

EYFS

National Curriculum assessments

Assessment and reporting arrangements

Early Years Foundation Stage

2012

**Standards and
Testing Agency**

An executive agency of the
Department for Education

The *Assessment and reporting arrangements* (ARA) provides information and guidance on Early Years Foundation Stage (EYFS) Profile assessments and their administration.

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2012 EYFS *Assessment and reporting arrangements*

Hard copy ISBN: 978-1-4459-5197-3

PDF version ISBN: 978-1-4459-5193-5

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1. Introduction

1.1 Changes for 2012

The Secretary of State for Education announced on 5 November 2010 that a new executive agency was to be established within the Department for Education, accountable to him for the secure delivery of statutory assessment and reporting arrangements.

The Standards and Testing Agency (STA) was launched on 1 October 2011 and responsibility for the relevant functions has now passed from the Qualifications and Curriculum Development Agency (QCDA) to STA.

STA has responsibility for the development and delivery of all statutory assessments at Key Stages 1, 2 and 3 and the Early Years Foundation Stage Profile.

Ofqual will continue to have an important regulatory role in ensuring the integrity and impartiality of statutory assessment and testing.

STA's framework document, providing further information on its operation, is available from the Department's website at www.education.gov.uk.

Moderation of the EYFS Profile for 2011/12 will be continuing as normal, with STA responsible for overseeing this process.

1.2 What is the ARA?

The Assessment and reporting arrangements (ARA) contains guidance on the Early Years Foundation Stage (EYFS) Profile for the 2011/12 school year.

All those responsible for assessment and reporting in the EYFS need to read these requirements and ensure they are aware of any changes from previous years.

The term 'parent' is used in the 2012 EYFS ARA as defined in section 576 of the Education Act 1996 as:

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

1.3 Legal status of the ARA

The requirements of, and statutory guidance on, the EYFS and EYFS Profile are set out in the *Statutory framework for the Early Years Foundation Stage* document, published in May 2008. The *Early Years Foundation Stage Profile handbook* provides additional information and guidance on the EYFS Profile. This is available on the Department's website at www.education.gov.uk/eyfsp.

The ARA provides further guidance on the EYFS Profile, which is set out in the *Statutory framework for the Early Years Foundation Stage*, available on the Department's website at www.education.gov.uk/publications/standard/publicationDetail/Page1/DCSF-00261-2008.

1.4 Who needs to use the ARA?

All those responsible for assessment and reporting on the EYFS should refer to this ARA.

1.5 Responsibilities

The ARA provides guidance on the responsibilities of those involved in assessment and reporting for the EYFS. EYFS Profile assessments must be completed for all children in the final year of the EYFS who will be five years old on or before Friday 31 August 2012, although some exceptions apply (see section 2.1).

The EYFS Profile should be completed no later than Saturday 30 June 2012. This date applies to all EYFS providers, including maintained schools, non-maintained schools, independent schools, children's centres, Free Schools, Academies and childcare providers registered by Ofsted on the Early Years Register. The EYFS Profile must be completed by the provider where the child spends the majority of their time between 8am and 6pm.

Headteachers

All headteachers and managers of EYFS provision have a duty to implement the EYFS. They must ensure their schools and settings comply with the learning and development requirements of the EYFS, including completing the EYFS Profile and involvement in local authority moderation activities.

Headteachers should:

- ensure an EYFS Profile is completed for all eligible children and data is quality assured;
- ensure EYFS Profile data is returned to the local authority in accordance with the table in section 2.4;
- take responsibility for the reliability of their EYFS Profile outcomes and ensure that the data accurately reflects the level of development of the current cohort of children;
- provide parents with a written summary at the end of the EYFS, reporting the child's progress against the EYFS early learning goals and assessment scales and provide the opportunity for discussion;

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- ensure teacher judgements are monitored;
- provide EYFS Profile assessments to their school's governing body to enable it to comply with national data submission requirements and report to parents;
- where a parent requests it, provide a copy of the EYFS Profile report on their child's progress, free of charge;
- ensure the statutory requirements for the transfer of records between providers are fulfilled, including the completion of the common transfer file; and
- ensure provision is made to meet the requirements of all children with special educational needs (SEN).

Local authorities

Local authorities must do all they can to ensure the accuracy and consistency of the assessments made by Early Years providers in their area. They should ensure schools and other EYFS providers understand and follow the requirements set out in the ARA.

