eProfile v3.2

Guidance manual

Department for
Education

Contents

Section A: background information

Section B: getting started with EYFS eProfile

Section C: assessment input

Section D: summary information

Section A: background information

1. What is the Early Years Foundation Stage (EYFS) eProfile?

Context: The eProfile is an electronic data collection tool that has been funded by the Department for Education (DfE) and developed in partnership with QCDA.

It provides an electronic means of recording the final judgements made of a child's attainment at the end of the EYFS. It offers an invaluable source of information to support transition and enables year 1 teachers to plan an effective, responsive and appropriate curriculum that will meet all children's needs and next learning steps.

The eProfile will assist practitioners and headteachers in building a picture of a child's attainment during the reception year across all six areas of learning and development. It gives vital information to inform the school's self evaluation process and can also be used to evaluate provision.

2. The Early Years Foundation Stage (EYFS) profile

a. Statutory requirements

Under the *Statutory framework for the Early Years Foundation Stage,* which is available on the Department for Education (DfE) *Standards* website at www.standards.dcsf.gov.uk/eyfs, an EYFS profile must be completed for every child at the end of the academic year in which they reach the age of five. The statutory requirements for assessment, data submission and reporting to parents are set out within the *2011 early years foundation stage and key stage 1 Assessment and reporting arrangements* (ARA), published in October 2010 by QCDA and available to download from www.qcda.gov.uk/ara.

The EYFS profile summarises and describes children's attainment in the six areas of learning at the end of the EYFS. The primary purpose of the EYFS profile is to provide parents and the year 1 teacher with reliable and accurate information about each child's attainment as they reach the end of the EYFS, enabling the teacher to plan an effective, responsive and appropriate curriculum that will meet all children's needs.

Detailed guidance on the EYFS profile, including the roles and responsibilities of practitioners, headteachers and local authorities, can be found in the *Early years foundation stage profile handbook* which has been distributed to all schools and local authorities. Further copies are available on the QCDA website at www.qcda.gov.uk/eyfsp or from the QCDA orderline on 0300 303 3015.

The EYFS profile should always be viewed in the context of the *EYFS statutory framework*, details and documentation for which are available at the DfE *Standards* website at www.standards.dcsf.gov.uk/eyfs.

b. Making accurate assessments

In order to make consistent and accurate judgements, practitioners need to use valid and consistent evidence to inform their assessments. These judgements are made by considering evidence of the child's attainment against the scale points in each of the assessment scales. This evidence will be collected as an ongoing process from a variety of circumstances in which children demonstrate their knowledge, skills and understanding.

c. Evidencing judgements

Much evidence will be gleaned from day-to-day interactions with individual and groups of children as practitioners build up their knowledge of what children know and can do. This evidence, not necessarily recorded, provides the basis on which judgements are made.

The majority of evidence will come from the practitioner's knowledge of the child and observation of the child's self-initiated activities.

Judgements are made through assessing behaviour that a child demonstrates consistently and independently in a range of situations.

Practitioners need to ensure that no more than 20 per cent of the total evidence for each scale point is gained from adult-led activity. The remainder of the evidence should be drawn from knowledge of the child, observations and anecdotal assessments. This is to ensure children are genuinely secure in their knowledge and skills when demonstrating certain abilities. It also supports moderation of EYFS profile results, making the data used for local and national target setting more robust.

However practitioners should note that this ratio describes the conditions under which the assessments are made for the EYFS profile, and not the balance of child initiated and adult led activities planned for. The balance of child initiated and adult led activities is specified in the *Statutory framework for the early years foundation stage,* which states that the areas of learning must be delivered "through planned, purposeful play, with a **balance** of adult led and child initiated activities" (section 2.5, page 11).   Further advice on effective pedagogy and assessment practice can be found in the publication *Learning, Playing and Interacting* available at: http://nationalstrategies.standards.dcsf.gov.uk/node/242798

Accurate assessment will depend on contributions from a range of perspectives including those from the parent [1] or primary carer and should be drawn from all adults who have significant interactions with the child. These may include any formal or informal discussions with adults involved with the child. Assessment must actively engage the parents and/or other primary carers, the first educators of children, or it will offer an incomplete picture. Practitioners should fully involve children in their assessment by encouraging them to talk about and review their learning. Guidance about engaging parents and children in the EYFS profile assessments is available to download from www.qcda.gov.uk/eyfsp

d. Individual Scale Points

Scale points 1-3 describe the attainment of a child who is still progressing towards the early learning goals in that scale (which are expressed in scale points 4-8). They are derived from the *Development Matters* section of the *EYFS Practice Guidance.* Further guidance on the use of these scale points can be found in *EYFS profile scale points 1-3* which is available to download from www.qcda.gov.uk/eyfsp

The statements in EYFS profile scale points 4-8 describe the attainment of a child in the context of the early learning goals. They are not hierarchical or linear and should not be assessed or completed in numerical order. They are designed as end-of-phase statements which describe a level of development, skill or understanding relevant to children at the end of the EYFS.

Further detailed information about the EYFS profile, including the exemplification of individual scale points and the moderation procedures is provided in the *EYFS Profile Handbook*, available to download from the QCDA website at www.qcda.gov.uk/eyfsp

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[1] Throughout this guidance, the term *parent* should be taken to include parent or persons with parental responsibility including carers.

3. Supporting a Child's Progress from 0 – 5

Progress Matters –Reviewing and enhancing young children's developments

In order to support leaders and managers in monitoring and supporting children's progress throughout the EYFS, including the reception year, the National Strategies have produced *Progress Matters.* This material can be obtained from www.nationalstrategies.standards.dcsf.gov.uk Reference: 00217-2009BKT-EN.

Progress Matters outlines ways in which leaders and managers can ensure systems are in place to monitor a child's progress over a period of time linked to the developmental bands described in the *Statutory framework for the early years foundation stage.* This information can then be used to directly inform the EYFS profile in the final summer term of the EYFS.

In line with the principles of the EYFS schools and settings need to ensure that systems are in place to support children's progress throughout the EYFS. The use of *Progress Matters* linking to the EYFS profile is one way in which this can be done.

Remember that

- Young children learn and develop in different ways and at different rates. It is therefore essential that teachers, headteachers and School Improvement Partners use the eProfile data, graphs and charts appropriately. Further guidance on this aspect of eProfile can be found within the section relating to each graph format.
- It is not appropriate or acceptable under any circumstances to use the eProfile data to set targets for individual or groups of children, nor for teacher performance management.
- The EYFS profile is not a planning tool. It is a summary of a child's attainment at the end of the reception year.
- The EYFS profile scale points are designed as end of reception year statements and are not detailed enough to provide the practitioner with indication of the next step in a child's learning. The practitioner will need to plan from the EYFS framework and *Progress Matters* guidance.

4. Definitions of 'achievement' and 'attainment'

Distinction needs to be made between the following terms to ensure a clear understanding of what is meant.

Achievement – measures a child's progress from one point to another over time. Attainment – describes where a child is in relation to a given set of criteria at a point in time.

Through accurate assessment, moderation and the consistent application of exemplification in accordance with statutory guidance, attainment represents a picture of a child's learning and development in relation to specific criteria that is consistent nationally. However, consideration of achievement needs in addition to include some exploration of the starting point and individual circumstances for a child, in order to evaluate their progress.

At the end of EYFS, two children attain 6 scale points in LCT (Language for communication and thinking). Their starting points at the beginning of reception were different. Early assessment was based on discussion with parents and practitioners from the children's previous setting, and preliminary observations. One child's use of language was assessed as being at an early stage of development, whilst the second child was assessed as working within the early learning goals. The attainment at the end of EYFS is the same for these two children, but their achievement and rate of progress differ. Achievement and progress are personal to each learner, taking into account their starting point and learning distance travelled in order to attain a standardised point of assessment.

5. Using the eProfile to support transition

The primary purpose of the EYFS profile is to provide year 1 practitioners with reliable and accurate information about each child's level of development as they reach the end of the EYFS, enabling the teacher to plan an effective, responsive and appropriate curriculum that will meet all children's needs. This holistic picture should be shared with parents through the reporting process, and used to inform both the transition period as the child moves from EYFS into year 1 and the development of appropriate provision within year 1. Many of the features of eProfile can support these processes if used in conjunction with national guidance such as may be found in *Continuing the learning journey* , available on the QCDA website at
http://www.qcda.gov.uk/assessment

 a. Reporting to parents

The statutory requirement for reporting to parents is set out each year within the ARA. Although parents have a right to receive the raw EYFS profile scores for their child, it is unlikely that these will provide the best summary of information at the end of the reception year. Most schools and many local authorities provide guidance as to how information about individual children might be shared with parents. This may include elements such as annotated photographs and learning stories which give a much more detailed and personal picture of the child's developing skills, interests and knowledge than numerical outcomes alone.

eProfile includes a report production facility. This can result in a rather more impersonal and formal outcome format than would be recommended. However, this may provide a useful prompt or starting point for a more personalised report, and the programme includes several options to amend or cut and paste elements in order to contribute to other documents. Detailed instructions and other considerations are included in the section of the manual relating to this facility.

A simple summary report can also provide information for year 1 teachers about children's attainment at the end of EYFS, in a clear format. This could provide a structure for discussions within the transition process alongside the guidance in later sections of this document relating to interpreting outcomes at the end of EYFS.

b. Using eProfile data effectively for transition

This is a key function of EYFS profile and guidance is provided alongside the instructions for each type of graph or chart available within eProfile. In all cases it should be remembered that numerical data alone gives only a partial picture of the child, and should be used as a starting point for further exploration which will inform the accurate understanding of outcomes and hence their appropriate use. The graphs provide information for the cohort, specific groups and for individual children. They can provide the foundations for a professional dialogue between the reception and year 1 teacher. It is important to remember that the data is the

starting point and the dialogue between the practitioners is essential to ensure that the year 1 teacher has a holistic and meaningful picture of each child. The summative nature of the profile data becomes formative at this stage as it is then used effectively to support personalised planning of next steps for individual and groups of children.

In order for the year 1 teacher to provide meaningful learning experiences and rich provision in year 1 it is essential that they understand and use the EYFS framework to support their planning as some children will be working towards the early learning goals on entry into year 1. In order for a seamless transition the principles of the EYFS will need to be embedded and the learning maps used.

Effective transition processes will include provision to enable year 1 teachers to understand the nature of EYFS profile assessment, the particular characteristics of a cohort of children and the individuals which make up that cohort, and the patterns of attainment of individuals and groups of children.

It is important that the profile data is shared and understood by the reception teacher, headteacher, school senior leadership team, assessment and subject leads, EYFS lead and the year 1 teacher in order for the whole school approach to transition to be seamless and children's learning journeys supported. In-house EYFS profile moderation is an essential element to the accuracy and understanding of the EYFS profile data and its appropriate uses.

c. Using the graphs and charts to inform EYFS and year 1 teachers

Beyond the transition process itself, year 1 teachers and EYFS practitioners can gain understanding of child development and patterns of attainment through study of the outcomes of EYFS profile assessment. eProfile enables the comparison of attainment of individuals and groups of children through its graphs and charts, and sections of the manual provide guidance as to lines of enquiry and prompt questions which may serve as starting points for this analysis.

If planning in year 1 is to provide effective support for a smooth continuing learning journey for all children, then understanding of their attainment at the end of EYFS, as summarised by EYFS profile and represented graphically within eProfile, is a key step in ensuring that provision is appropriate and effectively matched to the needs of each child.

6. Using eProfile data for school evaluation processes

The outcomes of EYFS profile assessment provide an important part of the picture of attainment for each school. Behind this picture of attainment lies the "story" of the school in terms of the specific characteristics of each cohort and the effectiveness of provision made to support each child's learning journey. Graphs and charts in eProfile can provide invaluable information for the evaluation of this provision, and the process of school development planning. Suggestions as to potential lines of enquiry and starting points for analysis are provided within the manual alongside a clear explanation of the content, and limitations, of each type of graph.

Section B: getting started with EYFS eProfile

1. Informing the local authority when using eProfile

Before a final decision is taken to use eProfile to record children's attainment during the reception year, or final EYFS profile judgements at the end of the phase, new users should discuss this with their local authority EYFS profile moderation manager and data collection team, to ensure the programme is compatible with other electronic data handing systems within the authority. Several of the benefits of eProfile stem from the simplicity of data input and transfer, and in order to take full advantage of these it is important that basic technical information is to hand before downloading the programme.

Support for eProfile users may also be available from local authority IT and data teams, and instructions as to how to transfer data at the end of the year will be provided by the local authority nearer that time. Whilst most of the operation of eProfile is universal across all systems, there may be some minor requirements specific to individual authorities. In order to avoid any unnecessary duplication of data input, contact should be made with the local authority data collection team to clarify these requirements at the outset.

2. Data protection

The eProfile programme stores data for individual children and has the facility for the transfer of personal data between schools[2] and onwards to the local authority or the DfE. Users should therefore be aware of the provisions of data protection legislation, and take advice from their local authority as to how this should be approached.

Information about the Data Protection Act is available from the Office of the Information Commissioner at www.ico.gov.uk

In addition to the legal framework around data protection, users should be conscious of an additional duty to ensure that wherever data is held, shared or transferred, this is treated with care and responsibility. As the eProfile enables users to work at a range of locations away from school premises, it may be helpful to consider a simple policy framework for off-site use of the programme.

Information about e-safety can be found on the BECTa website at www.becta.org.uk

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USB pen drives – a reminder from the DfE

Users have received a document from BECTa detailing important data security issues and practices. In particular this refers to the importance of data being encrypted. Pen drives that automatically encrypt the data stored on them are now readily available, including some that use biometric, or fingerprint recognition. Settings should use this type of portable drive for storing backups and for transferring data between computers.

You may also consider keeping the USB pen drive in the school safe except when it is used.

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[2] Schools refers to all Ofsted registered settings that have children who will be five years old on or before 31 August 2011.

3. Helpdesk information and programme updates

If you have a technical problem when using eProfile advice is available in the technical sections of the user guidance; this contains information on many common problems such as making a back-up of data to a particular file location. Many local authorities provide support for eProfile users, including networks of experienced practitioners and surgery sessions. These resources should be explored initially as many problems can be simply resolved through familiarity with the programme.

Where problems cannot be resolved, contact the QCDA enquiry line on:

Helpdesk telephone: 0300 303 3011
Helpdesk text phone: 0300 303 3012
Helpdesk email: *eprofilehelpdesk@qcda.gov.uk*

If amendments are made to eProfile during the year, or when additional information is available that would assist users, these will be notified by QCDA eUpdate to local authorities. Local authorities are reminded to ensure their email contact details are up to date with the EYFS profile link at eyfsplink@qcda.gov.uk.

