



Guidance

Introduction

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1.

Overview of the handbook

This handbook is produced by the Standards and Testing Agency (STA). We are responsible for ensuring early years foundation stage (EYFS) profile

outcomes are reliable as a result of robust moderation.

1.1 Practitioners

This handbook is to support practitioners in making accurate judgements about each child's attainment during the EYFS. You should use it alongside the [EYFS exemplification materials](#). Together, the handbook and exemplification will help you make effective moderation judgements so that EYFS profile outcomes are accurate and consistent across all [settings](#).

1.2 Local authorities

All English local authorities (LAs) must refer to this handbook, and any other guidance we produce, when exercising their function under the EYFS (Learning and Development Requirements) Order 2007, Section 4.2. The learning and development requirements are given legal force by an Order made under Section 39(1) (a) of the Childcare Act 2006. This can be viewed on the Government's [legislation archive](#).

2.

Statutory information underpinning the EYFS

Practitioners and LAs involved in delivering the EYFS should be aware of, and refer to, the following information.

2.1 The Childcare Act Section 39(1)(a) 2006



This stipulates that early years providers must ensure that their provision meets the learning and development requirements as specified in the EYFS (Learning and Development Requirements) Order 2007 (amended in 2012). The Act states that this Order can specify the arrangements which are required for assessing children for the purpose of ascertaining what they have achieved in relation to the early learning goals (ELGs).

2.2 Statutory framework for the EYFS

The [EYFS framework](#) sets the statutory standards for the development, learning and care of children from birth to 5.

2.3 'Assessment and reporting arrangements'

The ['Assessment and reporting arrangements'](#) give statutory guidance on making and moderating EYFS profile assessments.

3.

Funding for EYFS profile statutory moderation

Each LA receives funding from the Department for Education in the form of a non-ring-fenced amount via the LA grants. STA does not hold information in relation to how much each LA is funded for their EYFS profile moderation activities. The LA is responsible for dividing the grants appropriately.

4.

EYFS profile

The EYFS profile summarises and describes children's attainment at the end of the EYFS. It gives:

- the child's attainment in relation to the 17 ELG descriptors
- a short narrative describing the child's 3 characteristics of effective learning

Practitioners' assessments are primarily based on observing a child's daily activities and events. In particular practitioners should note the learning which a child demonstrates spontaneously, independently and consistently in a range of contexts.

Accurate assessment takes into account a range of perspectives. This should include those of the child, parents and other adults who have significant interactions with the child.

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

The government does not prescribe how ongoing assessment should be undertaken. The EYFS profile is not intended to be used for ongoing assessment or for entry level assessment for early years settings or Reception classes.

5.

Settings – a definition

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

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

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