



## Guidance

# Completing the EYFS profile

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## Overview

# 1.

Practitioners must complete an early years foundation stage (EYFS) profile for each child. This assessment takes place in the summer term of the academic year when a child reaches 5 years old.

In accordance with the statutory [EYFS framework](#) each child must be assessed against:

- the 17 early learning goals (ELGs)
- the 3 characteristics of effective learning

The completed EYFS profile includes a short commentary on the child's skills and abilities in relation to the characteristics of effective learning.

# 2.

## Exceptions and exemptions

The EYFS profile should be completed during the summer term of the academic year in which a child reaches age 5 unless:

- the Secretary of State for Education has granted an exemption from the profile for the setting or an individual child
- the child is continuing in EYFS provision beyond the year in which they turn 5
- the child arrives from abroad within 2 weeks of the LA data submission date so a practitioner can't complete an accurate and valid assessment
- the child has spent a lengthy period of time away from the setting, for example, due to illness or medical treatment

Practitioners should refer to the ['Assessment and reporting arrangements'](#) (ARA) for information about what is required in these circumstances.

# 3.

## Making EYFS profile assessments

When assessing a child, practitioners will make judgements about his or her attainment and the nature of their learning characteristics by:

- taking into account evidence from a range of sources
- matching their view of a child's attainment to the [exemplification of national standards](#)) and the [guidance on characteristics of effective learning](#)

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

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

Some children may have attended a range of settings during the final year of the EYFS. In these cases the EYFS profile must be completed by the provider where the child spends the majority of their time between 8.00am and 6.00pm.

# 4.

## Recording children's attainment

Practitioners should record each child's level of development against the 17 ELGs as 'emerging', 'expected' or 'exceeding'. You must complete the profile with a brief commentary on the child's skills and abilities in relation to the 3 [characteristics of effective learning](#).

You can use the EYFS profile template included in this Handbook, although there is no requirement for settings to use this format.

# 5.

## Characteristics of effective learning

The characteristics of effective learning describe factors which play a central role in a child's learning and in becoming an effective learner. They are vital elements of support for the transition process from EYFS to year 1. The characteristics of effective learning run through and underpin all 7 areas of learning and development. (These are described in this handbook.) They represent processes rather than outcomes.

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

The EYFS profile commentary should consist of a brief paragraph explaining how the child demonstrates:

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

Commentaries must reflect the practitioner's ongoing observation of the child within formative assessment processes. They should take account of all relevant records held by the setting and include information from the child, their [parents](#) and other relevant adults.

The characteristics of effective learning are described below. This handbook includes some possible lines of enquiry which you can use when completing the commentary for each characteristic.

## 5.1 **Playing and exploring – engagement**

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

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

‘Being willing to have a go’ refers to the child:

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

## 5.2 **Active learning – motivation**

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

‘Keeping on trying’ refers to:

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

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

## **5.3 Creating and thinking critically – thinking**

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

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

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

‘Choosing ways to do things and finding new ways’ involves children:

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

## **Reporting the EYFS profile assessment**

# 6.

EYFS providers must give [parents](#):

- a written summary of their child's attainment against the 17 ELGs
- a short commentary on how their child demonstrates the 3 characteristics of effective learning

Providers must give year 1 teachers:

- a copy of the child's EYFS profile
- a short commentary on how the child demonstrates the 3 characteristics of effective learning

Providers must report EYFS profile data (the 17 ELGs) to their local authority (LA) for each child, upon request. The narrative on how a child demonstrates the 3 characteristics of effective learning shouldn't be submitted.

If a child starts at a new setting before the summer half-term holiday, the new setting must report the child's results to the LA. If a child changes setting during the second half of the summer term then the previous setting is responsible for reporting to the LA. Providers should consider all available records of any formal or informal discussions with [parents](#) and others involved with the child during the previous year.

Reports should be specific to the child, concise and informative. They may include details from ongoing assessment and details from any other assessments appropriate to the individual child in order to help to identify the appropriate next steps in learning.

The [ARA](#) details requirements around completion of the profile, and reporting and informing parents about their child's progress.

# 7.

## ‘Parents’ – a definition

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

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

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