4. eProfile Version 3.2 – updates and changes

Version 3.2 has a number of changes from version 3.1. The data files are compatible with those of version 3.1 (but note the section on CSV export and import below).

- A Quality Assurance report. This is based on the information in the QCDA factsheet QCA/08/3905 *Quality assurance of early years foundation stage profile data*, which covers a range of interconnections and dependencies between scales and scale points. Guidance around the interpretation of Quality Assurance reports can be found within the manual in section E.

- The averages bar graph now allows users to overlay any pupil's scale scores so that they can be compared with the group's scale averages.

- A new scatter chart that allows users to compare pupils' attainment in one scale against their attainment in another.

- The manual can now be displayed directly from within eProfile - Help > Manual

- At close users are prompted to make an "internal" backup on the computer. If users do make a backup they will then be prompted to make a backup to an external folder.

- The CSV export and imports have been rationalised to match each other. The reason for making this change is to allow users to import assessment data (as well as names, of course) into eProfile. The Common Transfer file does not hold dated scale point level data.
  The CSV file output (manage your work > create an assessments CSV file) has been altered slightly (postcode field shifted). The import facility (if CSV file format is selected) will now expect to read a data file that has the same format, though the assessments columns are optional. Having the same format will enable other providers to test input and output and provide for their users an instant route into the eProfile. Please remember, however, that the CTF is the recommended method for importing information for most users.

- The print preview smudging problem when scrolling through a print preview has been resolved by using a different preview engine altogether. This also has the benefit of providing an output in PDF format from the preview screen (click on Save and select PDF).

- New spell-checking engine - the previous tool has been replaced. This will mean that any special spellings that had been saved in the old dictionary need to be registered in the new one. This can be done as and when necessary.

5. Installation and set up

> **Before you install the software**
> eProfile expects a printer to be installed. You do not need to have one physically attached (or network/wirelessly connected), but you should have at least one printer added to the Printers folder on your computer.

a. Installation and getting started

Please refer to your local authority about getting a copy of the software. A new version is usually issued in September; please make sure you have the latest copy.

Run eProfile by selecting eProfile V3 from the Start menu:
Start | All Programs | Foundation Stage profile | eProfile V3

A list of years is displayed. This list grows by one each year. Select the cohort you want by choosing the year in which the cohort completes the EYFS.

Enter the password. The original password is **password**. You can change it later under **Administration | Change password**. A changed password applies only to the cohort you have selected. If you have reason to restore the programme during the year, you will then need to use the password that was current at the time of the backup.

b. The Main Screen
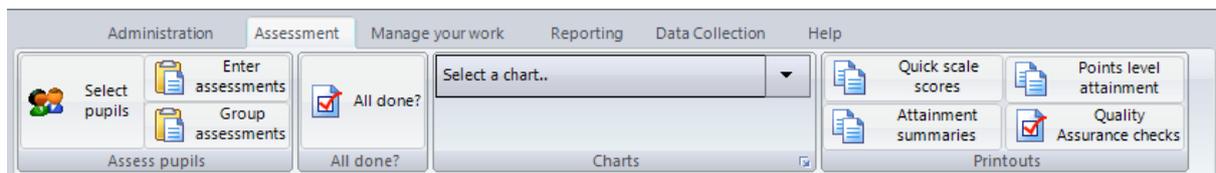
The main screen menus are displayed in tabs across the top of the screen. The assessment tab is the one that appears by default. Hover over buttons to display some information about the button's function. Click on other tabs to reveal that toolbar. As with other Windows software, you can maximise a window to the size of the screen. This may be useful for charts and printouts.
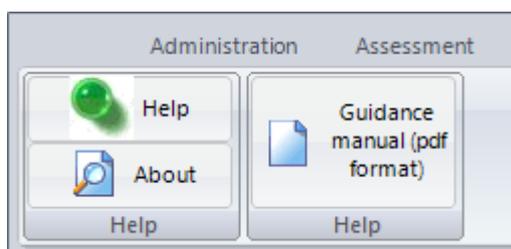
The help system will give you further information - **Help | Contents.**
Click on **Help | About** for more technical information.

You can also open this guidance manual on the screen by clicking on the Guidance manual button.

The status bar at the bottom of the eProfile window gives details of the selected group of pupils, the state of your work, information about the software and the time.

c. Importing pupil names into eProfile

Use a Common Transfer File (CTF) to import accurate pupil names and details.

This ensures that
- Pupil names are correct

- All pupils in the cohort are included

- Pupil details, including gender, date of birth and postcode are correct.

You should try to avoid typing in names manually. You are **strongly recommended** to import pupil names from your school's management information system (MIS). You can import names into eProfile **at any time** to add new arrivals immediately (there is no danger of duplicating pupils).

The CTF is the easiest and most reliable format for eProfile to read as it is a national standard.

SIMS.NET Users
If you create an alternative destination named eProfile this will avoid the problem of creating a CTF with your school as the destination. In SIMS.NET go to **Tools > Setups > CTF** and click on **New** against the **alternative destinations** box. Use the code **EPROFIL** (7 characters only allowed) and the description **eProfile**.
When you later create a CTF find **eProfile** in the list (do not type the word) and select the year group.
It is suggested that when you select the list of pupils for inclusion in the CTF for export you click on the first pupil, scroll to the last and Shift-click in the **DESTINATION LA/OTHER** field, when all pupil names will be selected. Now (without touching the mouse) simply type the letters **ep** and this will populate the field with "eProfile" for all selected pupils. This new "Destination" (eProfile) only appears in the **DESTINATION LA/OTHER** field.

Importing a set of pupils into eProfile does not clear out every other pupil already in eProfile. This allows you to add new pupils (as well as update any pupils whose details have changed) without disturbing the other pupils in eProfile.

If pupils leave your school/setting then you will need to remove them manually from eProfile *(see the section on removing pupils below).*

If your school does not have a CTF-compliant MIS you will need to create a names file from it instead. Most systems should be able to provide (export) a file of names. Consult your MIS software provider for further details.

Open eProfile
Select Administration > Import names.
Navigate to the CTF and import.
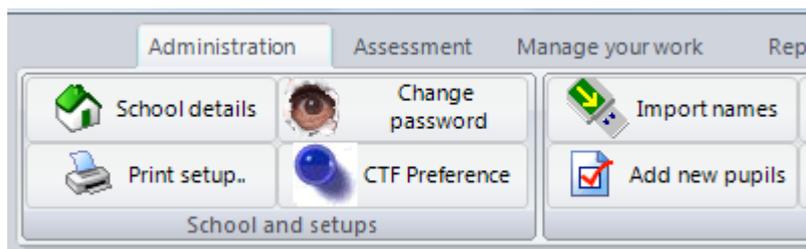
d. <u>Merging data from one eProfile to another</u>

> The Common Transfer File holds only the aggregated scale scores and does not go down to item level. Neither does it allow for comments to be passed between schools. This makes it unsuitable for data transfer from one eProfile to another.

Using data transfer to send or receive profiles of transferring pupils

Data transfer covers the sending or receiving of complete information for selected pupils, including comments, between schools or even classrooms (see below).

You might want to

- send complete data for one or more pupils who may be transferring to another school or setting;
- import complete information for pupils transferring to your school/setting whose details have been sent to you by another school/setting.

Where data is transferred between users, care should be taken to ensure that data cannot be accessed by others. The use of encrypted storage and transfer devices is recommended at all times, and a school policy to cover the requirement to share and transfer information about individual pupils should be in place. Guidance should be sought from your local authority in the first instance, and reference could also be made to the Office of the Information Commissioner (www.ico.gov.uk) or Becta (www.becta.org.uk).

Select either **Read in data from another eProfile** or **Export data for merging with another eProfile**. For the latter you will be asked to select the pupils you wish to export.
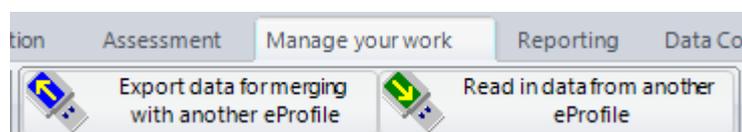
Using data transfer within your school/setting

If your school/setting has a number of early years classes it may be more useful to install and run the eProfile in more than one place, with a view to gathering assessments to a designated "main" machine at various points during the early years foundation stage.

## Keep a copy of eProfile in the office – security, backup, overview…

Although eProfile is used in the classroom as a formative pupil assessment information resource to record assessments it should also be installed on an office MIS computer. This machine can then be used both as a backup point for security and for easier data return at the end of the year. Follow the steps below, using a USB pen drive. Insert the pen before starting eProfile. Remember to remove it correctly.

Having the entire pupil data on a centrally accessible single machine enables anyone with authority to view or print both formative and summative information without requiring access to several individual machines.

If you use eProfile in one classroom only

Make a backup (see *Backing up your work*) to a USB pen drive or other portable device. When data has been copied make a note of the backup folder, close eProfile and remove the

pen safely. Take the pen to the office computer and insert it. Run **Start | Programs | Foundation Stage Profile | V3 Restore your work**
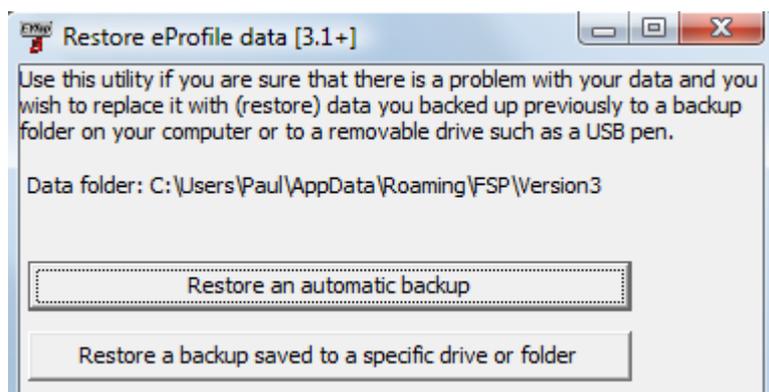
Click on the lower button and use the folder browser to locate the folder where you made your backup.

If you use eProfile in more than one classroom

Insert your USB device.

Select **Export data for merging with another eProfile.** Click on yes to confirm.

Select the pupils whose assessments you want to export – all pupils are chosen by default (see Selecting pupils for more details on how to select specific pupils).

Select the folder where you wish to save the export file.
When the export file has been created make a note of the location where it has been saved, close eProfile and remove the USB device safely.

Take the USB device to the office computer, insert it and open eProfile.

Select **Read in data from another eProfile**.

Locate the folder where the export file was saved. The export file will be read in.

Repeat this process for each classroom computer. Once this is completed the office computer should hold the assessments for all pupils in the foundation stage.

Remember that pupils who have left should be removed (see *Removing pupils*).

It might be useful at this stage to make a backup of your work and restore it to all of the classroom computers so that everyone now sees the same information.

You are recommended to follow these procedures at agreed points during the year as well as at the end, so that you do not have data on a vulnerable classroom laptop/desktop only.

With the special data transfer facility you can create what is essentially a backup of selected pupils' details, assessments and comments to a USB device for another school/setting to pick up and add to their data set, and vice versa. The same can be done within your school/setting. This means that in a larger school/setting you can create separate "sets" of pupils for other teachers who are using the eProfile in their areas and read back the emerging profile data at various points in the foundation stage to the "central" eProfile. Once all data has been gathered you can then produce printouts and charts centrally from the one machine and finally produce the results file to send to your LA.

e. Selecting pupils

When eProfile starts, all the pupils are selected for you to work with. You may need to select a specific group of pupils to enter assessments for a particular class or for producing a printout of selected data.
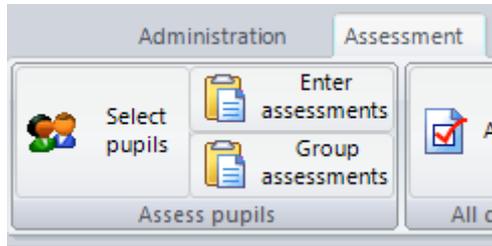
Click on **Select Pupils.**

The pupil selection dialog box that appears describes your current selection. You may either click on the **All Pupils** button to select everyone, or click on a radio button with a view to filtering down your selection. You can continue where appropriate to filter the list even further.
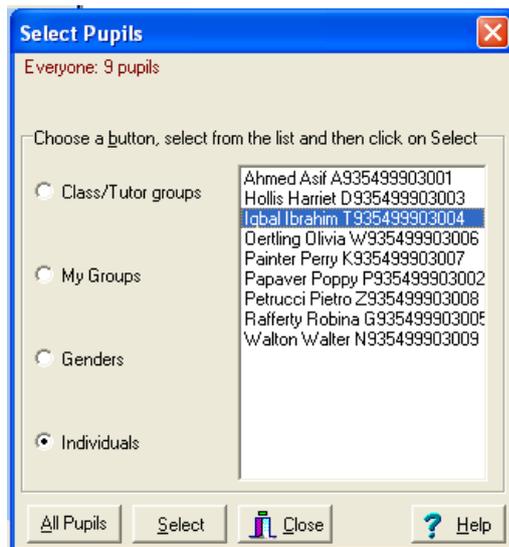
Click on the grouping you wish to select and you will be shown the available options in the list box.

Click on your selection and then click on **Select**.
You may further refine your choice by filtering down by a number of different criteria.
Click on **Close** when done

Advanced selecting

You can pick more than one item from the list box by holding down the Ctrl key and clicking on individual items in the list. Click on Select to confirm.
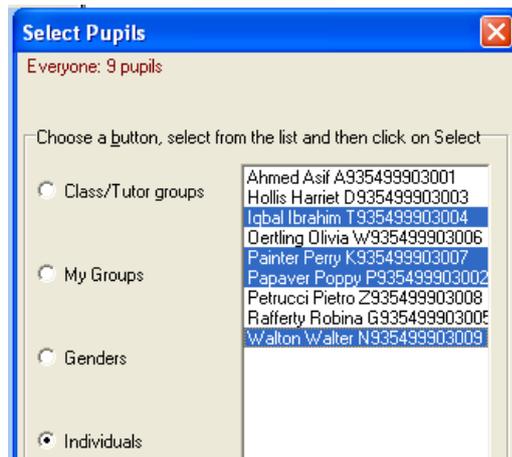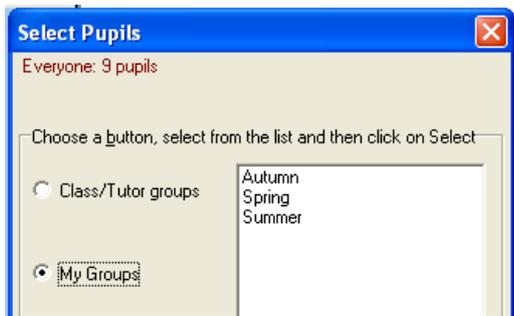
In this example, after selecting **My Groups,** the user can select pupils who entered in the Autumn, Spring or Summer term.
Of course, in order to make this happen, the correct information must have been entered against each pupil! Use the My Groups slots for each pupil when you edit their name details.

f. Editing pupil details

The main reason for editing pupil details is to add information to the Class and My groups boxes. You can enter any useful information such as class or ethnicity (in any box in any order) and then select pupils by this criterion.