Local authorities should:

- offer schools and other EYFS providers training and advice on all aspects of assessment at EYFS;
- ensure moderation of the EYFS Profile is carried out in all schools, Academies (including Free Schools) and other settings, as specified in the ARA and the relevant *Moderation requirements booklet*;
- ensure schools have an electronic system to submit EYFS Profile data;
- ensure all other EYFS providers have appropriate means by which to accurately record EYFS Profile results and submit data to their local authority if requested (see the table in section 2.4 for EYFS Profile data submission requirements);
- collect EYFS Profile data, quality assure and submit data to the Department in the required format by the due dates (see the table in section 2.4 for EYFS Profile data submission requirements); and
- inform STA without delay of any irregularities in their assessment arrangements.

Academies and Free Schools in England

Academies (including Free Schools) are required to implement the requirements of the EYFS as set out in section 40 of the Childcare Act 2006. All registered Early Years providers are required to complete the EYFS assessment for any children in the final year of the EYFS and to participate in moderation. This includes an Academy providing for children in the final year of the EYFS.

Details of funding agreements for all Academies (including Free Schools) are available on the Department's website at www.education.gov.uk/b0064976/academy-fa-sept-2010 and www.education.gov.uk/b00306/academy-funding-agreements.

Overseas schools

Overseas schools are not able to formally participate in the EYFS Profile assessments. This does not apply to Service Children's Education schools. Overseas schools may choose to download the *Early Years Foundation Stage Profile handbook* from the Department's website at www.education.gov.uk/eyfsp.

Independent schools and EYFS providers registered with Ofsted under the Childcare Act

All independent schools and registered EYFS providers must comply with the EYFS assessment and reporting arrangements. This includes participating in moderation arrangements for the EYFS Profile and submission of EYFS Profile data to the local authority (this data collection is governed by section 99 of the Childcare Act 2006), as specified in the table in section 3.4.

Under section 99 of the Childcare Act 2006, local authorities are allowed to collect EYFS Profile data with contextual child data for children not in receipt of government funding in the summer term. EYFS providers are required to comply with local authority requests for this data. Local authorities are not required to submit this data to the Department.

The local authority can request data including:

- the total number of scale points achieved in each of the assessment scales of the EYFS Profile for each child
- the child's date of birth
- the home address where the child normally resides
- the child's ethnic group
- the child's gender
- whether the child has a special educational need
- if the child has English as an additional language (EAL)

1.6 Concerns and complaints

Concerns and complaints should be raised with STA by writing to the Stakeholder relations team, STA, 53–55 Butts Road, Earlsdon Park, Coventry CV1 3BH, or emailing assessments@education.gov.uk.

Where schools feel that their concerns have not been fully addressed by STA in line with the published procedures, regulatory concerns can be raised with the Office of Qualifications and Examinations Regulation (Ofqual). Enquiries and concerns can be sent to Ofqual, Spring Place, Coventry Business Park, Herald Avenue, Coventry CV5 6UB, or by email to info@ofqual.gov.uk.

2. Early Years Foundation Stage Profile

2.1 What is the EYFS Profile?

The EYFS Profile is a way of summarising each child's development and learning at the end of the EYFS. For most children, this is at the end of the Reception Year (Year R) in school. Others may be assessed in settings such as nursery schools, private, voluntary and independent (PVI) settings and by Ofsted-registered childminders. Local authorities are required to support all EYFS providers, whether maintained or not, who are required to assess children using the EYFS Profile assessment scales.

The EYFS Profile is based on practitioners' ongoing observations and assessments in all six areas of learning, which are set out in the revised *Statutory framework for the Early Years Foundation Stage*. This is available on the Department's website at www.education.gov.uk/publications or by calling DfE publications on 0845 602 2260 and quoting DfE reference 00267-2008BKT-EN.

If a child accesses EYFS provision, an EYFS Profile must be completed in the final term of the academic year in which the child reaches the age of five, unless:

- an exemption or modification from all or part of the EYFS assessment arrangements has been granted for the setting by the Secretary of State; or
- the child is continuing in EYFS provision beyond the year in which they turn five.

Please refer to the exceptions information in section 2.5 for more information.

