

2017 national curriculum assessments

Early years foundation stage

2017 Assessment and Reporting Arrangements (ARA)

Revised December 2016



Standards
& Testing
Agency

Updated in December 2016

Amendments made to:

- 'National data submission' table in section 2.3 to clarify data collection and submission requirements for 2017
- Section 3.3 to clarify headteachers', governing bodies' and managers' responsibilities for practitioners who are involved in completing EYFS profiles

Contents

Section 1: Introduction	3
1.1 About this guidance	3
1.2 Who is this guidance for?	3
1.3 Legal status of the ARA	3
1.4 Expiry	3
Section 2: Early years foundation stage profile	4
2.1 Overview of the EYFS profile	4
2.2 Completing the EYFS profile	4
2.3 Data collection and submission	4
2.4 Data specification	6
2.5 Exemptions	6
Section 3: Moderation	8
3.1 Internal moderation	8
3.2 Local authority responsibilities	8
3.3 Headteachers', governing bodies' and managers' responsibilities	9
Section 4: Reporting and using results	11
4.1 Reporting to parents	11
4.2 Transferring records to a child's new school or setting	12
4.3 How EYFS profile assessment results are used	13
Section 5: Legal requirements and responsibilities	14
5.1 How the ARA applies to different EYFS settings	14
5.2 Responsibilities	16
Section 6: Further information	18

Section 1: Introduction

1.1 About this guidance

This guidance is produced by the [Standards and Testing Agency](#)¹ (STA) and details the statutory requirements for the early years foundation stage (EYFS) profile assessment and reporting for the 2016 to 2017 academic year.

1.2 Who is this guidance for?

The ARA applies to all early years settings, including all providers registered with a childminder agency, all providers on the early years register, maintained schools (including maintained special schools), academies (including free schools), Service Children's Education (SCE) schools, non-maintained schools and independent schools with early years provision, unless they have an exemption from the learning and development requirements of the EYFS for children 3 and over.

1.3 Legal status of the ARA

The EYFS [statutory framework](#)² sets the standards for learning, development and welfare for children from birth to the 31 August following a child's fifth birthday. The ARA provides further guidance on the EYFS profile, which is set out in the framework.

Section 40(2)(a) of the Childcare Act 2006 stipulates that early years providers must secure that their provision meets the learning and development requirements as specified in the EYFS (Learning and Development Requirements) Order 2007 (S.I. 2007/1772). 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.

All English local authorities (LAs) must have regard to guidance given by the Secretary of State for Education in exercising their function under the EYFS (Learning and Development Requirements) Order 2007 (article 4(2)). The Order is made in exercise of the Secretary of State's powers under sections 39 (1)(a), 42 and 44 of the Childcare Act 2006. Failure to have regard to this guidance will breach this statutory requirement.

1.4 Expiry

This guidance is relevant until the end of the 2016 to 2017 academic year.

¹ www.gov.uk/sta

² www.gov.uk/government/publications/early-years-foundation-stage-framework--2

Section 2: Early years foundation stage profile

2.1 Overview of the EYFS profile

The EYFS profile was due to become non-statutory from September 2016. The DfE has now confirmed that the EYFS profile will remain statutory for the 2016 to 2017 and 2017 to 2018 academic years.

The 2017 [EYFS profile handbook](#)³ will be updated in the autumn term. The handbook contains detailed information on the background and purpose of the EYFS profile. It also explains how practitioners should complete the profile. Headteachers and setting leaders should make sure those involved in assessing the EYFS have a thorough understanding of the handbook.

Schools must complete the EYFS profile for their reception-year children by Friday 30 June and report the results to their LA.

2.2 Completing the EYFS profile

Practitioners must complete the EYFS profile for each child who will be 5 years old on, or before, 31 August 2017 unless:

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

Practitioners should make profile judgements on the basis of cumulative observational evidence recorded over the course of the year. Profile summaries must be completed no later than Friday 30 June.