Any other editing is not advised, as pupil information should always come from a Common transfer file.
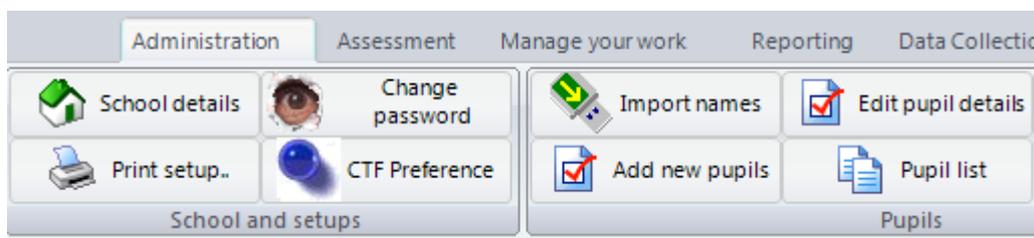
(You may wish to select the pupils whose records are to be amended - see **Selecting pupils**) Select **Edit pupil details**.

For each pupil enter the appropriate extra details. Move from pupil to pupil by clicking on the **Prev.** or **Next** buttons. Finish by clicking on **Close**.

g. Removing pupils

Proceed with caution. Please read all messages carefully.
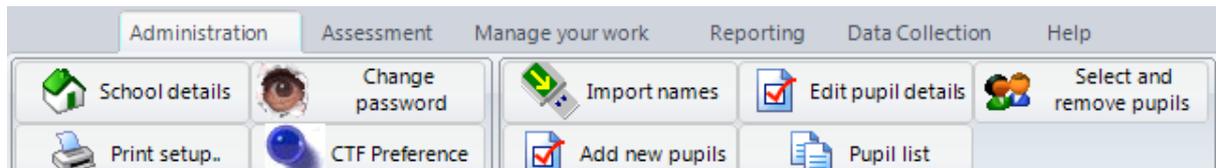
Click on Select and remove pupils.

You will be prompted to select the pupils whose records you wish to remove. (See *Selecting pupils*)

WARNING

Pupils who have been removed have their assessments removed too and they vanish irretrievably from your computer.

Deletions cannot be undone except by re-importing names and assessments again, or by restoring the backup you made earlier. Please take care not to delete the whole cohort of pupils in error.

Section C: assessment input

1. Introduction to data input

Throughout the following sections, the final year of EYFS provision for a child will be referred to as the reception year. The recording period available is therefore September to June of the current academic year. The child's date of entry should be the date on which the child begins this final year of EYFS provision, and their record should not be restarted if they transfer to another school during the year. Date of entry is recorded by month in the box on the far right hand side of their individual assessment screen. It is held for information purposes.

For manageability purposes the eProfile allows the practitioner to input data between the months of September and June. Once a practitioner is confident that a child has attained a particular scale point through the demonstration of the skills, understanding or knowledge required for that scale point, data may be entered. It is not recommended that that EYFS profile data is collected and entered throughout the year to measure progress in the reception year.

The eProfile data should be used at the end of the EYFS to inform the next learning steps for individuals or groups of children, to develop the quality of provision in year 1 and to look back to monitor and develop provision in the reception year.

Further guidance on the interrogation of the charts and graphs available within eProfile can be found in a later section of this document.

2. Entering assessments
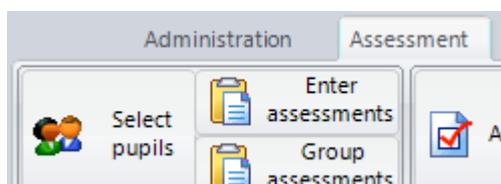
Select **Enter assessments.**

Click on the tabs to bring forward the details for the particular area of learning and scale.

Record the attainment of a point by clicking on the drop down box beneath its descriptor and selecting the month in which the assessment was made.

If you are not sure about whether the child matches the assessment then hold the cursor over the descriptor text and the whole text from the handbook will be displayed.

Scores for scales and areas of learning and the overall score are calculated and displayed and updated as assessments are recorded.

You can open the **point 9** box only when all eight other assessments have been recorded in that scale. Once something positive has been recorded here you cannot alter the other eight boxes without first clearing this box.

You can only tick the **Further assessment applies** button when all nine points in the scale have been matched.

Move from pupil to pupil by clicking on the Prev. or Next buttons.
Enter comments as appropriate in either of the two comments boxes – "internal" comments will not be printed anywhere, and "reporting" comments will be used for reports.

Click on Close (the X button on the top right of the page) to finish. All information is saved automatically.

You can only tick the *Alternative assessment applies to this scale* check box when the score for that scale is zero. If the pupil does score zero then you must tick this box in order to complete the profile. Once this is ticked you cannot click on or open anything else in this scale. Please refer to section 4 (below) for further information.

3. Lock on scale points 4 – 8

Principle and guidance

The principle on which this is established is fully explained in the EYFS profile eUpdate issue 4, available at www.qcda.gov.uk/eyfsp

Further guidance as to how practitioners should approach the assessment of scale points 1-3 can be found in the QCDA guidance note "*EYFS profile scale points 1-3"* which is available to download from www.qcda.gov.uk/eyfsp

Operation of the lock

eProfile contains a locking mechanism whereby it is not possible to enter assessments against scale points 4-8 in any scale, without the attainment of scale points 1-3 being in place. Each time this is attempted, a query box will appear asking for the decision to be reconsidered and a password requested in order to proceed.

The password for unlocking this recording of an atypical pattern of development, when final judgements are made, is held at QCDA. Local authorities will be notified in an eUpdate in March of the procedure for the submission of requests for the password.

4. Alternative assessments and exemptions

Principle and guidance

The 2011 EYFS and Key Stage 1 Assessment and reporting arrangements guidance (ARA) is available at www.qcda.gov.uk/ara. This provides information regarding the exceptional circumstances in which the scale points of EYFS profile may not be appropriate for recording the attainment of particular children (ARA 2011 section 3.4). In these cases eProfile enables these circumstances to be notified, and instructions for this can be found below. However, before taking one of these courses of action, practitioners should undertake appropriate consultation and be aware of how the amended outcomes of EYFS profile should be identified and interpreted.

Instructions

The decision to apply an alternative assessment, or to designate that a scale cannot be assessed for a specific reason, must be taken in relation to individual scales. Once this has been decided, then that whole scale will have an outcome of A to denote "alternative assessment", or N to indicate "not assessed". There cannot be a partial assessment of for example, scale points 1-3 then a disapplication of scale points 4-8.
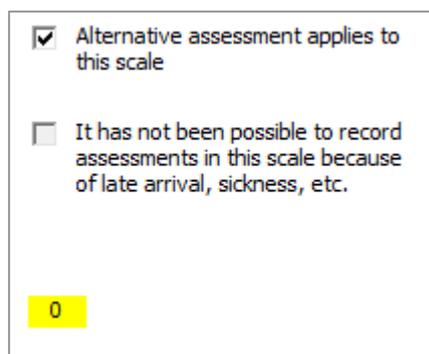
eProfile attempts to prevent you from entering information incorrectly.

You can only tick the **Alternative assessment applies to this scale** check box when the score for that scale is zero. If the pupil does score zero then you **must** tick this box in order to complete the profile. Once this is ticked you cannot click on or open anything else in this scale.

Where an alternative assessment has been applied or a judgement made that a child cannot be assessed against a particular scale, and an outcome of A or N designated for a particular scale, then the score for that scale will be set to zero. The calculation of total scores, and any aggregation of scales into areas of development, will use this zero as a valid score. Within eProfile both an A and N record are treated numerically as equivalent to zero. This needs to be remembered when outcomes are explored and analysed as some numerical values may hide the true picture of attainment. This may be accentuated where these codes are applied to the assessments of several children, which are then studied as a group. Whenever eProfile is used, numerical values should always be traced back to the scale point statements and wider knowledge about the child or group of children. Numerical values should form the starting points for discussion rather than solely a summary of attainment.

5. Exemptions

Settings may apply to the Secretary of State for exemption from all or part of the educational programmes, early learning goals and assessment arrangements of the statutory framework for the EYFS. Where an exemption is granted to a setting on the assessment arrangements in the EYFS, the scales in question will not be assessed and an outcome of N should be recorded within eProfile, in accordance with the instructions above. In this case the information above relating to the interpretation of outcomes which include an N should also be noted.

Further information about exemptions can be found at http://www.qcda.gov.uk/assessment

6. Quality assurance processes

Principles and guidance

The usefulness of data depends upon its accuracy, whether the data is viewed at individual child level, or in a range of aggregations up to the national data set. Actions that form the basis of all quality assurance processes need to begin with the question, "Does this make sense?" This sense check should be followed by interrogation of the data in greater detail in order to identify any anomalies, explore these in more depth and make any necessary amendments.

Roles and responsibilities

Practitioners, headteachers and setting leaders have responsibilities with regard to ensuring the quality, accuracy and reliability of EYFS profile data prior to submission to the DfE. These responsibilities are set out on page 7 of the EYFS profile handbook.

Detailed guidance as to how quality assurance might be approached, is available in the QCDA document *Quality assurance of early years foundation stage profile data* available from the QCDA website (www.qcda.gov.uk/assessment) or within eProfile via the help facility.

eProfile supports quality assurance in a number of ways:
- o the data entry screen for each child includes assessments to date, scale point statements and national exemplification
- o information is transferred electronically between systems without the need for additional manual data entry
- o information is always available in a usable form within eProfile, removing the need to transfer data into another programme
- o information is available at scale point level.

Version 3.2 of eProfile includes the facility to produce a quality assurance report based upon the information and scale point links within the QCDA guidance. Section E of this guidance document provides further information about this function.

Further details

When entering individual assessments for a child, the data entry screen provides some contextual information that promotes quality assurance and the opportunity to make the 'sense check' mentioned above. The scale point statement and national exemplification should be used as reminders of the criteria for assessment, and the additional information across the whole 13 scales should allow each new assessment item to be seen in a wider context. In this way each individual item becomes part of the larger picture for the child at the point of data entry, rather than remaining as a single assessment outcome only put into a wider context at a later stage.

The need for data transfer can occur during the year when the cohort is considered as a whole, when children change teaching groups or transfer between schools. At the end of the year, final EYFS profile outcomes need to be transferred to the local authority through the designated system. If all assessments have been entered by the practitioner, and checked on entry using the guidance above, there is no requirement for the data to be re-entered upon transfer. Instructions for the electronic transfer of data may be found elsewhere in this document.

Graphs, lists and charts can be produced without having to transfer data from eProfile to other programmes. Guidance as to how these should be read and possible lines of enquiry for the use of the information presented can be found in the following section of this document. These forms of output should not be viewed in isolation from this guidance material in order to avoid inaccurate interpretation and misuse of outcomes.

Scale point information is the most detailed level of data available as it is the initial building block of a child's eProfile assessment. The aggregation of data into total or average scores, or the use of percentage figures, necessarily loses much of this detail. The non-hierarchical and qualitative nature of scale points means that any loss of detail makes accurate analysis at an aggregate level difficult. The facility within eProfile to retain scale point level information is critical for accurate quality assurance by practitioners and managers, as consideration of grouped data may hide the true picture of attainment.

7. Use of comments boxes

The comments boxes within the individual pupil records of eProfile enable both external and internal commentary to be added. Each box enables the contents to be viewed under a specific set of circumstances as set out in the instructions below. It should be remembered that, even when comments are destined for internal use only, sight of these can be requested by parents, and practitioners have a professional responsibility to act always in the best interest of the child. Comments need to focus upon what the child can do, be dated, specific and factual so that they are a source of useful additional information for those working with the child.

Comments boxes do not need to have any information entered; they are a facility only and not a requirement.

Where additional adults or support services work with an individual child, and especially when alternative assessments have been designated for a particular scale, then the source of any additional records kept should be included here for reference. This will ensure that when a child's eProfile record is consulted, users are directed to all available sources of information in order to inform the widest picture and hence deepen understanding of that child's learning and development.

8. Using a grid for bulk data entry
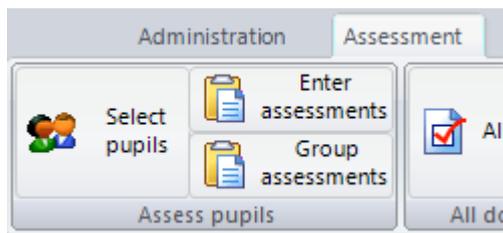
This allows you to record assessments made of a group of pupils in a particular scale. It works in a way similar to a spreadsheet.

Click on **Group assessments**.

Select both the scale and the date from the drop down box.

In the grid you will then see any assessments already made as asterisks or carets (^). Carets show assessments dated later than the month you selected. This will only happen if you are back-filling some assessments at a much later date. Carets cannot be edited.

Select a cell by clicking on it or using the arrow keys. Press the SPACE BAR to switch the assessment on or off.

Any assessments added will be saved immediately and can be viewed under the Pupil by Pupil method shown above will show the month against the assessment.

