



Department  
for Education

# **Early Years Foundation Stage Profile 2013 return**

**Guide for the 2013 Assessments –  
version 1.0**

**May 2013**

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# 1. Introduction

## 1.1 Purpose, scope and audience

This document is provided for use by Local Authorities (LAs) who fund Early Years provision, so that relevant staff:

- Can understand the rationale behind and purpose of the Early Years Foundation Stage Profile (EYFSP).
- Are able to populate their systems with the required data for children and providers.
- Are able to complete the Early Years Foundation Stage Profile return for 2013.

It relates only to the collection of data from funded children.

This document is published on the DfE website and LAs may choose to use it directly with their providers or amend it to suit their local needs as appropriate. Software suppliers and developers of in-house systems may also find it a useful reference document

## 1.2 Scope of the Early Years Foundation Stage Profile return

All English providers of funded Early Years education in the maintained (including Academies), private, voluntary and independent (PVI) sectors are within the scope of the EYFSP data collection. Please note that those children not in receipt of government funding at the end of the EYFS are not within the scope of the EYFSP data collection.

LAs are required to collect and report to the DfE the results for all funded children at the end of the Early Years Foundation Stage (EYFS) in both maintained and PVI providers. Results for children in PVIs are only required to be reported to the DfE where the child is still in receipt of government funding at the end of the EYFS (the funding for a child in a PVI ceases in the term following the child's 5th birthday). For the purpose of the 2013 exercise, the children still eligible for funding in the PVI sector will be born between 1 April 2008 and 31 August 2008.

Results are not required for children who attend an Independent school that is exempt from following EYFS who are not in receipt of government funding at the end of the EYFS.

As mentioned above, Academies with funded children in the final year of the EYFS (i.e. reception year) are required by the EYFS statutory requirements to complete the EYFS profile for each child.

Under the Childcare (Provision of Information about Young Children) Regulations 2009, the profile score is one of the pieces of information which a provider must submit to the LA, and in turn LAs pass this data to the Department. LAs should continue to request the data from all their settings, including Academies.

## 1.3 Rationale behind the revised Early Years Foundation Stage Profile

The rationale behind the revision of the Early Years Foundation Stage Profile comes from the Tickell Review of July 2010. The new measure is aimed at reducing bureaucracy for professionals, providing earlier intervention for children facing difficulties and better preparing young children for learning in school.

The revised EYFSP eradicates the 69 Early Learning Goals replacing them with just 17 focusing on 3 prime areas of learning; Communication and Language, Physical Development and Personal, Social and Emotional Development.

Within these scales a child can gain a score of 1-3 with 1 being 'emerging', 2 being 'expected' and 3 being 'exceeding'. These scales are also classified into prime and specific areas of learning. The table in Section 2.1 demonstrates the areas of learning and the scales within.

Full details of how to complete the information needed for each scale and associated fields can also be found in Section 2.1.

Further information on the changes to the EYFSP is available [here](#).

## 1.4 Statutory Basis of the EYFSP

The individual level data collection from maintained, private, voluntary and independent providers is a statutory requirement of providers and LAs through regulations made under section 99 of the Childcare Act 2006 (Statutory Instrument 2008 No. 1722 – The Childcare (Provision of Information About Young Children) (England) Regulations 2008) as amended.

By putting the collection of the EYFSP on a statutory basis:

- providers do not need to obtain consent for the provision of information from parents of individual children. They must, however, meet their obligations to Data Subjects under the Data Protection Act – see 1.5 below;
- providers and Local Authorities are protected from any legal challenge that they are breaching a duty of confidence; and
- it helps to ensure that returns are completed by providers.

Although LAs have the statutory power to collect EYFSP data from unfunded children, there has been no change to the data that the Department requires as part of the EYFSP data collection. **The Department does not require data to be submitted for unfunded children.** If your LA chooses to collect any data from these children for internal use, it should not be uploaded to the EYFSP COLLECT blade. Section 1.2 explains who is in the scope of the EYFSP collection and further details of the data items we require can be found in section 2.

## 1.5 Data Protection & Security

Data kept on children (in any medium, including within a MIS) are personal data. The data must be managed in accordance with the requirements of the Data Protection Act 1998. All staff who have access to personal data should be aware of their responsibilities under the Act. Local Authorities should advise providers about their responsibility to hold data in line with the Act.

## 1.6 Data Quality

In order to properly ascertain the level that children in the EYFS are working at, it is important that the data collected by providers and Local Authorities, for onward transmission to the DfE, is both accurate and complete. In Section 2.1, there is a complete list of data items that are required to be submitted to the LA by funded providers, and then to the DfE by the LA.

The [EYFSP handbook](#) should be consulted for further information about data quality in particular Section 6 'Moderation and Quality Assurance of EYFS profile'.

## 2. Data Required from Funded Children

### 2.1 Data Required

#### Local Authority number

**Establishment number of the school:** for LA maintained schools and nursery schools. This is a 4-digit number.

**Early Years URN (Unique Reference Number) of the school:** for all other funded settings, including independent schools and private and voluntary settings. It is a 6-digit number (starting with a 5 or 6) as used for January 2013 Early Years Census return.

**Academic Year:** This year will be 2012/13

#### CTF Pupil Data

**Child`s Surname**

**Child`s Forename**

**Child`s Gender**

**Child`s Date of Birth**

**UPN (Unique Pupil Number): This is a 13 character identifier**

**Home postcode:** You will be aware of the importance of a child's home postcode for analyses based on designated areas of deprivation. It is hoped, therefore, that LAs will ensure that postcodes are included in the EYFSP data submitted to the DfE for every child, except where there are legal or exceptional reasons why these data are not available (e.g. traveller children). In these circumstances, please ensure that a notepad entry is recorded in COLLECT providing reason.

