



Standards  
& Testing  
Agency

# **Early years foundation stage assessment and reporting arrangements**

**December 2020**

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# 1 Introduction

## 1.1 About this guidance

This guidance is produced by the [Standards and Testing Agency](#)<sup>1</sup> (STA) and details the statutory requirements for assessment and reporting of the early years foundation stage (EYFS) profile for the 2020/21 academic year.

The assessment and reporting arrangements (ARA) do not apply to schools participating in the EYFS reforms early adopter year in 2020/21. These schools should follow the [Early adopter schools: EYFS profile handbook](#)<sup>2</sup> instead. Children in schools taking part in the EYFS reforms early adopter year are exempt from the arrangements set out in this ARA. The [EYFS reforms](#)<sup>3</sup> will become statutory for all early years providers from September 2021.

## 1.2 Who is this guidance for?

The ARA applies to all early years providers completing the EYFS profile. This includes:

- all providers registered with a childminder agency
- all providers on the early years register
- maintained schools (including maintained special schools)
- academies (including free schools)
- Ministry of Defence (MoD) 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 aged 3 and over

## 1.3 Legal status

The [EYFS statutory framework](#)<sup>4</sup> sets the standards for learning, development and welfare for children from birth to 31 August, following a child's fifth birthday. The ARA provides further guidance on the assessment and reporting of the EYFS profile, which is set out in section 2 of the framework.

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<sup>1</sup> [www.gov.uk/government/organisations/standards-and-testing-agency](http://www.gov.uk/government/organisations/standards-and-testing-agency)

<sup>2</sup> [www.gov.uk/government/publications/early-adopter-schools-eyfs-profile-handbook](http://www.gov.uk/government/publications/early-adopter-schools-eyfs-profile-handbook)

<sup>3</sup> [www.gov.uk/government/consultations/early-years-foundation-stage-reforms](http://www.gov.uk/government/consultations/early-years-foundation-stage-reforms)

<sup>4</sup> [www.gov.uk/government/publications/early-years-foundation-stage-framework--2](http://www.gov.uk/government/publications/early-years-foundation-stage-framework--2)

[Section 40\(2\)\(a\) of the Childcare Act 2006](#)<sup>5</sup> stipulates that early years providers must ensure their provision meets the learning and development requirements specified in the [EYFS \(Learning and Development Requirements\) Order 2007](#)<sup>6</sup> (S.I. 2007/1772) ('the 2007 Order'). The act states that this order can specify the arrangements that are required for assessing children for the purpose of ascertaining what they have achieved in relation to the early learning goals (ELGs).

All English local authorities (LAs) must have regard to guidance given by the Secretary of State for Education in exercising their function under article 4(2) of the 2007 Order. 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](#)<sup>7</sup>. Failure to have regard to this guidance will breach this statutory requirement.

## 1.4 Expiry

This guidance is relevant until the end of the 2020/21 academic year.

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<sup>5</sup> [www.legislation.gov.uk/ukpga/2006/21/contents](http://www.legislation.gov.uk/ukpga/2006/21/contents)

<sup>6</sup> [www.legislation.gov.uk/uksi/2007/1772/contents/made](http://www.legislation.gov.uk/uksi/2007/1772/contents/made)

<sup>7</sup> [www.legislation.gov.uk/ukpga/2006/21/contents](http://www.legislation.gov.uk/ukpga/2006/21/contents)

## 2 Early years foundation stage profile

### 2.1 Overview of the 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 early learning goal (ELG) descriptors
- a short narrative describing the child's 3 characteristics of effective learning

### 2.2 Completing the profile

Practitioners must complete the EYFS profile for each child who will be 5 years old on, or before, 31 August 2021. A practitioner should be a member of staff who has a thorough working knowledge of the EYFS learning and development requirements and is deemed by the headteacher, or setting manager, to be competent to accurately assess children against the ELGs and complete the profile for each child.

The only acceptable reasons for not completing the profile are:

- the Secretary of State for Education has granted an exemption from the profile for the provision (see section 2.5)
- the child is continuing in EYFS provision beyond the year in which they turn 5
- the child has attended the provision for an insufficient amount of time for the practitioner to make an adequate assessment before the profile submission deadline, so an accurate and valid assessment cannot be completed (it is for the practitioner to use their professional judgement to decide whether an accurate assessment can be made in the time available)

Practitioners should make profile judgements based on cumulative observational evidence recorded over the course of the year. The EYFS profile must be completed for each child and submitted to the LA by no later than Friday 25 June.