Each child's level of development should be recorded against the 13 assessment scales. Judgements should be derived from observation of a child's consistent, independent behaviour, predominantly in self-initiated activities. All adults who interact with the child should contribute to the process and information provided by parents will be taken into account. Further information on making Profile judgements can be found in the *Early Years Foundation Stage Profile handbook*, available on the Department's website at www.education.gov.uk/eyfsp or by calling the STA Orderline on 0300 303 3015 and quoting reference QCA/08/3657.

2.2 Electronic data collection and submission tools

There are several systems available for electronically recording and submitting assessments for individual children at scale point level (including eProfile). These systems can be used by EYFS providers and local authorities to voluntarily submit individual scale point EYFS data. EYFS providers and local authorities may use any system as long as it enables practitioners to complete a Profile summary of scores in each of the 13 assessment scales for every child at the end of the EYFS. However, EYFS providers should agree the preferred system with their local authority.

Information and guidance is available on the Department's website at www.education.gov.uk.

2.3 Practitioners' responsibilities

In the final term of the EYFS, practitioners must complete a Profile summary score, based on the 13 assessment scales, for each child. A list of these scales can be found on page 24 of the *Early Years Foundation Stage Profile handbook*. Profile judgements are made on the basis of cumulative observational evidence recorded over the course of the year. Profile summaries must be completed no later than Saturday 30 June 2012.

2.4 National data submission

The following table sets out the requirements for submission of EYFS Profile data and contextual child data to local authorities and the Department.

Status of child and setting	Is submission of data to local authority statutory?	Is local authority submission to the DfE statutory?
Child in a maintained school	✓	✓
Child in an EYFS provision who is in receipt of government funding ¹ in the 2012 summer term	✓	✓
Child in an EYFS provision, who is not in receipt of government funding ¹ in the 2012 summer term	✓ Where requested by local authority	✗
Child in an Academy (including Free Schools)	✓	✓
Child in an independent school, who is in receipt of government funding ¹ in the 2012 summer term	✓	✓
Child in an independent school which is not in receipt of government funding ¹ in the 2012 summer term	✓ Where requested by local authority	✗

Table continued on page 8

¹ Government funding refers to funding provided by a local authority to ensure EYFS provision is available free of charge to a child, in pursuance of the duty imposed on it by section 7 of the Childcare Act 2006.

Status of child and setting	Is submission of data to local authority statutory?	Is local authority submission to the DfE statutory?
Child with a registered childminder (for the majority of the time they spend within EYFS provision between 8am and 6pm)	✓ Where requested by local authority - or if the child is in receipt of government funding ¹ in the 2012 summer term	✗ Unless child is in receipt of government funding ¹ in the 2012 summer term
Child in EYFS provision with partial exemption from EYFS Profile assessment in receipt of government funding ¹ in the 2012 summer term	✓ For parts of the EYFS Profile not subject to exemption	✓ For parts of the EYFS Profile not subject to exemption
Child in EYFS provision with partial exemption from EYFS Profile assessment, not in receipt of government funding ¹ in the 2012 summer term	✓ Where requested by local authority, for parts of the EYFS Profile not subject to exemption	✗

All EYFS providers must send their local authority the 13 EYFS Profile summary scores for each child who will be five years old on or before Friday 31 August 2012, together with contextual data for each child, unless:

- an exemption or modification from all or part of the EYFS assessment arrangements has been granted for the setting by the Secretary of State; or
- the child is continuing in EYFS provision beyond the year in which they turn five.

Please refer to the exceptions information in section 2.5 for more information.

The child's name is not required from settings which are not in receipt of government funding. The local authority is only required to submit data to the Department for children who receive government funding in the 2012 summer term.

There are a number of ways to send results to local authorities, and EYFS providers should agree the preferred method with their local authority.

If a child starts at a new school or setting before the summer half-term holiday, the new school or setting must report the child's results to the local authority.

If a child starts at a new school or setting during the second half of the summer term the previous school or setting must report the child's results to the local authority.

¹ Government funding refers to funding provided by a local authority to ensure Early Years provision is available free of charge to a child, in pursuance of the duty imposed on it by section 7 of the Childcare Act 2006.

The Department will send full details of the data submission arrangements to local authorities in early 2012. Although it is not a statutory requirement, schools, settings and local authorities are encouraged to return individual scale point data to the Department on a voluntary basis to help produce a full picture of children's attainment.

2.5 Exceptions

Exemptions from the assessment arrangements

If EYFS settings are granted an exemption or modification from all or part of the assessment arrangements, this should be recorded separately. More information about EYFS Profile exemptions is available on the Department's website at www.education.gov.uk/eyfsp.