You may continue data entry by selecting other scales and/or dates. Click on OK when done.
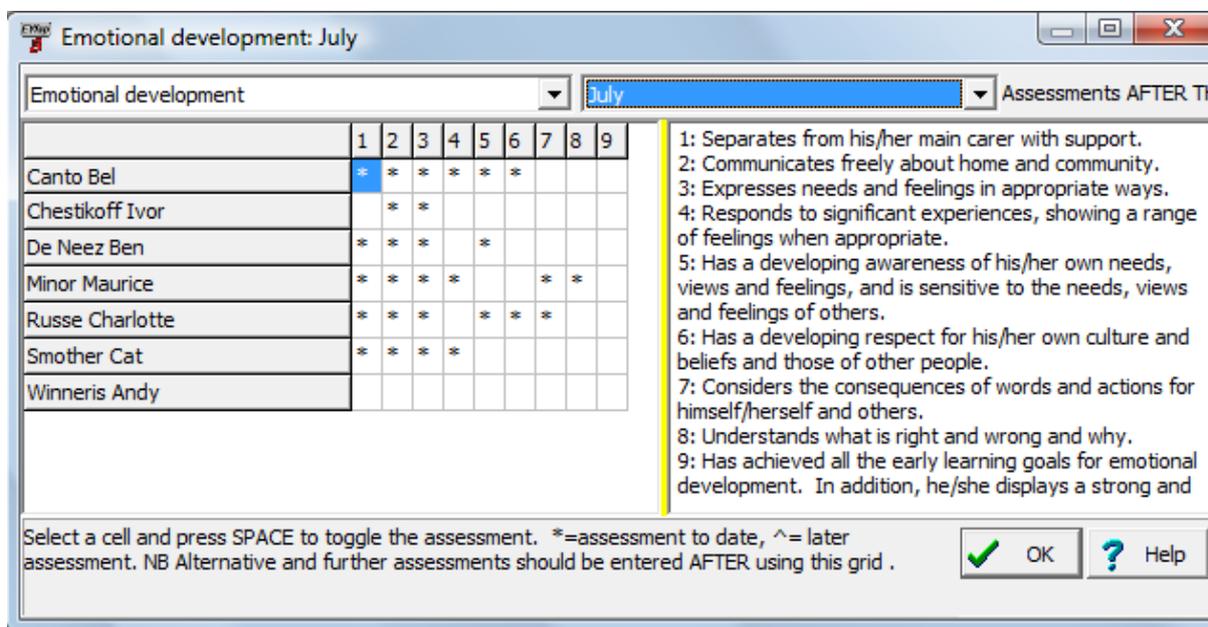
Please note the following, as the group assessments facility has limitations

You will not be able to enter *alternative* or *further assessments* for pupils under the bulk entry method. This information should be entered pupil by pupil **AFTER** you have entered bulk entry data in the grid. The bulk entry facility is for entering positive assessments against the printed criteria.

Note also that if you enter a positive assessment when alternative or further assessments have already been entered, those assessments will be cleared and the new positive assessment details entered.

You will still not be able to enter a positive assessment in the ninth column until the previous eight have been completed, and you will not be able to clear any assessment in boxes one to eight unless the ninth box is also clear.

Assessments in points 4 to 8 when points 1 to 3 have gaps will not be allowed. See previous page.

9. Backing up your work

eProfile automatically date-stamps programme data each time a child's record is updated. This picture is retained when the programme closes and a prompt appears to enable a back-up copy to be stored. This option should always be accepted so that a programme restore can be performed if necessary. This will restore the content of the programme, including assessment information, to its status at the end of the last successful session. Full instructions are given below.

The date stamp also allocates each individual assessment item to a calendar month for the purpose of producing graphs and charts. Established users should note that this has replaced the half-term structure found within previous versions of the electronic profile and represents a more continuous picture of the times at which assessments are made and recorded throughout the year.

You should make regular backups of your work. A regular back up ensures that the re-entry of data following a hard drive failure or power failure is kept to a minimum. A USB pen drive can be used, or you may have network access on your laptop or computer. You do need to have a school policy on the use of USB drives and network locations if such exist.

To make an immediate backup of your work (example here is with USB pen device)
Insert the USB pen device. It may take time to register.
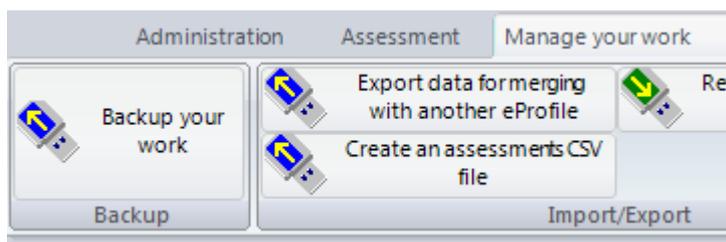
Select **Backup your work**

Select the drive to which you wish to back up your work.
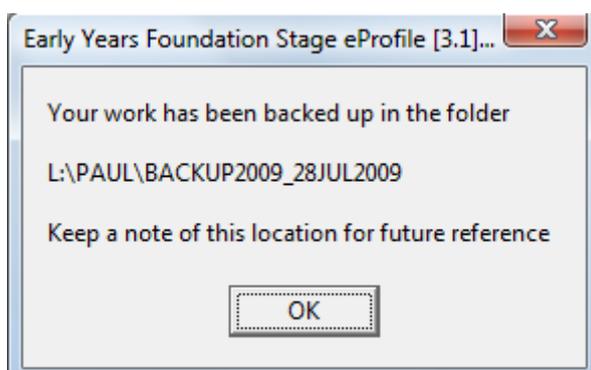
If the backup has been successful a message will pop up to let you know exactly where the backup has been saved.

KEEP A NOTE OF THIS INFORMATION.

eProfile creates a folder in your selected location into which the backup is created. This folder bears the date of the backup. By specifying the same location each time all backups will be stored together but in separate subfolders, so one will not overwrite another.

<u>Automatically backing up your work to your computer when exiting from eProfile</u>

eProfile saves your work to a new backup folder whose name will show both the cohort year and the date of the backup. It takes just a few seconds. Click on Exit to finish the program.

Confirm that you wish to make a backup by clicking on **Yes** in the dialogue box.
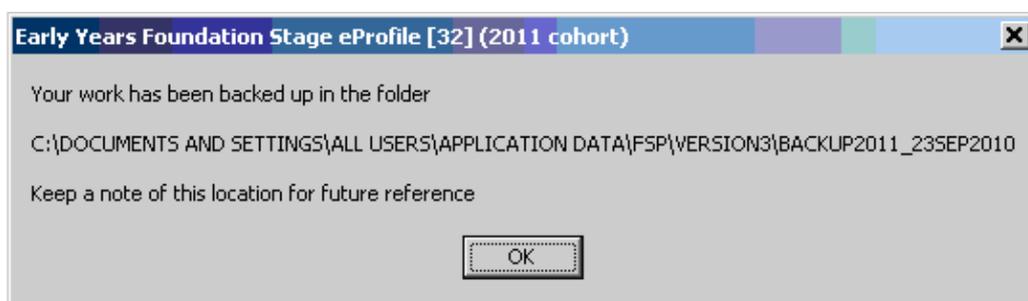
Make a note of the that follows as this where your work ha backed up.

You will then be prompted to make another backup of your work, this time to a folder of your choice, e.g. on a USB pen or on a network drive. You can choose not to do this, but it is recommended.

10. Restoring your work after a catastrophe

This facility will only be useful if you have made a backup recently.

Run the **Restore your work** program:
Click on Start **| All Programs | Foundation Stage profile | V3 Restore your work**
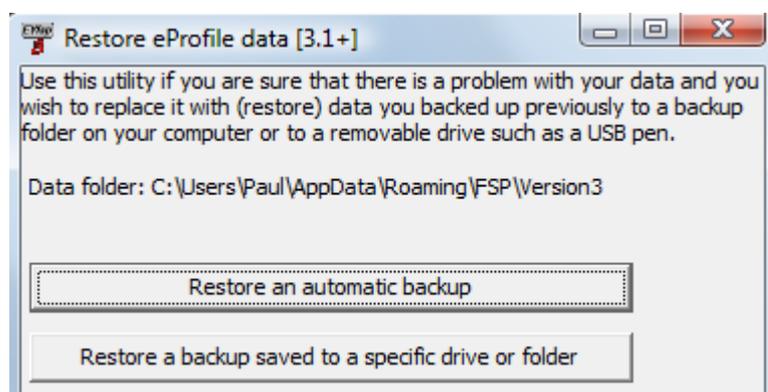
There are two options: the first is to restore an automatic backup - the one which is made when you close eProfile *(assuming you clicked on Yes in the dialogue box - see previous page).* This option will offer you a list of folders with dates in their names so you can find the last backup you made and pull that one back.

If your hard disk is corrupt and you have to clear it to repair it or if you install eProfile on a replacement machine then your work on that computer will most likely have been lost. This is when the backup you made to your USB pen drive will come into its own. Insert the USB pen.

Use the second button and navigate to the folder where the backup was made, remembering to select the folder with the latest date.

If the restore is successful a message will pop up to confirm this.

The password you used in the backup you've restored will be the password you need to use when you next run eProfile.

Section D: Summary Information

1. Lists and summaries

A range of summary formats are available within eProfile; these can be accessed from the Assessment tab of the main menu screen, by selecting one of the options on the right hand side.

Quick scale scores

This produces a summary table of total scale score to date for each child, along with their overall total.

This table prints in landscape format, and if the table splits over more than one page, the pages can be selected using the thumbnails along the left hand margin.

If a summary is required for a group of children, then the *select pupils* function on the main assessment menu screen can be used. The graph title then changes to reflect the group chosen.

The printed page also includes the date and time of printing in the lower right hand corner.

Points level attainment

When this option is selected, users need to make two selections from the lists provided; the scale and the month, then click the OK button. One button must be selected from each list or an error message will appear.

The list can be produced for the whole cohort or groups of pupils using the *select pupils* option on the main assessment menu screen.

The title of the list will reflect each of the selections made.

The list prints in portrait format and includes the date and time of printing in the lower right hand corner.

The list shows each scale point attained for each child up to the end of the selected month. There is no distinction between the months in which each scale point was attained; this is simply a summary picture for one scale up to the end of the selected month.

Attainment summary

No selections are available within this format; the summary produces a separate page for each child showing the scale points of every scale and the month in which these were attained.

The printed page is in portrait format and shows the current date and time; the summary comprises all the assessments entered to date.

The summary can be produced for the whole cohort, or groups of children using the *select pupils* option as above.

A separate page is produced for each child; these can be viewed by scrolling through and clicking on the relevant thumbnail down the left hand margin.

<u>Quality Assurance Report</u>

When this option is selected, eProfile produces a report for all of the selected pupils at the current date, using information from the QCDA Quality Assurance guidance document (see section C.6 above). Where the pattern of pupil attainment does not align with the scale point links within that document, the report prompts users to check the assessment data they have input.

Care should be taken when following up items included in this report; they should be seen as prompts for further exploration, rather than a set of rules which all patterns of attainment will follow. If the report is run prior to the finalisation of EYFS profile judgements, users must take account of how children and their assessment record develop throughout the year. This report should serve as a source of questions, to be used alongside knowledge of the cohort of children and the principles, process and content of EYFS profile assessment.

Users of the report who are not the practitioner responsible for EYFS profile assessment should ensure they explore any queries first with that practitioner.

Where the report identifies a scale point as not attained, though other linked points have been recorded as attained, the following questions may help users ensure their assessment picture is accurate:

- Has the assessment data been entered accurately into eProfile?
- Does the network of scale points attained make sense with what you know of the child?
- Is the assessment of one of the scale points very recent? It may be that the child has only just been assessed as attaining one scale point and so may be demonstrating aspects of a related scale point but not consistently or independently.
- In what context has the child demonstrated attainment of one of the scale points? Observation of a child engaged in self-initiated activity may provide evidence towards a number of scale points. Discussion between all those involved with a child will 'enable a rounded picture to emerge of each child's attainment' (EYFS profile handbook, p14).

Users will find further information in the QCDA guidance document *'Quality assurance of early years foundation stage profile data'*, which can be accessed within eProfile via the help facility.

2. Using the summary formats

These formats provide clear summaries of assessment information, with a range of options to select times and scales. For many purposes, this simple presentation of information will provide a useful starting point for discussions about individual and groups of children, and should be followed up by reference to the wider range of evidence available about each child.

The information provided in the introduction to the Graphs and Charts section of the guidance should be read and understood prior to using any numerical presentation of attainment.

3. Within-year summaries

Please refer to the introduction to graphs and charts below, for information on how within-year summaries should be considered. This information should be read and understood prior to the study and use of an in-year picture of attainment.

4. Information for transition purposes

Consideration of EYFS profile outcomes is a key aspect of an effective transition process, and opportunities for EYFS practitioners and year 1 teachers to discuss these outcomes need to be provided at several points during the year, both before and after children move between classes. Most of these discussions will be based on much wider information than is summarised in eProfile, but year 1 teachers may find some of the formats of information presentation available within the programme useful as prompts and reminders as they plan for their new class.

All users should make themselves familiar with the information set out in this guidance, as it relates to the construction and interpretation of the graphs, charts and lists. They should also understand the nature of the assessment information entered as data for the eProfile, and the range of other information available about each child. This will ensure that they have the deepest understanding of the levels of attainment and characteristics of each child, so that they can plan appropriate provision in year 1, which meets the needs of all children.

In particular, users should use the guidance and information provided by *Continuing the learning journey,* available to download from the QCDA website (http://www.qcda.gov.uk/assessment).

5. Producing end of year reports in eProfile

The facility to produce reports from eProfile is covered in more detail in section A.5 of this guidance document. Users should give careful consideration to all methods whereby they share information with parents, to ensure this is meaningful, clear and accessible. Whilst many parents and families will be familiar with documentation produced electronically, this may not be the most appropriate means of communication with them about the attainment of their child at the end of EYFS.

What does the reporting section do?

eProfile can produce an end of year report that contains the necessary elements for statutory reporting to parents. It uses examples of the statements against which pupils have been matched along with the comments for reporting that practitioners have entered within scales and areas of learning to form the main text of the report. A simple cover sheet and final page containing general comments and other information (both optional if you wish to produce your own) form the outer shell.

For those who want to fine-tune the reports by avoiding statements that overlap it is possible to choose exactly which points are reported for each child. This is a labour-intensive process, so selecting a few pupils at a time for reporting is advised. The final editing is done as the reports are produced and is not saved. You will see the report for your first pupils once you have completed editing the final pupil in the selected group.

What do I need to do in order to produce reports?

In order to produce end of year reports you will need to have completed the following:

- Assess all pupils against the EY Foundation Stage Profile.
- Enter comments in the "comments for reporting" boxes in each scale and area of learning (optional)
- Enter final general comments (optional)
- Enter attendance information either through the CTF from your MIS or manually.

- Enter a descriptive text as a header for each area of learning (optional).
- Enter any final information, e.g. dates of consultation meetings.

If all of the above has been completed you will be able to produce for each selected pupil a document containing a cover sheet, the main reporting section and a final sheet for general comments and other information. You can choose not to produce any of these three main sections. If you prefer to hand write some comments you can specify the amount of space that should be left blank.