The [EYFS profile handbook](#)<sup>8</sup> contains detailed information about the background and purpose of the profile. It also explains how practitioners should complete the profile. Headteachers and other managers of early years provisions should make sure those involved in assessing the EYFS have a thorough understanding of the handbook.

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<sup>8</sup> [www.gov.uk/government/publications/early-years-foundation-stage-profile-handbook](http://www.gov.uk/government/publications/early-years-foundation-stage-profile-handbook)

## 2.3 Data collection and submission

Data collection requirements for schools participating in the EYFS reforms early adopter year are included in section 4 of the [Early adopter schools: EYFS profile handbook](#)<sup>9</sup>.

EYFS providers may use any secure system to collect and submit profile data, providing practitioners can record completed profile data for every child at the end of the EYFS. Providers should agree a preferred system with their geographical LA. Maintained schools should contact their LA for support. Support is available for non-maintained schools via [DfE's data collections service request form](#)<sup>10</sup>.

### National data submission

As detailed in the [Childcare \(Provision of Information About Young Children\) \(England\) Regulations 2009](#)<sup>11</sup>, all registered early years providers, and all schools that are exempt from registration, must provide EYFS profile data to their LA 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 DfE by Friday 30 July.

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

| Status of child and provision  | Is submission of data to LA required? | Is LA submission to DfE required? |
|--|---------------------------------------|-----------------------------------|
| Child in a maintained school   | Yes                                   | Yes                               |
| Child in EYFS provision in receipt of government funding in the 2021 summer term     | Yes                                   | Yes                               |
| Child in EYFS provision not in receipt of government funding in the 2021 summer term | Yes, where requested by LA            | No                                |
| Child in an academy or free school   | Yes                                   | Yes                               |

<sup>9</sup> [www.gov.uk/government/publications/early-adopter-schools-eyfs-profile-handbook](http://www.gov.uk/government/publications/early-adopter-schools-eyfs-profile-handbook)

<sup>10</sup> [www.education.gov.uk/researchandstatistics/stats/requestform](http://www.education.gov.uk/researchandstatistics/stats/requestform)

<sup>11</sup> [www.legislation.gov.uk/uksi/2009/1554/made](http://www.legislation.gov.uk/uksi/2009/1554/made)

|   |  |  |
|---|--|--|
| Child in an independent school in receipt of government funding in the 2021 summer term                                   | Yes  | Yes  |
| Child in an independent school not in receipt of government funding in the 2021 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 childminder is in receipt of government funding in the 2021 summer term      | No, unless the childminder is in receipt of government funding in the 2021 summer term                             |
| Child in an EYFS provision where the provider 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 or independent school, or in receipt of government funding | No, unless the child is on the register of a maintained or independent school, 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"> <li>• has not been assessed due to long periods of absence, such as a prolonged illness</li> <li>• has attended the provision for an insufficient amount of time for the practitioner to make an adequate assessment before the profile submission deadline</li> <li>• has an exemption</li> </ul> |

## 2.5 Exemptions

### Exemptions from the assessment arrangements

All EYFS providers must participate in the assessment arrangements outlined in this ARA, unless the Secretary of State for Education has [granted an exemption](#)<sup>12</sup> from the learning and development requirements of the EYFS for children aged 3 and over. If an exemption is granted for an individual child, this should be recorded as 'A' for each 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 included 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 example, if the child has recently arrived from abroad. In these cases, practitioners must use 'A' (has not been assessed) 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 against the EYFS profile once. 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 only be completed at the end of the year before the child moves into KS1. The provider should discuss their intention to defer the child's statutory assessment with their LA's EYFS profile moderation manager. This will

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<sup>12</sup> [www.gov.uk/government/publications/the-early-years-foundation-stage-eyfs-learning-and-development-requirements-guidance-on-exemptions-for-early-years-providers](http://www.gov.uk/government/publications/the-early-years-foundation-stage-eyfs-learning-and-development-requirements-guidance-on-exemptions-for-early-years-providers)

ensure the child's data is not considered missing when the provider 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 providers instructions in such cases. DfE will consider the child to be part of this new cohort and will accept data submitted in this way, but may check the accuracy of the dates of birth with the relevant LA.

## 3 Moderation

Guidance on moderation of schools participating in the EYFS reforms early adopter year is included in section 3.8 of the [Early adopter schools: EYFS profile handbook](#)<sup>13</sup>.