Alternative assessments

For a small number of children with SEN, it may not be appropriate to make an assessment against some of the EYFS assessment scales. In these instances, children may be assessed against local authority systems or other systems according to their needs. This is known as an alternative assessment. P scales are not an appropriate alternative assessment for children within the EYFS as they relate to the National Curriculum.

An alternative assessment may be reported to parents and to the local authority. Many of these children may show attainment within some of the assessment scales, with an alternative assessment for the remainder. When an alternative assessment is submitted to the local authority electronically, and reported nationally, it will be represented by a '0'. This is a data code only and should not be regarded as a measure of attainment.

There may be cases where it is not appropriate to make a judgement against an assessment scale, for instance if the child has recently arrived from abroad. In these cases, practitioners must use 'N' (for no assessment) when the data is submitted to the local authority. This code should not be used to indicate a partial assessment in an assessment scale. Even where a child has recently arrived at the school or setting, it should be possible to make judgements against some of the assessment scales.

The expectation is that children will move with their peers and will therefore be assessed only once for the EYFS Profile. In exceptional circumstances, after discussion and in agreement with parents, a child might remain in EYFS provision beyond the end of the academic year in which he or she reaches the age of five. Care should be taken that this decision does not prejudice the child's personal, social and emotional development. In these exceptional cases, assessment should continue throughout the child's time within EYFS provision and an EYFS Profile should be completed at the end of the year before the child moves on to the Key Stage 1 programme of study. The school should discuss its intention to defer the child's statutory assessment with the local authority EYFS Profile moderation manager. This will ensure the child's data is not considered missing when the school submits EYFS Profile outcomes for the current cohort.

Care must be taken when entering the child's EYFS Profile assessment into any electronic recording system, as the date of birth may now be outside the expected range for the cohort. Local authorities should provide instructions to schools in such cases. The Department will consider the child to be part of this new cohort, and will accept data submitted in this way, although a check may be made with the local authority as to the accuracy of the dates of birth of individual children.

3. Reporting and using results

3.1 Reporting assessment of children's development to parents

All EYFS providers must give parents a written summary of a child's progress against the early learning goals and attainment within the assessment scales. A copy of the EYFS Profile summary scores reported to the local authority must also be provided to parents if requested. Providers should avoid reporting raw scores without providing an explanation of what they mean.

Parents should be involved in the assessment process on a regular, ongoing basis and encouraged to participate in their child's learning and development. Practitioners may use the information provided by EYFS Profile assessment as a basis for their reports to parents. Reports should be specific to the child, aim to be concise and informative and help to identify appropriate next steps.

If a child changes school during Year R, the new setting will need to report the end of EYFS assessment to parents.

3.2 What will happen to the results of the assessment?

EYFS Profile assessment is used to inform Year 1 teachers about each child's development and learning needs. It can also be a source of information about levels of development within a school or setting. For example:

- development in each of the 13 assessment scales for individual children, classes and year groups;
- the development of children born in different months of the year; and
- the development of different groups of children, for example boys and girls.

Schools may also wish to conduct further analysis using wider contextual information.

Local authority responsibilities

Individual pupil data (Profile summary scores for each child) provided by schools and settings to the local authority will be collected from local authorities by the Department as described in section 2.4. This data will be used to gain an overview of young children's attainment and of how children are performing against the early learning goals. Each child is different, but generally:

- A scale score of 1–3 indicates a child working towards the early learning goals.
- A scale score of 4–7 indicates a child working within the early learning goals (a score of 6 or more across all scales indicates a good level of development).
- A scale score of 8 indicates a child has completed the early learning goals.

- A scale score of 9 indicates a child working beyond the early learning goals.
- A scale score of 0 indicates a child with SEN for whom an alternative assessment is in place .
- A scale score of N indicates a child who has not been assessed.

3.3 Publication of data

National and local authority data will be published on the Department's website so that schools can compare their children's attainment on a regional and national basis. This will consist of:

- a summary of the national percentages for each assessment scale; and
- a report on the percentage of children working securely within each assessment scale.

There are no achievement and attainment tables for the EYFS.

3.4 EYFS Profile moderation

Local authorities have a statutory responsibility to set up and implement moderation arrangements. These activities should establish the accuracy of practitioner judgements through a dialogue between the practitioner and local authority moderator, which is focused on the evidence presented. The outcome of moderation should be recorded. Evidence is defined as any material, knowledge of a child, anecdotal incidents, observations or information from additional sources that supports the overall picture of the child's development.