The report layout

For each pupil the main report section will consist of each Area of Learning (AOL) title and an AOL description (optional). Within each AOL there will be the scale title (if more than one in the AOL) followed by two paragraphs:

1. Examples of statements matched. No more than 5 of the 9 statements will be printed by default as more than this could clog up the report but you can opt to select exactly which attained points will appear in each pupil's report.
2. The comment for reporting you recorded against that pupil on the assessment page for the scale. No scores are reported.

The AOL comment for reporting will be placed after this.

Each element of the report can be assigned a font so that you can adjust its face, size, weight and colour. Attention should be paid to the final appearance of the document.

Spell-checking

Spell checks can be performed on each box into which you can type information – look for the spell check buttons.

I want to write some of this report by hand

You have the option to specify the amount of space eProfile should leave for you to write your own scale, AOL and general comments.

Can I print our report in our usual A5 format?

Yes. Produce the report in MS Word and resize the page.

6. Step by step reporting
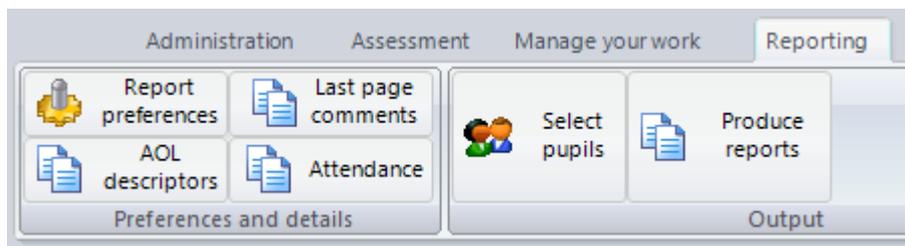
<u>Report layout and fonts</u>

Click on **Report preferences**. Select which sections are to be produced, the fonts for each element of the report and how the final report is to be produced – to preview and printer or to MS Word (only if Word is installed).

The **sections** tab allows you to choose which section or sections of the report you wish to have produced. You can also specify the amount of space you require for any element you wish to write by hand. The space you specify will apply throughout the report.

The **fonts** tab allows you to choose the font name, size, colour and weight. Click on the element you wish to change and enter the details in the pop up font dialog box. An example of text in that font choice will appear in the lower window.

The **outputs** tab allows the choice of output to the printer (you will see the report in preview first and can cancel before it prints) or to MS Word.

The **selecting statements to report** tab gives you the option of controlling exactly which attained items will be reported for each child. This is done as each child's report is being prepared for the printer, print preview or output file, although you will see nothing until the last pupil has been processed. It is advised that you select a small number of pupils at a time if you wish to use this facility.

Area of Learning descriptors provide a brief description of each area of learning to help parents understand what it covers.

Last page comments allows a simple preview of a pupil's report and provides two boxes into which general comments may be entered – these may be for the practitioner and head teacher. The window can be expanded and resized to allow for easier working.

Attendance

Check that your school's MIS is up-to-date with pupil attendance information and export a Common Transfer File for the cohort and import to eProfile. As well as tidying any name changes the attendance information will be loaded in. Otherwise you will need to type in the attendance information by hand – maximum sessions, sessions attended and number of unauthorised absences.

<u>Produce Reports</u>

Before you produce reports please check the following:

- the school name on the cover sheet is correct

- you have selected the pupils you want (it is advisable to produce reports in small batches i.e. per class rather than per cohort).

- the printer is primed and loaded (but see notes below)

- you have already produced a small sample and have agreed within a whole school context that the layout and content are correct.

Output to printer produces a print preview, which you can then send to the printer. Output to Word will take some time so be patient. You might need to minimise the eProfile window in order to see the Word window. You will be asked to supply a file name for the document and then it will close. Run Word and locate the document.

Section E: data analysis

1. Purpose of eProfile graphs and charts

The purpose of the graphs and charts within eProfile is to enable the study of the assessment picture for individual and groups of children, using information collected within the programme.

It is important to bear in mind the principles by which assessment judgements are made, as this will have an impact upon the pattern of attainment. Both the EYFS framework and EYFS profile handbook have detailed information about the assessment process, and this should be clearly understood by all users of the information contained in the graphs and charts available within eProfile.

2. Difference between eProfile and EYFS profile

Many of the graphs show the picture or snapshot of attainment during the course of the reception year in addition to the end of phase outcomes. It should be remembered that in-year assessments should be viewed against the wider EYFS framework and Progress Matters guidance and only finalised judgements at the end of the year can be considered as EYFS profile outcomes. Clarity about this distinction will ensure that analysis of the data does not lead to erroneous conclusions and inappropriate interpretation.

3. In year and end of phase outcomes

The picture of attainment for each child will build up during the reception year as evidence is evaluated, assessments are made and entered into eProfile. When considering these in-year patterns, it should be remembered that the scale point statements are designed for final judgement at the end of the phase, and so evidence towards their attainment will be available elsewhere prior to a scale point being attained.

Within a child's eProfile record of assessment, where a scale point has not been attained, it may be that the child is working well within that early learning goal but perhaps not independently and consistently showing all aspects of the knowledge, skill or understanding to which it relates. In this case the scale point would not be marked as attained.

Final judgements for EYFS profile, which will inform the graphs used to support transition to year 1 and school evaluation, should be explored in relation to the guidance within the EYFS profile handbook as to how these judgements are made.

In all the graphs and charts of eProfile, where the graph shows "to month" in its title, and a month is selected as described in the sections below, that graph includes all the information entered up to and including the end of the month selected. As data can be input at any time within the month, if graphs are studied in the middle of a month, it should be remembered that assessment input for the current month may not yet be complete.

Similarly, average scores may be affected by the number of data items on which they are based, and this should be taken into account when looking at data during the year as some charts may be based on differing amounts of assessment information. Fuller information is provided when these graphs are considered specifically below.

4. The nature of scale points

When looking at patterns of attainment within the reception year, attention should be paid to the widest range of information about the children concerned. Numerical patterns should always be unpicked in terms of their constituent parts so that, for example, total scores are linked to their constituent scale point elements in order that real rather than apparent differences in the pattern of attainment can be identified.

Whilst scale points are numbered, this number acts as a label only rather than as a cardinal number since the early learning goals are not hierarchical. Care must be taken always to make a distinction between a score and a particular scale point; e.g. scale point 5 or 5 scale points. As scale points 4-8 may be attained in any order, a score of 5 may not include the attainment of scale point 5. Whilst experienced users of EYFS profile will be well informed about this aspect of EYFS profile outcomes, that may not be the case for others who use the graphs and charts. The following important points should be remembered when considering all eProfile outcomes.

- Individual scale points have a numerical label but this does not indicate a corresponding mathematical value
- Scale points 1-3 are derived from development matters statements of the EYFS framework
- Only in exceptional circumstances will a child attain any of the early learning goals in a scale without having first attained scale points 1-3. Guidance about this can be found at http://www.qcda.gov.uk/assessment/4363.aspx
- A score of 1-3 denotes a child who is working at a level of development prior to the early learning goals
- Scale points 4-8 represent the statutory early learning goals derived from the EYFS framework
- Scale points 4-8 are not hierarchical and may be attained in any order
- Attainment of a scale point implies independent and consistent demonstration of the scale point statement
- Attainment of scale point 9 must rest on attainment of all of points 1-8
- Scale point 9 denotes attainment beyond the EYFS framework
- A total score does not necessarily indicate the attainment of particular scale points

5. Maths and statistics health warnings

Throughout use of eProfile the distinctive nature of EYFS profile scale points should be understood, alongside the principle that any numerical summary of children's attainment represents a very limited record of the true picture of their learning and development.

The graphs and charts in eProfile provide simple graphical representation of the assessment data entered to date. It should be remembered that mathematical and statistical outcomes are dependent on both the accuracy and the nature of the underlying data. Whilst further mathematical operations may be possible with the raw data, this does not mean the results are valid or useful. In most cases the simplest representation of data gives the clearest picture, and the effort required to understand that picture, with reference to the attainment of individual children, is part of the essential process of understanding the story behind the data.

For example, the number of children attaining a specific scale point can be expressed as a raw score or a percentage. Whilst it may be useful at times to compare percentage figures, where cohort size varies significantly this may be misleading. Percentage figures should always be related to the size of the group under consideration, and any constituent sub-groups (for example gender).

Wherever percentage figures are used, a first step should be the calculation of how many percentage points are accounted for by a single child. For example; in a cohort of 30 children each child will contribute approximately 3% of the total; in a cohort of 8 children each child contributes approximately 12%. A difference between two figures of 12% might be thought to be of concern, but one of 3% could be considered part of the normal variation to be expected; both could be due to the attainment of one child.

For any group of less than 20, percentage figures should not be used and all analysis should be based on raw numbers.

Whenever graphs and charts are analysed therefore, an understanding of how the graph is derived and what factors will influence its appearance is critical to the accuracy of interpretation. Users must ensure that whenever graphs and charts are used for analysis and may generate follow up action, the basis on which they are constructed is fully understood. This will ensure they are used most effectively and appropriately.

6. Graphs and charts in eProfile

Practitioners who make use of the eProfile for recording assessments have access to a wide range of instant analyses in the form of charts that can help them to view attainment of their pupils at any point in the foundation stage. Some of the charts are interactive, allowing the practitioner to produce "animated" charts that show a pupil's attainment over time.

There are charts that offer statistical analyses of the attainment of boys, girls and the whole cohort. It is also possible use the charts with a specific group of pupils.

Some graphs will appear blank at first – you will need to select something from the drop down box(es) in the chart.
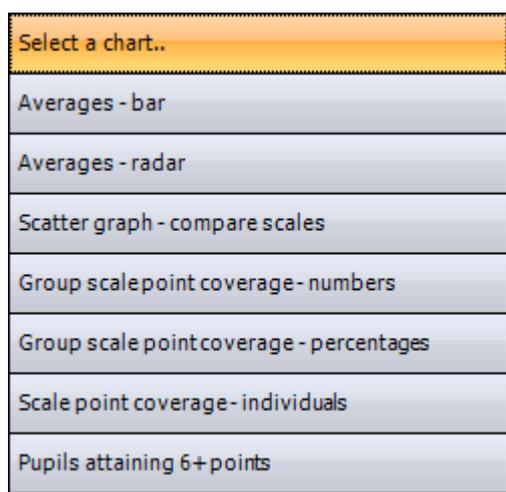
Select a chart..
Averages - bar
Averages - radar
Scatter graph - compare scales
Group scale point coverage - numbers
Group scale point coverage - percentages
Scale point coverage - individuals
Pupils attaining 6+ points

> Click on the charts drop down box to select a chart.

Customising charts

There are some buttons at the base of the chart window. The set square button allows you to customise a chart to your requirements. Some of the features, such as 3D view and perspective adjustments may make the charts look more presentable.

Viewing fewer bars

In charts which show boy/girl/all bars you can click on the coloured lozenge in the legend at the bottom and it will cause the bars of that colour to toggle on or off.

"Animating" your chart

Scrolling through any of the dropdown boxes will produce a different aspect – the next pupil or the next point in time. When a dropdown box is highlighted you can use the up and down arrow keys on the keyboard to "animate" the display.

Selecting pupils

The charts take on further usefulness when you select the group of pupils whose attainment you want to chart. Whatever you might want to compare, this is something you can do quite simply by adding tags to pupils in their initial information screen and using the *select pupils* option.

Copying charts

On each chart there is a Copy button. This will copy the body of the chart to the clipboard, enabling you to paste it into any suitable application. You may, for instance, want to copy a number of charts and paste them into a presentation slide set or into a discussion document for governors or into a display for parents. Simply click on the **Copy** button, move to or open the target application and select **Edit | Paste.**

Printing charts

There are two print buttons. The top one prints the chart with contextual information. The lower one only prints the chart itself, but you do have a range of options over how it is printed.

Summary of charts in eProfile

Chart	What it shows	Gender comparison?
Averages – bar	For the selected group of pupils the average score attained in each scale at any point in time. The user selects a point, labelled a "growth point" and the chart shows the average scores of pupil at that point in time. This allows the user to produce charts retrospectively. The chart displays the information in bar format. This chart also allows the user to select a child, whose scale scores are then overlaid on the chart.	Yes
Averages – radar	The same information as the bar style, but results are splayed out from the centre of a circle and in line rather than bar format. Although there is no statistical reason for joining the scales with lines the graph is still useful.	Yes
Scatter Graph	Select any two scales. For each pupil the score in the first scale will be plotted against the score in the second in a scatter graph. The area of each plotted circle will relate to the number of children scoring that same pair of scores across the two scales. Click on a bubble to find out which children it represents. The data in this graph includes all assessments to the current date, or the final picture for previous cohorts. There is no date selection option.	No
Group scale point coverage – numbers or percentages	Select a month and scale. Bars are displayed representing each of the nine points in the scale. Each bar shows the number or percentage of pupils who have attained the particular point by the month selected.	Yes
Scale point coverage - individuals	This displays attainment in each scale by showing the actual points attained (as opposed to the points score) at any point in time. The marks are colour-coded with shade differences for each successive month.	N/A
Percentage of pupils attaining 6+	A bar chart showing the percentage of pupils (by gender) that have attained 6 or more points in each scale, or consistently across each area of learning, including across PSE and CLL combined. There is no date selection; whenever the chart is run it will show the current position.	Yes

7. The charts in further detail

Average points score per scale: bar chart and radar graph

Information common to both formats

The graph title shows which group of children has been selected, how many boys and girls are in that group and the picture up to and including the selected month. The title changes in response to the selection of groups and months. The chart defaults to the current month.

The three bars or points and lines relating to the whole group and gender sub-groups available for each scale can be switched on and off by controlling the ticked boxes.
To change the group selected, go out of the graph itself and use the select pupils option to the left of the main screen. Returning to the graph will produce an outcome for the selected pupils.

The chart defaults to the current month, and shows the average of all scores attained up to that point in each scale. To vary the date selected, go into the date box, open the drop down menu and click on the required month. The graph will change as you click on a new month.

To scroll through the months, first click on any month in the drop down date menu, so that the month in the box is highlighted in blue. Then move the cursor onto the graph area and use your mouse scrolling wheel to change the date backwards and forwards. This operation shows a sequence of information for each month, with the graph title changing accordingly. Please note that the graphs will not scroll if the date box is not highlighted in blue.