### 3.1 Internal moderation

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

### 3.2 Local authorities' responsibilities

LAs have a statutory duty 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:

- ensure 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 providers 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 that practitioners are making accurate assessments and applying 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 the child's development

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<sup>13</sup> [www.gov.uk/government/publications/early-adopter-schools-eyfs-profile-handbook](http://www.gov.uk/government/publications/early-adopter-schools-eyfs-profile-handbook)

Evidence does not have 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 2021 EYFS profile handbook includes guidance and examples of effective moderation practice for LAs. Providers must be notified of whether the EYFS profile assessment is being carried out in accordance with requirements.

In 2020/21, LAs should aim to moderate at least 25% of the providers not taking part in the EYFS reforms early adopter year. To avoid placing unnecessary burden on providers by moderating them in consecutive years, LAs should consider when the provider was last moderated and whether there are any concerns that should prompt another moderation visit. This may mean that there are fewer providers for the LA to select from, potentially resulting in a ratio of less than 25%.

By the end of the spring term, LAs must inform the providers selected to receive a visit. For moderation purposes, these providers will need to complete interim judgements against all ELGs before their moderation visit, 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 2014](#)<sup>14</sup> 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](#)<sup>15</sup>. 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 who have a working knowledge of the EYFS learning and development requirements, and hold a B.Ed., Cert. Education or other degree and PGCE.

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 LAs in England must have regard to this guidance by virtue of article 4(2) of the [EYFS \(Learning and Development Requirements\) Order 2007](#)<sup>16</sup>. If an LA chooses to use a

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<sup>14</sup> [www.legislation.gov.uk/uksi/2014/2319/contents/made](http://www.legislation.gov.uk/uksi/2014/2319/contents/made)

<sup>15</sup> [www.legislation.gov.uk/ukpga/2006/21/section/13](http://www.legislation.gov.uk/ukpga/2006/21/section/13)

<sup>16</sup> [www.legislation.gov.uk/uksi/2007/1772/contents/made](http://www.legislation.gov.uk/uksi/2007/1772/contents/made)

moderation model that does not rely on moderation visits, they must ensure they can show that all the statutory elements of the moderation visit are implemented.

### **3.3 Responsibilities of headteachers and managers**

Headteachers 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.

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

If a provider receives an 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 can become familiar with effective practice of completing the EYFS profile. This may involve:

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

## 4 Reporting and using results

Guidance on reporting for schools participating in the EYFS reforms early adopter year is included in section 5 of the [Early adopter schools: EYFS profile handbook](#)<sup>17</sup>.

### 4.1 Reporting to parents

Schools, and other providers required to complete the EYFS profile, must share the results 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 provider, the profile must be completed by the provider where the child spends the most time. Parents should be involved in the assessment process on a regular, ongoing basis. They should be encouraged to engage with their child's learning and development.

All EYFS providers must give parents a written summary of their 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
- 'exceeding' expected levels

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

- 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 EYFS profile assessment as a basis for their reports to parents. Providers must offer parents a reasonable opportunity to discuss the outcomes of the profile with their child's practitioner. This meeting should be within the term in which the profile has been completed. Practitioners 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 provider must make this available free of charge.

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<sup>17</sup> [www.gov.uk/government/publications/early-adopter-schools-eyfs-profile-handbook](http://www.gov.uk/government/publications/early-adopter-schools-eyfs-profile-handbook)

## 4.2 Transferring records to a child's new school or provider

If a child moves to a new school or provider during the academic year, the original school must send their assessment of the child's development against the ELGs to the new school or provider.

If a child starts a new school or provider on, or after, the first day of the second half of the summer term, the previous school should submit the data. If a child moves school or provider any time before the half term, then the new school should submit the data. Where half term dates differ, it is the school or provider where a child attends (or will attend) for the longest period in the academic year that submits the data.

### Governing body and academy trust responsibilities

The governing body or academy trust must arrange to have the child's educational record and the defined items of data that comprise the [common transfer file](#)<sup>18</sup> (CTF) sent to the child's new school.

This task is often delegated to headteachers by governing bodies or academy trusts. The information must be sent within 15 school days of the child ceasing to be registered at their previous school unless the new school is unknown. 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, DfE recommends that the school should still complete the CTF and load it onto the [school to school](#)<sup>19</sup> (S2S) secure transfer system. If schools do not receive a CTF for a new child, they can ask their LA to search for the file on S2S.