STA provides local authorities with guidelines and examples of effective practice in the *Moderation requirements booklet*, published annually.

There is no requirement that evidence should always be formally recorded or documented. Practitioners may choose to record specific evidence in order to secure their own judgements, but it is their final assessment of the child, based on all of the evidence (documented or not), that informs the completion of the EYFS Profile. It is this judgement that is moderated by the local authority.

Moderation of the EYFS Profile helps to ensure that practitioner judgements of a child's individual scale point attainment are consistent with national exemplification and are reliable, accurate and secure. It is a supportive process, designed to quality assure practitioner judgements and develop practitioners' confidence in assessment and their understanding of the EYFS Profile.

Agreement of the assessment judgements recorded in the EYFS Profile is essential so that full use can be made of the information provided, in the knowledge that the supporting data is accurate and reliable.

Those involved in assessment must also have confidence that the processes are fair and consistent. Achieving this level of comparability requires moderation processes that involve practitioners working with each other throughout the year, supported by an annual programme of moderation activity organised by the local authority (see section 3.5).

3.5 Guidance on moderation

STA is responsible for monitoring local authority moderation processes.

Local authorities

Local authorities should:

- ensure all practitioners responsible for completing EYFS Profiles take part in moderation activities at least once a year;
- appoint moderators with appropriate experience of the EYFS statutory framework and the early learning goals in order to help apply consistent standards in assessment judgements;
- ensure moderators are trained and participate regularly in local authority moderation activities;
- ensure all settings are visited regularly, at least once every four years, as part of a cycle of moderation visits by a local authority moderator, and that settings with identified problems or other particular circumstances are visited more frequently;
- following the moderation visit, notify the headteacher or Early Years setting manager whether the EYFS Profile assessment is being carried out in accordance with requirements;
- where the moderator judges that the assessment is not in line with STA national exemplification, ensure the headteacher or Early Years setting manager arranges for practitioners to participate in further training/moderation activities and to reconsider their assessments as advised by the moderator;
- in cases where the setting disagrees with the outcome, adhere to the local authority appeals procedure, which should be provided before moderation visits;
- moderate all 13 assessment scales over a three-year cycle (a recommended rotation of scales is included in the *Moderation requirements booklet*); and
- quality assure the resulting data in order to help ensure it is an accurate reflection of children's development.

Headteachers, governing bodies and managers of Early Years settings

Headteachers, governing bodies and managers of Early Years settings should:

- arrange for practitioners responsible for the completion of EYFS Profiles to take part in local authority moderation activities at least once a year;
- allow the moderator to enter the premises at all reasonable times to carry out moderation visits;
- meet reasonable requests from the moderator to amend assessments and for practitioners to take part in further training/moderation activities;
- take responsibility for the reliability of their EYFS Profile outcomes using quality assurance processes and ensure that the data accurately reflects the development of the current cohort of children;
- permit the relevant local authority to examine and take copies of documents and other articles relating to the EYFS Profile and assessments; and
- provide the relevant local authority with such information relating to the EYFS Profile and assessment as it may reasonably request.

They also have a general responsibility to meet the statutory requirements of the EYFS. Practitioners involved in making the assessments should have adequate opportunities to become familiar with effective practice. This may involve:

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

What must be reported to parents?

For children in Year R:

- brief particulars of attainment in all subjects and other activities (comments should be included for each of the six areas of learning, where appropriate);
- comments on general progress; and
- arrangements for discussing the report.

For children at the end of Year R, parents should receive a written summary reporting progress against the early learning goals.

Schools must offer parents a reasonable opportunity to discuss the outcomes of the EYFS Profile with their child's teacher. This meeting should be within the term in which the EYFS Profile has been completed. Teachers may wish to consider making the child's Profile available to parents as part of this discussion. If parents ask to see a copy of their child's Profile, the school must make this available.

3.6 Children who transfer to a new school

Schools are required to transfer a child's educational record and common transfer file to any new school to which a child transfers in England, Wales, Scotland and Northern Ireland¹. The means of transfer to a school outside England must be in line with the arrangements for transfer between schools in England. In addition:

- if a child starts at a new school before the summer half-term holiday, the new school must report the child's results to the local authority; or
- if a child starts at a new school during the second half of the summer term, the previous school must report the child's results to the local authority. This includes children who transfer to a new school during the holiday.