Select a pupil to see his or her scale scores overlaid in gold against the group averages

These two graphs are displaying the same information
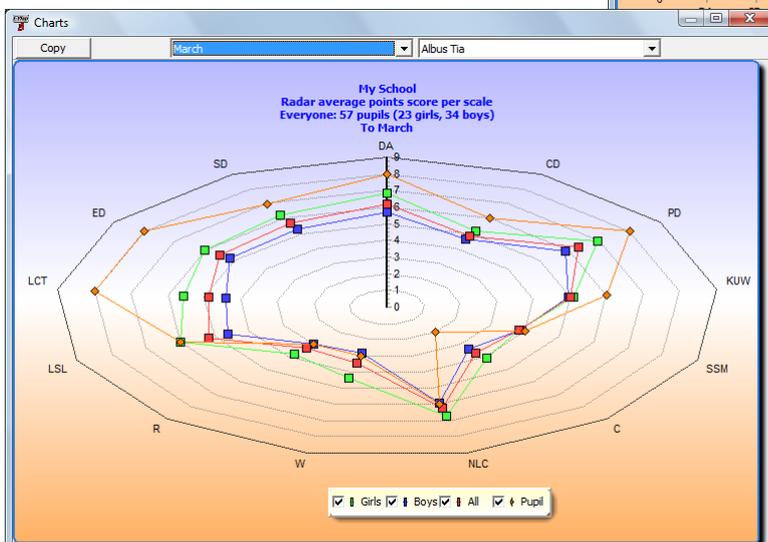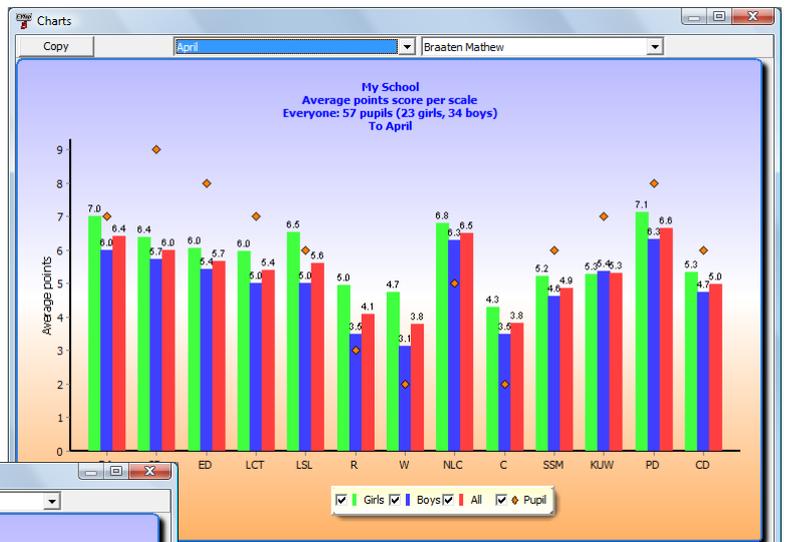
Each graph selected can be printed or copied as required.

Average scores

The scale points of EYFS profile are discrete and qualitative data items. Any average score therefore needs to be seen as a starting point only, and should prompt further exploration as to how the pattern has been derived.

It is not possible for a child to attain, for example, 5.5 scale points – scores will be in whole points only. Similarly there are only 9 scale points in each scale and hence the range of outcomes is limited. This should be borne in mind especially when considering the outcomes from a small group of pupils as what appears to be large differences in numerical terms may be the result of information from a small number of data items.

When looking at the accumulating picture of attainment prior to the end of year finalisation of judgements, it should be remembered that some elements of the graph or chart will be based on very few data items; this will increase during the year. All the cautionary notes in this section and elsewhere in this guidance, relating to size of data set, should be borne in mind when looking at the same graphical format over time – as the size of that data set is not constant throughout the year. For example, an average derived from 6 data items is more influenced by each individual item value, than an average derived from 30 data items.

The potential impact of changing data sets during the year mean that these average score graphs are most valid when final judgements have been made and the outcome represents the EYFS profile picture for a class or group.

Cohort and group size implications

Where cohorts or groups are small, comparisons of outcomes must be made with caution, as the influence of one or two data items may cause differences in numerical values which, on closer examination, reflect the attainment of a small number of children. These differences will be better explored by looking at the attainment of those individuals in more detail.

The proportion of boys and girls in a group of children may significantly affect the average score, so that in a group highly skewed towards one gender; the group average will reflect the outcome for the more highly represented gender. This could have the effect of making some differences appear more significant. For example; a class of 30 pupils comprises 10 boys and 20 girls. The average score will be determined in a 1/3 to 2/3 ratio by the boys' and girls' scores; hence the starting position should be that the girls' scores are more likely to be close to the class average than the boys' scores.

A key preliminary question in any interrogation of this graph should therefore be, 'What are the significant elements within this pattern of attainment?' Reference to the possible lines of enquiry set out elsewhere in this section should then prompt follow-up analysis at a more detailed level and a discarding of comparisons that are not based on actual differences in outcome.

 What the bar chart shows

The x-axis shows each scale of EYFS profile, and the y-axis shows the average number of points scored by the group of pupils selected.

What the radar graph shows

The central spine of the graph shows the scale of average point scores for each of the 13 scales of EYFS profile. In order to read the figures for any one scale, this spine should be

imagined as rotating (as a clock hand) to enable the average to be read from zero in the centre towards 9 at the outer edge.

The scale label initials appear around the outer edge.

The individual points and lines relating to the whole group and gender sub-groups can be switched on and off by selecting the tick boxes accordingly.

Whilst the points of this graph are joined by a line for visual effect and ease of reading, they do not indicate a mathematical connection between the points. Visually however they enable data points that contrast with the overall picture to be more clearly seen.

Scatter graph (new in version 3.2)

This graph enables users to plot children's scores in one scale of EYFS profile against their score in any other scale. The scales are selected by using the drop down menus at the top of the window. The graph reflects the assessment picture on the current date for the cohort or group of pupils selected. The size of each bubble reflects the number of pupils with this combination of scores; clicking on the bubble reveals their names.
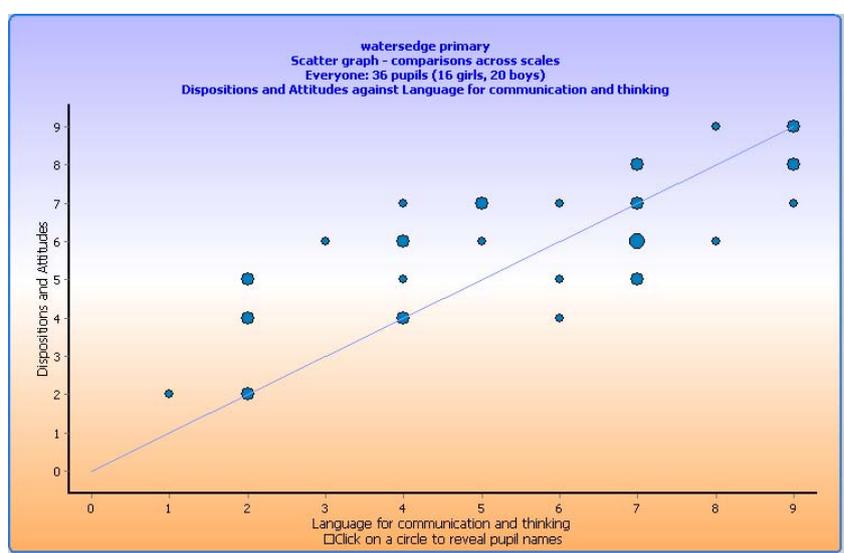
Interpreting the chart

It should be remembered that this chart presents only total scale scores and not the attainment of individual scale points. For many purposes, initial exploration of the scatter chart should lead to a consideration of the pattern of scale point attainment for individual children. This is especially true for those pupils whose point on the chart appears initially to be outside any expected pattern.

The attainment patterns for individual children should be explored in relation to the additional information and knowledge held about that child. In particular, their interests and patterns of self-initiated activity may have an impact on how they demonstrate the understanding and attributes which underpin their EYFS profile outcomes.

Care is needed when selecting the scales for comparison since, while there are valid and helpful comparisons to be made of some attainment patterns, there are others which may lead to the making of spurious connections with no secure foundation in child development processes. There is currently no body of evidence or research against which to view these patterns and so common sense should be employed alongside knowledge of the specific cohort depicted in order to make any analysis undertaken as meaningful as possible.

Scale combinations which are more likely to yield such meaningful information might include; NLC and Calculating; LCT and Creative Development; Dispositions and Attitudes and KUW; LCT and SSM.

Questions you may find helpful

- Are there any examples of a group of pupils with the same score for one scale but a wide range of scores on a related scale? Does this make sense in the context of your wider knowledge of these children?
- Do the majority of children have a higher score on one scale than another? Would this pattern fit with what you know of how children learn and develop?
- Are there instances of children with combinations of high and low scores? Is this in line with your knowledge of these children?

Next steps

Initial exploration of the picture presented by this chart should lead to more detailed consideration of the attainment and characteristics of individual children. This may then highlight aspects of assessment or provision which would benefit from further study. An understanding of the principles and processes of EYFS profile assessment and of the nature and exemplification of individual scale points will be needed to inform this study.

Scale point coverage charts; group and individual

Information common to both formats

These charts show the attainment of individual and groups of children at a scale point level. This is the most detailed level of attainment available and gives a clear picture of the spread of attainment across each point of a scale, so that variations in attainment can be clearly seen and followed up as appropriate. The graphs should always be read against the scale point statements of EYFS profile to ensure full understanding of the nature of each scale point.

The group chart may be viewed as numbers or percentages. If percentages are selected then attention should be paid to the information in paragraph 5 of this section "Maths and statistics health warnings" relating to the use of percentage figures.

Group scale point coverage – numbers or percentages

The graph title shows which group of children has been selected, how many boys and girls are in that group and the picture up to and including the selected month. The title changes in response to the selection of groups and months.

The x-axis is numbered for each scale point.

The y axis shows the number or percentage of pupils attaining each scale point.

The three bars relating to the whole group and gender sub-groups available for each scale can be switched on and off by controlling the ticked boxes.

To change the group selected, go out of the graph itself and use the *select pupils* option to the left of the main screen. Returning to the graph will produce an outcome for the selected children.

To select the scale, go to the box on the top bar labelled *select a scale* and use the drop down menu.

To scroll through the scales, first click on any scale in the drop down menu so that the box is highlighted in blue, then move the cursor onto the graph and use the scrolling wheel to change the scale shown. The picture for each scale will scroll through in EYFS profile order. Note that the scales will not scroll if the relevant box is not highlighted in blue.

To vary the date selected, go into the date box, open the drop down menu and click on the required month. The graph will change as you click on a new month.

To scroll through the months, please click within the month selection box to highlight in blue, and then follow the instruction for scrolling the scale. Please note that the graphs will not scroll if the date box is not highlighted in blue.

Each graph chosen can be printed or copied as required.

In this example (showing numbers rather than percentages) LCT has been selected from the drop down box. The numbers 1 to 9 across the bottom axis represent the nine points in this scale. All 7 pupils have attained the first three points. Not all pupils have attained point 4. No girl has attained points 8 or 9.
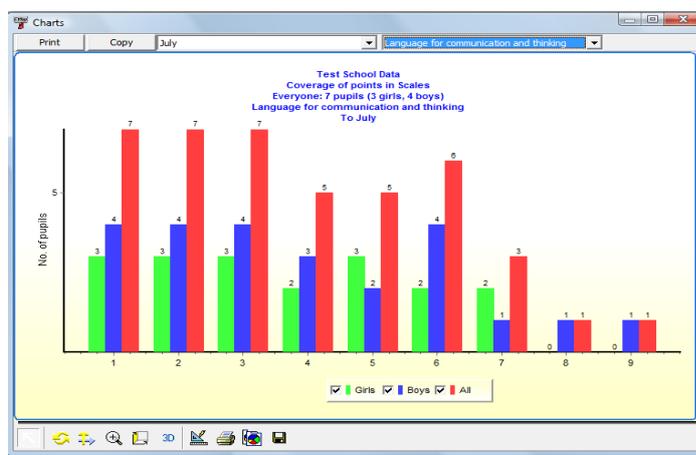
Individual Pupil coverage in scales

Within this chart, the individual child and the time frame can be chosen and scrolled in a similar manner to that described above. The graph title changes to reflect the child and time frame chosen.

The x-axis is labelled for each scale of EYFS profile. The y-axis shows each scale point as a vertical section of the graph. For each scale on the x-axis there are 9 possible blocks relating to each of the scale points on the y axis.

Assessments entered each month are shown in a different shade of blue on the chart, becoming lighter in tone through the year. Familiarity with the graph will enable differences in shade to be more easily recognised, and the scrolling month feature can clarify differences should this be required. Also the original data is easily accessible within each child's assessment screen for reference.

At the end of the year, when judgements are complete and it is likely that more scale points will be present on the chart, it is clear which scale points have been attained and which not. Earlier in the year, once scale points 1-3 have been entered and points 4-8 may appear on the chart in any order, gaps in the blocks need more careful reading against the y-axis labels to ensure the chart is read accurately.
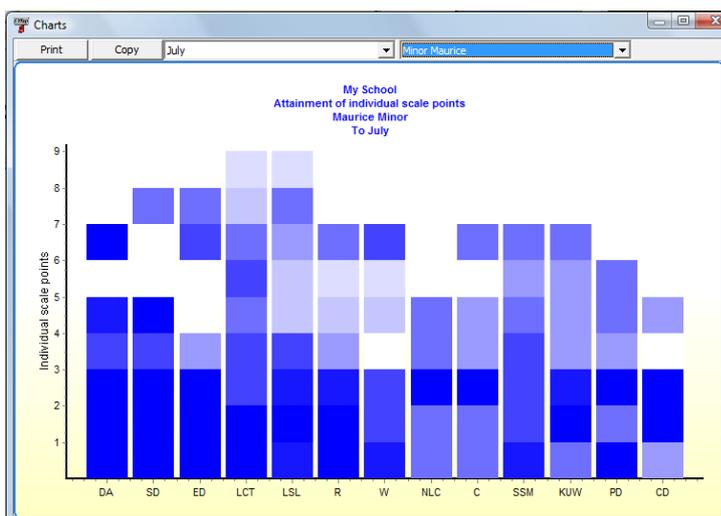
Each filled panel represents one particular scale point attained. Maurice has attained points 1,2,3,4, 7 and 8 in ED. The shades represent when the point was recorded – the lighter shades are later in the year.

Pupils attaining 6 or more points in scales

Why consider 6 scale points?

Several sources relating to EYFS profile outcomes include consideration of the attainment of 6 or more scale points. For these reasons eProfile now includes a chart showing the percentage of pupils attaining 6 or more scale points in each scale or area of learning.