Where the old and new schools both have the necessary facilities, the CTF must be sent to the new school either through S2S, or over a secure network that can only be accessed by the LA, the governing body, multi-academy trust 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 does not 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 together with a short commentary on each child's skills and abilities, in relation to the 3 key characteristics of

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<sup>18</sup> [www.gov.uk/government/collections/common-transfer-file](http://www.gov.uk/government/collections/common-transfer-file)

<sup>19</sup> [www.gov.uk/government/publications/school-to-school-guides-for-schools-and-local-authorities](http://www.gov.uk/government/publications/school-to-school-guides-for-schools-and-local-authorities)

effective learning included in the [EYFS statutory framework](#)<sup>20</sup> (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 provider. For example:

- levels of learning and development in each of the areas of learning for individual children
- the attainment of children born in different months of the year
- the attainment of different groups of children

Schools may also wish to conduct further analysis using wider contextual information. DfE will publish [national and LA data](#)<sup>21</sup> so that schools can compare their children's attainment on a national and regional basis.

The government has committed to publishing policy input and impact indicators. These are set out in departmental business plans. EYFS profile attainment at national and LA level by pupil characteristics (such as free school meal eligibility or special educational needs provision) is published in a National Statistics publication annually in November.

There are no performance tables for the EYFS.

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<sup>20</sup> [www.gov.uk/government/publications/early-years-foundation-stage-framework--2](http://www.gov.uk/government/publications/early-years-foundation-stage-framework--2)

<sup>21</sup> [www.gov.uk/government/collections/statistics-early-years-foundation-stage-profile](http://www.gov.uk/government/collections/statistics-early-years-foundation-stage-profile)

## 5 Legal requirements and responsibilities

### 5.1 How the ARA applies to different EYFS providers

Except for schools participating in the EYFS reforms early adopter year, the ARA applies to all other EYFS reception classes, and any provider caring for children who will be 5 years old on, or before, 31 August 2021, including any out-of-home provider of early years provision for children from birth to 5.

The EYFS profile must be completed for each child and submitted to the LA no later than Friday 25 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 profile must be completed by the provider at the provision where the child spends most of their time between 8am and 6pm.

#### Academies and free schools in England

Academies must implement the requirements of the EYFS (by virtue of [section 40 of the Childcare Act 2006](#)<sup>22</sup>). All references to academies in the guidance include free schools as, in law, they are academies.

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

#### Ministry of Defence schools

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

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<sup>22</sup> [www.legislation.gov.uk/ukpga/2006/21/section/40](http://www.legislation.gov.uk/ukpga/2006/21/section/40)

## Overseas schools

Overseas schools, which are not MoD schools, cannot participate in the EYFS profile assessment and reporting arrangements.

## Hospital schools

Children attending a hospital school are not subject to the EYFS assessment and reporting arrangements.

## Home-educated children

The ARA does 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 learning and development requirements for children 3 and over, or are participating in the EYFS reforms early adopter year. 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](#)<sup>23</sup>), as specified in the national data submission table in section 2.3 of this ARA.

## Providers with children 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 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

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<sup>23</sup> [www.legislation.gov.uk/ukpga/2006/21/section/99](http://www.legislation.gov.uk/ukpga/2006/21/section/99)

## 5.2 Responsibilities

### Headteachers and managers of EYFS provision

All headteachers and managers of EYFS provision have a duty to implement the EYFS and must ensure their school or provision complies with the learning and development requirements. 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 practitioners' judgements are monitored
- ensure EYFS profile data is returned to their LA in accordance with the table in section 2.3
- 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 ensure parents are provided with a written report of their child's progress against the ELGs and have the opportunity to discuss the EYFS profile.

### 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 (see section 3.2).

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 profile results, and submitting data to their LA if requested (see section 2)
- collect EYFS profile data, and quality assure and submit it to DfE in the required format

LAs must also inform STA of any irregularities in providers' assessment arrangements by contacting the national curriculum assessments helpline on 0300 303 3013 or emailing [assessments@education.gov.uk](mailto:assessments@education.gov.uk).

## 6 Further information

### 6.1 Useful links

Other helpful documents are available at [www.gov.uk/government/collections/national-curriculum-assessments-early-years-foundation-stage](http://www.gov.uk/government/collections/national-curriculum-assessments-early-years-foundation-stage), including:

- EYFS profile handbook
- statutory framework for the EYFS
- guidance on exemptions for early years providers

### 6.2 General enquiries

For general enquiries about the EYFS (including the EYFS reforms early adopter year) contact the Department for Education on 0370 000 2288 or at [www.gov.uk/contact-dfe](http://www.gov.uk/contact-dfe).

For enquiries about EYFS moderation, contact the national curriculum assessments helpline on 0300 303 3013 or email [assessments@education.gov.uk](mailto:assessments@education.gov.uk).



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The 'Assessment and Reporting Arrangements' (ARA) contains provisions made pursuant to Articles 3 and 4 of [EYFS \(Learning and Development Requirements\) Order 2007](#). 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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