Copies of every report forming part of a child's educational record must also be transferred automatically when a child changes school. Certain information, including teacher assessment, is transferred electronically via the common transfer file.

Governing body responsibilities

The governing body must arrange to have the information outlined below sent to the child's new school:

- the child's educational record; and
- the defined items of data that comprise the common transfer file. Further information on the common transfer file is available on the Department's website at www.education.gov.uk/schools/adminandfinance.

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

Where a child's school is not established within a reasonable time, schools should follow guidance on the Department's website at www.education.gov.uk/schools/adminandfinance and send the common transfer file to a special area for secure file transfer on the Department's website that forms a database of 'missing' children. Similarly, schools that do not receive common transfer files for new children can ask their local authority to search the database for the files.

¹ Education (Pupil Information) (England) Regulations 2005 at www.legislation.gov.uk.

How should the information be sent to the new school?

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

- through the secure file transfer service on the Department's website at www.education.gov.uk/schools/adminandfinance; or
- over a secure network that can only be accessed by the local authority, the governing body or a teacher at any school within that local authority.

The basic requirement is that the old school will send the common transfer file to the new school by one of these methods. However, if either school does not have the facilities to send or receive information in this format, then local authorities may provide the file where there are agreed and secure local arrangements to that effect.

Information that should be included in the common transfer file

The statutory information that should automatically form part of the common transfer file is outlined on the Department's website at www.education.gov.uk/schools/adminandfinance.

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

4. Contact details

Please make sure you have your seven-digit DfE number before you call, for example 123/4567.

<p>National Curriculum assessments helpline For general enquiries about National Curriculum assessments</p>	<p>Tel: 0300 303 3013 Email: assessments@education.gov.uk Websites: www.education.gov.uk/assessment www.education.gov.uk/eyfsp</p>	<p>53–55 Butts Road Earlsdon Park Coventry CV1 3BH</p>
<p>STA Orderline To order STA publications</p>	<p>Tel: 0300 303 3015 Fax: 01603 696487 Website: http://orderline.education.gov.uk</p>	<p>STA Orderline PO Box 29 Norwich NR3 1GN</p>
<p>Ofqual Office of Qualifications and Examinations Regulation</p>	<p>Tel: 0300 303 3346 Fax: 0300 303 3348 Email: info@ofqual.gov.uk Website: www.ofqual.gov.uk</p>	<p>Spring Place Coventry Business Park Herald Avenue Coventry CV5 6UB</p>
<p>DfE national enquiry line For enquiries about the statutory requirements for assessment, national results, achievement and attainment tables and reporting to parents</p>	<p>Tel: 0370 000 2288 Fax: 01928 738 248 Website: www.education.gov.uk/contactus</p>	<p>Castle View House East Lane Runcorn Cheshire WA7 2GJ</p>
<p>DfE publications helpline To order single copies of DfE materials and circulars</p>	<p>Tel: 0845 602 2260 Fax: 0845 603 3360 Website: www.education.gov.uk/publications</p>	<p>PO Box 5050 Annesley Nottingham NG15 0DJ</p>
<p>Information Commissioner's Office For enquiries about the Data Protection Act 1998</p>	<p>Tel: 01625 545 745 Email: mail@ico.gsi.gov.uk Website: www.ico.gov.uk</p>	<p>Wycliffe House Water Lane Wilmslow Cheshire SK9 5AF</p>

About this publication

Who is it for?

All Early Years education providers and education professionals with responsibility for assessing, reporting or moderating EYFS Profiles.

What is it for?

The EYFS ARA provides information and guidance on EYFS Profile assessments and their administration.

What does it cover?

- Information and guidance on EYFS Profile assessments and administration.
- Information about moderation of the EYFS Profile.

Related materials

2012 EYFS <i>Assessment and reporting arrangements</i>	STA/12/5569
2012 Key Stage 1 <i>Assessment and reporting arrangements</i>	STA/12/5570
2012 Key Stage 2 <i>Assessment and reporting arrangements</i>	STA/12/5571
2012 Key Stage 3 <i>Assessment and reporting arrangements</i>	STA/12/5572

For more copies

Additional printed copies of the ARA are not available. The EYFS ARA can be accessed on the STA Orderline at <http://orderline.education.gov.uk>. Search using the PDF product code reference STA/12/5569/p.