How the chart works

This chart presents information up to the current date only and does not have a month selection or scrolling facility.

The chart enables all 13 scales of the EYFS profile to be viewed, or the six areas of learning of the EYFS framework. These six areas of learning are constructed by amalgamating the scales for PSED, CLL and PSRN to give a single outcome for these and Knowledge and understanding of the world, Physical development and Creative development. A child will only appear on this graph if they have scored 6 or more scale points on each of the constituent scores of a consolidated area of learning. For example, a child must score 6 or more on each of Numbers as labels and for counting, Calculating and Shape, space and measures in order to be included on this graph. Hence the cumulative totals for areas of learning are not equivalent to the sum of the totals for their constituent scales; in fact they cannot be greater than the smallest percentage in any one constituent scale.

Where the EYFS profile scales are selected, the x-axis shows these scales.

Where areas of learning are selected, these are shown along the x-axis along with a total for PSED and CLL combined. As explained above, a child will need to score 6 or more scale points in all 7 scales of PSED and CLL in order to be included in this element of the graph.

The y-axis relates to the percentage of children attaining 6 or more scale points in a scale or area of learning. The notes in the introduction to this section, relating to the interpretation of percentage figures, should be read and fully understood before this chart is used.

This is the areas of learning selection. No pupil has yet attained six points across all scales in maths (PRN). The last item shows the percentage of pupils gaining six or more points across all of the scales in PSE and CLL.
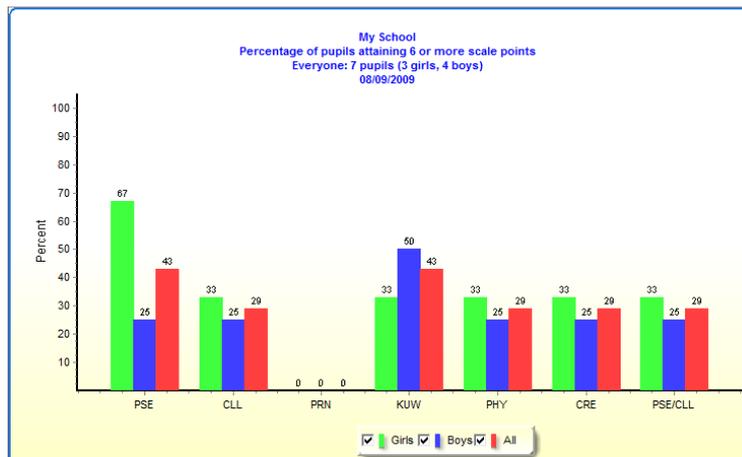
Section F: Possible lines of enquiry

The principle purpose of EYFS profile is to provide a summative picture of the learning and development of individual children in order to support the development of a curriculum in year 1 that is responsive to their needs. In addition, exploration of the EYFS profile outcomes can help identify strengths and points for improvement in the provision in EYFS and inform school improvement planning. Further information may be found within the *Continuing the learning journey* material, available to download from QCDA (www.qcda.gov.uk).

The following may provide starting points for interpretation of EYFS profile outcomes, but should always be considered alongside other information about eProfile graphs and charts within this section.

1. Seeing the overall picture

The first step to effective interpretation of eProfile information at the end of EYFS is the understanding of the overall picture of attainment provided. The wide-ranging and holistic nature of the 13 scales and 117 scale points can provide an insight into many aspects of children's learning; care must be taken however that the questions asked of the data are meaningful.

The following are some initial lines of enquiry which could help develop an understanding of this overall picture, as provided by summary eProfile charts for individuals and groups of children:

- At scale total score level:
    - What are the summary scores in each scale, and for the 6 areas of learning of EYFS?
    - Where are the highest and lowest scores?
    - Within each area of learning, which scales have the highest or lowest scores?
    - Are there any scales where many children are still working within scale points 1-3?

- At individual scale point level within a scale:
    - Which scale points are most frequently attained?
    - Which scale points are less frequently attained?
    - Are there clusters of scale points which seem to be attained together?
    - Are there clusters of scale points which appear to be not attained as a group?

- Looking forward into year 1:

- o How many children have attained 6 or more scale points across all 13 scales?
- o Which are the scales where more/fewer children have attained 6 or more scale points?
- o Which scales show the most scale points attained?
- o Are there some scales with several children working within scale points 1-3?
- o Is there a pattern within the scale points that children have not attained?
- o Which children have attained 8 or 9 scale points, and in which scales?
- o Which children are working within scale points 1-3 and in which scales?
- o Are there some children with a very varied pattern of attainment between scales or areas of learning?

Health warning:

The suggestions above can provide a starting point for looking at the picture of attainment of a cohort of children as they move into year 1. This picture alone will not support effective transition, unless it is used to underpin discussion between practitioners and to inform year 1 planning and provision. However the summary picture can be useful to demonstrate the varied starting points for children entering year 1 and hence the need to take this into account when developing provision to meet their learning and developmental needs.

It must be remembered that the data provides the starting point for exploration of patterns of attainment, not the reasons for that pattern – there can be many different explanations for how children learn and develop, and what an assessment of that learning means. However, used with care and understanding, valuable information can be gained from consideration of the data available within eProfile.

2. Levels of resolution

Data within eProfile is available at cohort, group and individual level. Analysis at each of these levels needs to take account of the size and composition of the group being studied, or the wider characteristics of the individual child. Within a school, there may be class groups, again with their own significant characteristics. Care should be taken that comparisons are truly on a 'like for like' basis so that hidden influences upon outcomes may be highlighted.

3. Making comparisons

Once the overall pattern of attainment is established, analysis is likely to move to comparisons of attainment within the data set. Unpicking eProfile data for groups of children or areas of learning can provide valuable information for evaluating EYFS provision and forward planning for year 1. This more detailed analysis is supported by eProfile as data can be presented at a range of levels through the graph and chart selection processes, as described earlier in Section E above.

As the data presented within eProfile relates to many aspects of learning and development, care should be taken, when making comparisons, that these are capable of providing meaningful information. Where a potentially significant similarity or difference is identified, further exploration will be needed beyond the numerical information of eProfile**.**

Some possible questions are listed below;

- Is there a difference in how particular groups of children attain in specific scales?
- Are there groups of children that attain highly in particular scales or areas of learning?

- Is this attainment made up of similar scale points?
- Are there groups of children who attain fewer scale points in particular scales?
- Are there similar scale point patterns for these children?
- Which children are still working at scale points 1-3 within any scale?
- Are there possible connections between scale point patterns that make sense in terms of what we know of child development?

Making sensible connections:

For example: Physical development SP5 and 7 can be seen to be linked to Writing SP5. A child that shows attainment of the writing skills within the Writing scale point is likely to have the physical skills and control needed for the Physical Development scale points. However, attainment of the Physical scale points is not dependent upon a child's attainment in Writing.

Hence consideration of how Writing SP5 sits within the broader picture of children's learning and development enables provision to be evaluated more effectively. When exploring patterns within data, additional information can be found in the guidance document *'Quality assurance of early years foundation stage profile data'* available from http://www.qcda.gov.uk/assessment

4. Identifying strengths and areas for development

Exploration of strengths and the identification of areas for development must link understanding of broader patterns of attainment with knowledge of the school and the cohort of children under consideration. If areas of provision can be seen to provide effective support for children's learning and development, then positive factors may be identified and used to support the development of other aspects of provision. The numerical outcomes of eProfile alone cannot provide the information required, but when used to identify possible strengths, can serve to highlight areas where further exploration may be useful.

It is important to understand how EYFS provision works to support children's learning and development, and to be able to interpret the very different planning formats and learning environment that may be evident within EYFS. An example of this further exploration pathway beginning with eProfile might be:

- Which scales have the highest scores?

  - What is the pattern of scale point attainment?
  - What learning and development picture does this provide?
  - How have practitioners arrived at these assessments?
  - Which areas of provision and activities provide opportunities for these aspects of learning and development?
  - What have practitioners noticed about these areas of provision and how children use them?

Any evaluation of EYFS provision should be in conjunction with the EYFS framework.

5. Understanding the context

Every exploration of patterns of attainment in eProfile should lead on to the following question:

- What else do we know about this child or group of children?

Some contextual information is available within eProfile, especially if the group facility has been used effectively. This information may provide a starting point to explore what is significant about individual or groups of children in order to understand how their pattern of attainment has developed, and how they may be supported further.

Discussion that focuses on wider knowledge about children may include:

- **What were the children's starting points within the reception year?**
- **What are their interests?**
- **How do they respond to new experiences?**
- **What information do we have from parents and other people who know them well?**
- **Are there aspects of learning in which they are just becoming confident?**

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6. Looking for patterns over time

There are two possible aspects to an exploration of patterns over time - year on year comparisons and the within-year development of the assessment picture. Whilst eProfile is able to provide this data, and analysis can provide useful information if used with care, users should consider the following points.

Within year, as the assessment picture builds, many factors can influence that picture. Assessments may be entered into eProfile at any time during the year; entry dates are then allocated to the appropriate month. When final EYFS profile judgements are made, the pattern of how the assessment picture built during the months of the reception year may provide some information about the learning journey of each child. This must be considered alongside the wider information available about the child, the nature of EYFS provision and the assessment process. Misinterpretation may follow any in-year analysis that does not include the widest information from practitioners and parents.

Year on year comparisons of the overall picture of attainment, as provided by eProfile summary charts and graphs, may allow trends over time, in terms of strengths and areas for development, to be studied. The nature of EYFS profile and the age of the children to which this data relates, should always be remembered, and patterns viewed against contextual cohort data. In order to see the real picture of attainment over time, beyond the numerical summary, these additional characteristics should be explicitly considered.

Section G: Common queries and technical notes

1. Common queries and the help facility

What is the minimum computer specification for running eProfile?

It is expected that eProfile will run on a decent standalone computer running Windows XP or later. eProfile only runs on an Apple computer if it has Windows emulation – there is no Apple version.

If users wish to create reports in MS Word then it has to be correctly installed with all of the usual options. It cannot be guaranteed, however, that the connection to Word will be successful.

eProfile expects a printer to be "installed". You do not have to have a printer attached but the Printers folder should contain at least one printer even if you have no intention of printing from that computer.

The date and regional settings should conform to UK standards. Some new computers may be set up for US standards.

Windows 7

eProfile works with Windows 7. You may need to reselect the UK settings. Do this by opening *Control Panel* and selecting *Regional Settings*. Change *English (United Kingdom)* to another setting, e.g. *English (United States)* and click on *Apply*. Change back to *English (United Kingdom)* and click on *OK*.

The program disappears after I type in the password

This happens when you type in the **wrong** password - the program will close immediately. Has the password been changed since you last used it? Check also that the keyboard is not set to Caps Lock on. In the final event you can restore a backup you made earlier as the password you know will be stored as the password.

The software has installed but will not start.

If the machine is new you should check that a printer has been installed on the hard drive. The eProfile will not start unless a printer is installed in your Windows system.

The software won't run on our school network

See the technical notes later in this section.

The software installs and runs but when I come back later it's disappeared from the Start Menu

This may be caused by the "safety/protection" features in some classroom computers designed for pupil use. These are made to start up with the same screen every time unless you change it. The software has not been removed, but the connections to it have. You should find out from your ICT support staff how to log in to these machines with the authority to save the screen or menus so you can see them when you next log on.

The "Select a Cohort" box is empty.

Firstly check that the computer is showing the correct date in UK format. Go to Control Panel, select "Regional…." (the actual title depends on the version of Windows) and open the Date

section. Against *short date format* enter these characters: dd/mm/yyyy. A date such as 3 October 2008 should appear as 03/10/2008 (and not 10/03/2008 or 10/3/2008, which will cause the error above when eProfile attempts to determine the date on launching).

The program says that "9/ (or something similar) is not a valid integer" and then fails to run properly.

Check the answer above.

The program has jammed, or "hangs".

From time to time programs do this. It is not necessarily the fault of the program but of the system on which it is running. It may happen if your computer is running quite a number of programs at any one time. Sometimes it might just be a power dip. If eProfile hangs and nothing seems to work you can probably just reset your machine and get away with it, except if you were adding or removing pupils at the time it jammed. If work gets lost run the Restore your work program and restore the last backup known to be good.

We have some new pupils from a school that is using the eProfile. Can we get their assessments in?

Use "**Read in data from another eProfile**". The sending school will have selected the transferring pupils and chosen the other item in that menu to create what is essentially a selective backup. The "read in data" facility will load the pupil information into your eProfile.

We've set up the eProfile on two machines in two rooms and loaded the pupils on to each machine. How do we get it all back to one machine for reports?

Use the data transfer facility as outlined in Section B of this Guidance.

It keeps telling me the children are out of age range

Ensure that the date and time is set correctly on your computer. Use the Control Panel – Regional Settings – Date. Also check that the date format is UK and not US, as the US format swaps round the day and month.

Make sure you have chosen the correct cohort when the program starts. The year you choose is the calendar year in which those pupils will complete the Foundation Stage and go on to Key Stage 1.

There is no easy way of rescuing work done with pupils who have been entered into the wrong cohort apart from deleting them and starting all over again.

The report to MS Word doesn't work

The functionality that eProfile uses for reporting speaks directly to the Microsoft Word software. You must, of course, have MS Word installed and a reasonably capable computer which has the capacity to deal with the complex processes involved.

I keep getting an "Access Violation" error

Another piece of software is trying to use the memory space on the computer that has already been allocated by Windows to eProfile. This is not the fault of eProfile. It is the fault of the offending software. Unfortunately, the error message doesn't tell you which software is causing the problem, but experience suggests that it is likely to be a badly-written printer or other device driver. If the problem occurred after you installed some new device to work with

the computer then it may well be that this is to blame. Uninstall and remove it and see whether eProfile works correctly after that.

Before calling your LA support for help;

Please ensure before calling your LA IT support that your problem is not already listed above, and that your school/setting IT support person, if you have one, has been consulted, as the problem may be a technical issue that can be solved easily on site.

Check also

- that your machine is a standard, modern Windows computer;
- that it is not subject to restricted user privileges by your ICT support or school policy;
- that it is not part of a protected network (as networks are all different, you will need to contact your network supervisor for specific information)
- that it is set up to UK standard date formats: Control Panel | Regional... | Date – enter a short date format dd/mm/yyyy.
- that your antivirus software is up-to-date and reports no errors.

The help facility

There is a comprehensive help facility within eProfile which can be accessed from the main menu screen. This source of information should be used alongside the information in this guidance.

