moderation arrangements for the EYFS profile and submission of EYFS profile data to the LA (this data collection is governed by section 99 of the Childcare Act 2006), as specified in in section 2 of this ARA.

Independent schools registered with the DfE that are not academies can take up an exemption from the learning and development requirements. Guidance is available at www.gov.uk/government/publications/the-early-years-foundation-stage-eyfs-learning-and-development-requirements-guidance-on-exemptions-for-early-years-providers, if they meet the conditions set out in the Direction from the Secretary of State.

Settings with pupils who are not in receipt of government funding

Under regulations made under section 99 of the Childcare Act 2006, LAs are allowed to collect specified data for pupils not in receipt of government funding in the summer term. EYFS providers are required to comply with LA requests for this data. LAs are not required to submit this data to the DfE.

The LA can request data including:

- the learning and development category for each ELG
- the pupil's date of birth
- the home address where the pupil normally resides
- the pupil's ethnic group
- the pupil's gender
- whether the pupil has a special educational need
- if the pupil has English as an additional language

5.3 Responsibilities

All those responsible for assessing and reporting on the EYFS need to refer to this ARA and make sure they are aware of any changes from previous years.

The ARA provides guidance on the responsibilities of those involved in assessment and reporting for the EYFS. EYFS profile assessments must be completed for all pupils in the final year of the EYFS who will be 5 years old on or before Wednesday 31 August 2016, although some exceptions apply. They should read the section 2 of this ARA for information about exceptions.

The EYFS profile must be completed no later than Friday 1 July. This date applies to all EYFS providers, including:

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

The EYFS profile must be completed by the provider at the setting where the pupil spends the majority of their time between 8am and 6pm.

Headteachers

All headteachers and managers of EYFS provision have a duty to implement the EYFS. Headteachers must ensure their school or setting complies with the learning and development requirements of the EYFS. This includes completing the EYFS profile and engaging with LA moderation activities.

Headteachers must:

- ensure an EYFS profile is completed for all eligible pupils and data is quality assured
- ensure provision is made to meet the requirements of all pupils with special educational needs
- take responsibility for the reliability of their EYFS profile outcomes and ensure that the data accurately reflects the level of attainment of the current cohort of pupils
- ensure teacher judgements are monitored
- ensure EYFS profile data is returned to their LA in accordance with the table in section 2 of this ARA
- 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

Headteachers must also provide parents with a written report of the pupil's progress against the EYFS ELGs and the opportunity to discuss the profile. If a parent requests it, headteachers will need to provide a copy of the EYFS profile report on their child's progress free of charge.

Local authorities

LAs must ensure that EYFS providers understand and follow the requirements set out in the ARA by providing:

- advice on all aspects of assessment at EYFS
- training, including on 'agreement trialling'

'Agreement trialling' is the process of discussing assessment judgements in a group so that all practitioners understand the national exemplification of standards and apply them consistently.

LAs must make sure assessments made by early years providers in their geographical area are accurate and consistent. LAs must do this by ensuring moderation of the EYFS profile is carried out in all schools, academies and other settings.

In terms of data LAs must:

- ensure schools have a secure electronic system to submit EYFS profile data
- ensure all other EYFS providers have an appropriate means for accurately recording EYFS profile results, and submitting data to their LA if requested (see the table in section 2)
- collect EYFS profile data, and quality assure and submit it to the DfE in the required format by the due dates (see the table in section 2)

LAs must also inform STA without delay of any irregularities in settings' assessment arrangements.

5.4 Definitions

In the ARA, the term 'parent' as defined in section 576 of the Education Act 1996, includes:

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

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

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

The 'Assessment and reporting arrangements' (ARA) contains provisions made pursuant to Article 11 of The Education (National Curriculum) (Key Stage 2 Assessment Arrangements) (England) Order 2003, SI 2003/1038 (amended by SI 2009/1585, SI 2010/290, SI 2010/677, SI 2011/2392, SI 2012/765, SI 2012/838 and SI 2013/1513). This Order is made under section 87(3) of the Education Act 2002.

The ARA gives full effect to or otherwise supplements the provisions made in the Order and as such has effect as if made by the Order. The ARA provides information and guidance on national curriculum assessments and their administration.

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