2.3 Data collection and submission

EYFS providers may use any secure system to collect and submit EYFS profile data, as long as practitioners can record completed profile data for every child at the end of the

³ www.gov.uk/government/publications/early-years-foundation-stage-profile-handbook

EYFS. Providers should agree a preferred system with their LA. Support is available from the DfE by contacting the Data Collections Helpdesk using the [service request form](#)⁴.

National data submission

As detailed in the [Childcare \(Provision of Information About Young Children\) \(England\) Regulations 2009](#)⁵, all registered early years providers, and all schools that are exempt from registration, must provide EYFS profile data to their local authority upon request, unless the Secretary of State for Education has granted an exemption from the EYFS learning and development requirements (see section 2.5).

LAs are under a duty to return the requested EYFS profile data to the DfE.

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

Status of child and setting	Is submission of data to LA required?	Is LA submission to DfE required?
Child in a maintained school	Yes	Yes
Child in EYFS provision who is in receipt of government funding in the 2017 summer term	Yes	Yes
Child in EYFS provision who is not in receipt of government funding in the 2017 summer term	Yes, where requested by LA	No
Child in an academy or free school	Yes	Yes
Child in an independent school which is in receipt of government funding in the 2017 summer term	Yes	Yes
Child in an independent school which is not in receipt of government funding in the 2017 summer term	Yes, where requested by LA	No
Child with a registered childminder (for the majority of the time they spend within EYFS provision between 8am and 6pm)	Yes, where requested by LA, or if the child is in receipt of government funding in the 2017 summer term	No, unless the child is in receipt of government funding in the 2017 summer term

⁴ www.education.gov.uk/researchandstatistics/stats/requestform

⁵ www.legislation.gov.uk/uksi/2009/1554/made

Status of child and setting	Is submission of data to LA required?	Is LA submission to DfE required?
Child in an EYFS provision where the setting has an exemption from the learning and development requirements of the EYFS	On a voluntary basis only	No
Child being educated at home	No, unless the child is on the register of a maintained/independent school and/or in receipt of government funding	No, unless the child is on the register of a maintained/independent school and/or in receipt of government funding

2.4 Data specification

Assessment rating	EYFS judgement
1	Indicates a child who is at the 'emerging' level at the end of the EYFS
2	Indicates a child who is at the 'expected' level at the end of the EYFS
3	Indicates a child who is at the 'exceeding' level at the end of the EYFS
A	Indicates a child who: <ul style="list-style-type: none"> • has not been assessed due to long periods of absence, such as a prolonged illness; or • arrives too late in the summer term for teacher assessment to be carried out, for example less than 2 weeks before the data submission date; or • has an exemption

2.5 Exemptions

Exemptions from the assessment arrangements

All EYFS settings must participate in the assessment arrangements outlined in this ARA, unless the Secretary of State for Education has [granted an exemption](#)⁶ from the learning and development requirements of the EYFS for children 3 and over. If an exemption is

⁶ www.gov.uk/government/publications/the-early-years-foundation-stage-eyfs-learning-and-development-requirements-guidance-on-exemptions-for-early-years-providers

granted for an individual child, then this should be recorded as 'A' for each early learning goal (ELG) in their profile return.

Inclusive assessment

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

If a child is given an outcome of 'emerging', it might not provide the full picture about that child's learning and development at the end of the EYFS. In these cases, extra information should be considered alongside EYFS profile judgements. This will ensure that conversations with key stage 1 (KS1) staff are meaningful and help the child to make a successful transition.

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

Children who remain in EYFS provision beyond the age of 5

The expectation is that children will move with their peers so they will only be assessed once for the EYFS profile. In exceptional circumstances, after discussion and in agreement with parents, a child might remain in EYFS provision beyond the end of the academic year in which they reach the age of 5. Providers should take care to make sure 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. An EYFS profile should be completed once only, at the end of the year before the child moves into KS1. The setting should discuss their intention to defer the child's statutory assessment with their LA EYFS profile moderation manager. This will ensure the child's data is not considered missing when the setting submits EYFS profile outcomes for the current cohort.

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

Section 3: Moderation

3.1 Internal moderation

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

3.2 Local authority responsibilities

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

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

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

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

Evidence doesn't need to be formally recorded or documented. The extent to which the practitioner chooses to record information will depend on individual preference.