Updating to a new data version

When there has been an update to eProfile that causes a change to the underlying data files then any updates that need to be made to the data files will be carried out automatically by eProfile. All data files carry an internal version number so that this can be checked against the current version.

2. Adding new pupils manually

You should always import pupil names from a Common Transfer File to ensure accuracy and consistency. Manual adding or editing of names (apart from placing pupils into groups) is not recommended for this reason.
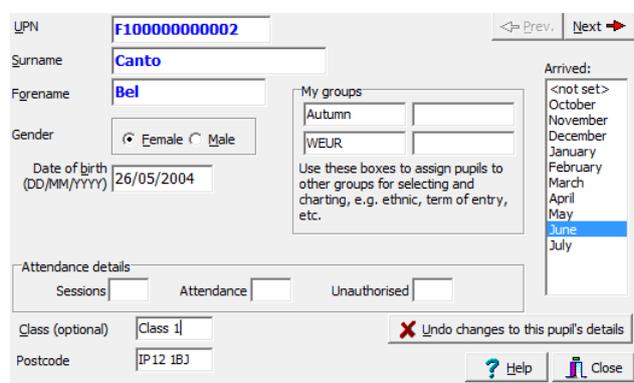
Every pupil has a nationally unique identifier assigned to him/her by the school or setting upon first entry. Pupils arriving from other schools or funded settings should already have a UPN. If a pupil arrives from another school or funded setting without information regarding a UPN you should request it from the school or setting. The UPN stays with the pupil throughout his/her school career.

For each new pupil you must add the UPN – this is a requirement that the DfE makes in order to enable the identification of a pupil once all profiles have been collected by your LA and passed on.

Private and voluntary institutions (PVIs) can obtain a spreadsheet which can generate UPNs for their pupils. It can be found on the Internet:

Enter the details in the appropriate boxes on the screen.

Postcode – all postcodes contain one space

You will not be able to move on to the next pupil on the screen if certain information is missing or invalid - if you attempt to click on Close the screen will not be saved.

3. Producing an assessments CSV file

This facility creates a dump of pupil details and assessments to a CSV file. This is useful if you are familiar with using spreadsheet programs like Microsoft Excel and the free Open Office.

The file is also created automatically on the export drive when you create the final CTF
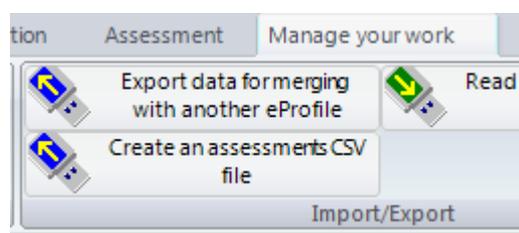
Click on **Create an assessments CSV file**

Note the reminder:
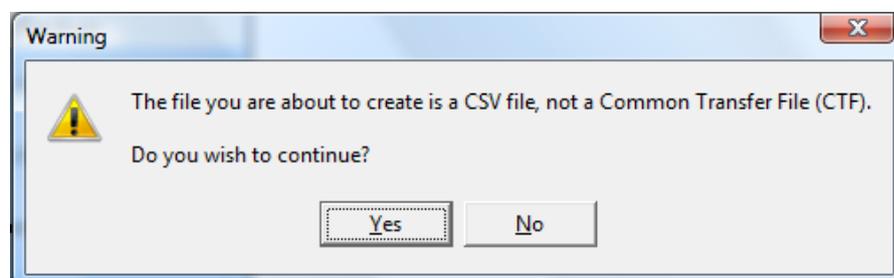
Select the folder where you want to create the file. A message will confirm the file name and its location.

The CSV file will look like this in a spreadsheet program.

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	LEA	Estab	Year	UPN	Surname	Forename	Gender	Dob	Class	Group1	Group2	Group3	Group4	Postcode	D/
2	999	1234	2010	K9255223(	Albus	Tia	F	#######	2		GT		Mat	ZC18 6OL
3	999	1234	2010	X9255223(	Braaten	Mathew	M	#######	1		GT		Mat	DH9 9MF
4	999	1234	2010	J9255223(	Brew	Kurt	M	#######	2		GT			SM2 6GL
5	999	1234	2010	R9255223(	Bridgeforth	Melissa	F	#######	2		GT			FR17 3GY
6	999	1234	2010	E9255223(	Brutus	Roxie	F	#######	1		GT		Mat	BM1 9JC
7	999	1234	2010	E9255223(	Bryner	Kelly	M	#######	1		GT			WR4 7TJ
8	999	1234	2010	M9255223	Buck	Allan	M	#######	1	S&L		Soc	Mat	KF9 7TP
9	999	1234	2010	H9255223(	Cabot	Tia	F	#######	1		GT			YH18 2WF
10	999	1234	2010	E9255223(	Capell	Lenore	F	#######	1		GT			HM5 0DB
11	999	1234	2010	H9255223(	Carrel	Karol	M	#######	2	S&L			Mat	JZ1 2YD
12	999	1234	2010	U9255223(	Casebeer	Mathew	M	#######	1				Mat	JT4 3MJ
13	999	1234	2010	Q9193359(	Dale	Wesley	M	#######	2		GT		Mat	SQ18 6ML
14	999	1234	2010	U9255223(	Delker	Serena	F	#######	1		GT			JZ14 9LJ
15	999	1234	2010	D9255223(	Dock	Guy	M	#######	1					ZX19 4VG
16	999	1234	2010	N9255223(	Fredenbur(	Erik	M	#######	1					UK19 3GD

In the cells following the postcode column the scale scores are listed, followed by the date information for each scale point.

4. Importing pupil names (and assessments) in CSV formats

From version 3.2 the file format used by eProfile is the same as that of the assessments CSV export (see previous page). Do not attempt to create a CSV file unless you fully understand the format. No support can be given for this.

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	LEA	Estab	Year	UPN	Surname	Forename	Gender	Dob	Class	Group1	Group2	Group3	Group4	Postcode	D/
2	999	1234	2010	K9255223(	Albus	Tia	F	########	2		GT		Mat	ZC18 6OL
3	999	1234	2010	X9255223C	Braaten	Mathew	M	########	1		GT		Mat	DH9 9MF
4	999	1234	2010	J9255223C	Brew	Kurt	M	########	2		GT			SM2 6GL
5	999	1234	2010	R9255223(	Bridgeforth	Melissa	F	########	2		GT			FR17 3GY
6	999	1234	2010	E9255223(	Brutus	Roxie	F	########	1		GT		Mat	BM1 9JC
7	999	1234	2010	E9255223(	Bryner	Kelly	M	########	1		GT			WR4 7TJ
8	999	1234	2010	M9255223	Buck	Allan	M	########	1	S&L		Soc	Mat	KF9 7TP
9	999	1234	2010	H9255223(	Cabot	Tia	F	########	1		GT			YH18 2WF
10	999	1234	2010	E9255223(	Capell	Lenore	F	########	1		GT			HM5 0DB
11	999	1234	2010	H9255223(	Carrel	Karol	M	########	2	S&L			Mat	JZ1 2YD
12	999	1234	2010	U9255223(	Casebeer	Mathew	M	########	1				Mat	JT4 3MJ
13	999	1234	2010	Q9193359(	Dale	Wesley	M	########	2		GT		Mat	SQ18 6ML
14	999	1234	2010	U9255223(	Delker	Serena	F	########	1		GT			JZ14 9LJ
15	999	1234	2010	D9255223(	Dock	Guy	M	########	1					ZX19 4VG
16	999	1234	2010	N9255223(	Fredenburc	Erik	M	########	1					UK19 3GD

The order of data fields is as shown above. The date of birth is in DD/MM/YYYY format. Class and Groups information is optional and may be filled in manually in eProfile later.

UPN – if your pupils do not yet have UPNs your LA will inform you on how to create them or supply you with a list of valid UPNs that you can pick off one at a time.

Please ensure that no commas appear in pupil names (e.g. Paul, E in a forename).

Postcode should be in a correct format – ensure there is a space in the middle.
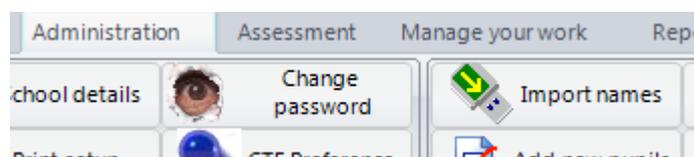
Click on Import names. Select files of type CSV and navigate to the CSV file you have created.

5. Importing pupil assessments – LA use only

This is a function that should not be used in a school or setting, but may be of use within an LA or for analysing the results of groups of schools within eProfile. It is intended to allow an assessments CSV file created in one eProfile to be imported into another – school/setting users should only use the recommended functions under the "Manage your work" tab to import data.

LA users can import a set of eProfile CSV exports or merge into one file for import – always use a fresh, separate copy of eProfile for this and do not mix data with other copies. You may wish to add school information into the class and group columns to help select pupil or school groups for analysis in eProfile. eProfile allows a maximum number of 1000 pupils. If your LA would like to be able to analyse larger sets then please get in touch via the eProfile web site.

6. Using eProfile on a network – network managers only.

When specifying another folder for a user's work you should not connect two different users to the same physical work folder unless you can guarantee that only one person at a time can access the data. This is an insecure way to work and can lead to the loss of data.

eProfile software is installed by default to the folder C:\program files\FSP\Version3.

Windows Vista does not allow data files created by the software to be lodged in the same folder as the software. This makes sense when managing and maintaining machines. eProfile V3 uses Windows' standard data folder conventions. Unfortunately these differ between versions of Windows:

XP	Vista
C:\Documents and Settings\All Users\Application Data\FSP\Version3	C:\ProgramData\FSP\Version3

This is the folder referred to internally by Windows as CSIDL_COMMON_APPDATA. Because it is an all users folder you will find that different users of eProfile will be looking at the same data file on the same computer and a single user on a network would need to use the same station each time. This may be fine if the software is installed on a dedicated laptop that can work independently of a network. It may be that you would prefer to nominate a specific network folder so that, for instance, the user can log on to any network machine and find the software, or you wish to keep data secure on the network.

If you need to change the folder then you can make this happen by creating a simple text file in Notepad or similar and type in the preferred work folder, e.g. **S:\USER22\FSP DATA** (no final slash in the folder name). Save this file in the default work folder (see table above) with the name DataFolder.txt.

Make sure that
- you have set permissions on the folder to allow for creating and updating of data files
- subfolder creation is also permitted so that backups can be made.

If you wish to specify a folder that relates specifically to a network user, irrespective of which station is being used, then the user's Windows roaming data folder may be the answer. This will be useful if ease of access is a desirable. Enter **roaming** in the text file instead, and this will instruct eProfile to look in the user's roaming folders (referred to internally by Windows as CSIDL_APPDATA):

XP	Vista
C:\Documents and Settings\%USERNAME%\Application Data\FSP\Version3	C:\Users\%USERNAME%\AppData\Roaming\FSP\Version3

In the table above %USERNAME% would be replaced by the user's login name.

You should move all data files currently in the default folder to the new folder so that the user can carry on from where s/he left off.

7. eProfile data files

eProfile works with its own data files. These files are kept in the work folder and it is these files that are copied to a USB pen or other device when you create a backup or when you create data files for another eProfile. The files cannot be opened successfully in a word processor and viewed.

The pupil names and assessments are contained in the files fspbasdat2009.spd and fspassess2009.spd for the 2009 cohort, and likewise for other cohorts. The 2009 cohort would be the children who complete the Foundation Stage in July 2009. These two files are in an undisclosed format.

Comments are stored in single files for each pupil.

The files spgender, spnames, sptgroup, sptutgrp are re-created each time the software opens and so can be discounted.

Other small files cover reporting preferences and other small housekeeping items.

Common Transfer File (CTF)

The CTF is an all-purpose data format that is used for transferring pupil information between systems. eProfile can load in pupil names from a CTF, and this is the recommended way of getting pupils in. The CTF does not hold assessment details in a detailed-enough format for eProfile to load those in, so eProfile is essentially a creator of assessment data.

eProfile creates a CTF for transfer back to your school's MIS or to your LA (the LA will advise). This contains the necessary information for data collection.

Backups and Restores

A backup consists of the files in the work folder being copied to another folder. eProfile offers to make a backup before closing, and it will place this in a folder in the work folder. The folder name reflects the date the backup was made. This is an "automatic" backup.
If you choose to make a backup from the backup button on the "Manage your work" tab in eProfile you will be able to specify the destination folder. If the folder is the root of a particular drive then eProfile will first create a folder \eProfile and then place the data within a subfolder that again reflects the date of the backup.

To restore a backup you need to run the separate restore program - if the restore feature were contained inside eProfile then you'd not be able to restore work after a data crash that also stopped eProfile from starting properly.

Click on Start > Programs > Foundation Stage Profile > V3 restore your work. You can restore an "automatic" backup or one you made to a specific folder or drive. You also have the option to pick up automatic backups made to Windows data folders, though this facility is not likely to be used in most situations.

When you restore work you knock out the work that was previously in the work folder.

You can also export and import data for transferring to or from another eProfile. There are two other buttons under *Manage your work* that allow you to create what is a selected pupil's backup for another eProfile to pick up and merge in with existing work. This is useful when sorting out classroom data if there is more than one class in the school, and when a child leaves or a new one arrives where sending and receiving schools both use eProfile. Transferring data this way will be more comprehensive than using the Common Transfer File.

When you *read in data from another eProfile* you do not lose the work you already have. What you load is added to or merged into your work, so this is useful for pulling together work from more than one classroom into one place as well as loading in a new pupil.

See the section in the manual about merging data from one eProfile to another.

Importing and exporting data

eProfile can create a single dump file of all its assessments in CSV format. This type of file can be opened in a spreadsheet program such as MS Excel. The option to create a CSV file is offered for those who would like to do further analysis on their data using the facilities that the spreadsheet software offers. There is no help or support available for how you might do this, and the facility is only of use if you are familiar with spreadsheets and how to manipulate them. Your LA may ask for this file, as it actually contains more useful information than the standard Common Transfer File (CTF). It is automatically produced as an extra file when you create your return data for your MIS or LA. It cannot be loaded into your MIS unless the facility has been specifically provided by the MIS supplier.

File type	Details	Notes
eProfile backup/restore and export/import files	for backing up/restoring your work and transferring work from one eProfile to another, in school or between schools	for use with eProfile only.
CSV file	for use in spreadsheet software - contain assessments and groups	can be imported back to eProfile – LA use only. See notes above
CTF file	for use in importing names to eProfile from your MIS and for returning your completed EYFSP data back to your LA or MIS as instructed by your LA	eProfile only picks up pupil names from a CTF

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