Paperwork should be kept to the minimum that practitioners need to illustrate, support and recall their knowledge of the child's attainment. The outcome of moderation should be recorded.

The [EYFS profile handbook](#)⁷ includes guidelines and examples of effective moderation practice for LAs. LAs must ensure that all providers are visited regularly as part of a cycle of moderation visits. They must be notified of whether the EYFS profile assessment is being carried out in accordance with requirements.

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

[The Childcare Providers \(Information, Advice and Training\) Regulations](#)⁸ require LAs to secure the provision of information, advice and training, for childcare providers, prospective providers and childcare employees, in accordance with section 13 of the Childcare Act 2006. LAs must offer training in EYFS assessment and the completion of the EYFS profile summaries to all providers who need it.

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

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

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

All English LAs must have regard to this guidance by virtue of article 4(2) of the [EYFS \(Learning and Development Requirements\) Order 2007](#)⁹. If a LA chooses to use a moderation model which doesn't rely on moderation visits, they must ensure they can show that all the key elements of the moderation visit are protected.

3.3 Headteachers', governing bodies' and managers' responsibilities

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

⁷ www.gov.uk/government/publications/early-years-foundation-stage-profile-handbook

⁸ www.legislation.gov.uk/uksi/2014/2319/contents/made

⁹ www.legislation.gov.uk/uksi/2007/1772/contents/made

They should arrange for practitioners who are involved in completing EYFS profiles to take part in LA moderation activities.

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

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

In addition, they must:

- allow their LA to examine and take copies of documents and other articles relating to the EYFS profile and assessments
- provide their LA with such information relating to the EYFS profile and assessment as it may reasonably request

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

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

Section 4: Reporting and using results

4.1 Reporting to parents

Schools and relevant providers must share the results of EYFS profile with parents, and offer them the opportunity to discuss the report with the teacher or practitioner who completed it. For children attending more than one setting, the EYFS profile must be completed by the school where the child spends most time.

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

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

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

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

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

Reports should:

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

Practitioners may use the information provided by EYFS profile assessment as a basis for their reports to parents. Settings must offer parents a reasonable opportunity to discuss the outcomes of the EYFS profile with their child's teacher. This meeting should be within the term in which the EYFS profile has been completed. Teachers may wish to consider making the child's profile available to parents as part of this discussion. If parents do ask to see a copy of their child's profile, the setting must make this available.

‘Parent’ – a definition

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

- a parent 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 a child

4.2 Transferring records to a child’s new school or setting

If a child moves to a new school or setting during the academic year, the original school must send their assessment of the child’s development against the early learning goals to the new school or setting.

If a child transfers schools before the summer half term holiday, the new setting must report the child’s EYFS profile data to the LA. If a child transfers schools during the second half of the summer term the previous school is responsible for reporting to the LA.

Governing body responsibilities

The governing body must arrange to have the following information sent to the child’s new school:

- the child’s educational record
- the defined items of data that comprise the [common transfer file](#)¹⁰ (CTF)

This task is often 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 receiving a request from the child’s new school.

If the new school is unknown, the DfE recommends that the school should still complete the CTF and load it onto the [school to school \(S2S\)](#)¹¹ secure transfer system. If schools don’t receive a CTF for a new child, they can ask their LA to search for the file on S2S.

¹⁰ www.gov.uk/government/publications/common-transfer-file-16-specification

¹¹ www.gov.uk/government/publications/school-to-school-guides-for-schools-and-local-authorities

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

- through S2S
- over a secure network that can only be accessed by the LA, the governing body or a teacher at any school within that LA

The basic requirement is that the old school will send the educational records and CTF to the new school by one of these methods. If either school doesn't have the facilities to send or receive information in this format, the LA may provide the file where there are agreed and secure local arrangements to that effect.

4.3 How EYFS profile assessment results are used

Year 1 teachers must be given a copy of the EYFS profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning, included in the EYFS [statutory framework](#)¹² (paragraph 1.9). These should inform a dialogue between reception and year 1 teachers about each child's stage of development and learning needs, and assist with the planning of activities in year 1.

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

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

Schools may also wish to conduct further analysis using wider contextual information. The DfE will publish [national and LA data](#)¹³ so that they can compare their children's attainment on a regional and national basis.

There are no achievement and attainment tables for the EYFS.

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

¹² www.gov.uk/government/publications/early-years-foundation-stage-framework--2

¹³ www.gov.uk/government/statistics

Section 5: Legal requirements and responsibilities

5.1 How the ARA applies to different EYFS settings

The ARA applies to all EYFS settings, including 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, academies and independent schools with early years provision

Academies and free schools in England

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

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

All registered early years providers are required to complete the EYFS profile assessment for any 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.

Funding for EYFS profile moderation activities for all schools rests within LA budgets.

The DfE publishes information about [funding allocations for academies](#)¹⁴.

Service children's education schools

SCE schools are required to participate in the EYFS profile assessment and reporting arrangements in line with the arrangements for administration in England.

Overseas schools

Overseas schools, which are not SCE schools, can't participate in the EYFS profile assessment and reporting arrangements.

¹⁴ www.gov.uk/government/collections/academies-funding-payments-and-compliance

Hospital schools

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

Home-educated children

The assessment and reporting arrangements do not apply to children who are being educated at home, unless they are on the register of a maintained school or independent school.

Independent schools and EYFS providers registered with Ofsted

All independent schools and registered EYFS providers must comply with the information in the ARA unless they have an [exemption from the EYFS](#)¹⁵ learning and development requirements for children 3 and over. This includes participating in moderation arrangements for the EYFS profile and submission of data to the LA (this data collection is governed by section 99 of the Childcare Act 2006), as specified in the national data submission table in section 2.3 of this guidance.

Settings with children who are not in receipt of government funding

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

The LA can request data including:

- the learning and development category for each ELG
- 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

¹⁵ www.gov.uk/government/publications/the-early-years-foundation-stage-eyfs-learning-and-development-requirements-guidance-on-exemptions-for-early-years-providers

5.2 Responsibilities

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

The ARA provides guidance on the responsibilities of those involved in assessment and reporting for the EYFS. Assessments must be completed for all children in the final year of the EYFS who will be 5 years old on or before 31 August 2017, although some exemptions apply (see section 2.5).

The EYFS profile must be completed no later than Friday 30 June. This date applies to all EYFS providers, including:

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

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

Headteachers and managers of EYFS provision

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

Headteachers and managers of EYFS provision must:

- ensure an EYFS profile is completed for all eligible children and data is quality assured
- ensure provision is made to meet the requirements of all children with special educational needs
- take responsibility for the reliability of their EYFS profile outcomes and ensure that the data accurately reflects the level of attainment of the current cohort of children
- ensure teacher judgements are monitored
- ensure EYFS profile data is returned to their LA in accordance with the table in section 2.3 of this ARA

- provide EYFS profile assessments to their school's governing body to enable it to comply with national data submission requirements and report to parents
- ensure the statutory requirements for the transfer of records between providers are fulfilled, including the completion of the CTF

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

Local authorities

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

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

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

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

In terms of data, LAs must:

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

LAs must also inform STA of any irregularities in settings' assessment arrangements.

Section 6: Further information

6.1 Useful links

Collection available at www.gov.uk/government/collections/national-curriculum-assessments-early-years-foundation-stage, including:

- EYFS profile handbook
- EYFS exemplification materials
- Statutory framework for the EYFS
- Guidance on exemptions for early years providers

6.2 Additional resources

- STA assessment updates
www.gov.uk/government/collections/STA-assessment-updates

6.3 Help and support

For general enquiries about the assessment and reporting arrangements at the EYFS

National curriculum assessments helpline: 0300 303 3013

Email: assessments@education.gov.uk

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The 'Assessment and reporting arrangements' (ARA) contains provisions made pursuant to Articles 3 and 4 of [The Education \(National Curriculum\) \(Foundation Stage Profile Assessment Arrangements\) \(England\) Order 2003](#). This Order is made under sections 39(1)(a), 42 and 44 of the [Childcare Act 2006](#).

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

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