**There are 17 scales covering 7 Areas of Learning (AOL):**

	<b>Area of Learning</b>	<b>Scale</b>	
Prime Areas of Learning	Communication and Language	Listening and attention	<b>G01</b>
		Understanding	<b>G02</b>
		Speaking	<b>G03</b>
	Physical development	Moving and handling	<b>G04</b>
		Health and self-care	<b>G05</b>
	Personal, Social and Emotional Development	Self-confidence and self-awareness	<b>G06</b>
		Managing feelings and behaviour	<b>G07</b>
		Making relationships	<b>G08</b>
Specific Areas of Learning	Literacy	Reading	<b>G09</b>
		Writing	<b>G10</b>
	Mathematics	Numbers	<b>G11</b>
		Shape, space and measures	<b>G12</b>
	Understanding the World	People and communities	<b>G13</b>
		The world	<b>G14</b>
		Technology	<b>G15</b>
	Expressive arts, designing and making	Exploring and using media and materials	<b>G16</b>
		Being imaginative	<b>G17</b>

The Department requires that the school/setting record an assessment score for each of the seventeen Early Learning Goals.

- 1** for Emerging
- 2** for Expected
- 3** for Exceeding



As stated in section 4.3 of the EYFSP Handbook, the profile should be completed during the summer term of the academic year in which a child reached age 5 unless:

- An exemption has been granted by the Secretary of State from the Profile
- The child is continuing in EYFS provision beyond the year in which they turn 5
- The child has recently arrived from abroad and so an accurate and valid assessment cannot be completed.
- The child has spent a lengthy period of time away from the setting, for example, due to illness or medical treatment.

In these situations, the profile should be completed with an '**A**' code for each scale within the profile.

## 3. Guide

### 3.1 Overall Description and Scope

This guide is provided to outline the main requirements of the 2013 EYFSP data collection and submission arrangements. The live 2013 EYFSP COLLECT system will be made available on Monday 3<sup>rd</sup> June 2013.

As in 2012, the Department will not be providing a COLLECT school blade. There will be a single blade that LAs can use to submit EYFSP data.

The Department will continue to collect **full** individual child level data.

COLLECT will be the means by which data is collected from local authorities. (See 3.2 below.)

### 3.2 Local Authority Data Reporting Format

The Department continues to have no requirement for data in aggregate forms, rather a single XML file for each school and setting, containing all eligible pupils, will be created by LAs' central processing system software (i.e. Keypas, Capita-ONE, Tribal, or a bespoke LA system). The separate school XML files will need to be zipped (with any filename of the LA's choosing – the only requirement is the .zip suffix) and imported into COLLECT LA EYFSP where the respective school/setting files will be extracted.

Successfully loaded data is subjected to validation. For more details of the specific validation rules that will be applied, please see the [EYFSP Business Specification](#).

After validation is complete you will be able to view your data return, observe the validation outcomes and decide if there is any further action on your part in response to the validations. For example, you may need to query something with a provider and return to COLLECT to make a change to the data. Ultimately you will need to “approve” the data so that the department can consider it to be finalised.

For the options available to you to create EYFSP data (e.g. MIS CTF; DfE spreadsheet and paper sheet) see section 3.5.

### 3.3 Data Collection Timetable

The Department is committed to providing LA and national level analysis of performance as quickly as possible. To this end, we are asking that Local Authorities continue to make their EYFSP submissions by **Friday 30<sup>th</sup> August 2013**, the departmental deadline, as normal. It is of utmost importance that the data we hold by the end of August 2013 are as complete and accurate as possible as **the data received by this date will be taken as final** and will be used to inform our main headline statistical release.

Your co-operation in helping to achieve as complete and accurate a dataset by the end of August will be to our mutual benefit. Please note that as in 2012, the database will not remain open to capture any residual returns for longer than is necessary after the August deadline. LAs will be informed of when we expect to close the database in due course and should note that amendments will not be accepted after the database is closed.

### 3.4 Expected List of Schools/PVIs Submitting Results

For 2013, the Department will be providing LAs with expected lists of providers, taken from the Early Years Census (EYC) return, and the January School Census (SC) and SLASC. Please note that these lists will only contain information on the providers that we expect LAs to be making returns for, for use in informing the EDD Helpdesk of any necessary amendments before the collection begins in June. The Helpdesk can be contacted by completing a [data collections service request form](#)

The lists will not include any information on the number of children we expect results to be submitted for, although the Department will continue to use this information internally to flag any returns with numbers of children significantly different to what we would expect in COLLECT.

For your information, the criteria we use to produce the expected lists is detailed below:

- EYC - all settings containing child level data from children born between 1st April 08 - 31st August 08 only. By default this includes funded children only.
- SC/SLASC - all settings (not including Independent schools) including children born 1st September 07 - 31st August 08. By default this includes funded children only.

We ask that you supply the Helpdesk with any amendments to your expected list as soon as possible and preferably before the start of the collection in June.

## **3.5 Schools/PVI Recording and Reporting Options**

Schools and PVIs will have many of the same options for recording and reporting results that were available in 2012, i.e. (updated) school MIS, 2013 DfE spreadsheet (or papersheet). The CTF should be exported to the LA, as there will be no COLLECT school blade for 2013.

### **3.5.1 School Management Information System (MIS)**

The school will create a CTF export file for submission to the LA that will contain the child's summary scale scores.

For those settings without access to a secure computer, the LA may arrange some other paper recording system, and then key the data into the centralised LA system.

### **3.5.2 DfE spreadsheet and paper sheet**

Schools and PVIs that are unable to use a MIS for recording and reporting EYFSP results can use the DfE 2013 EYFSP spreadsheet or paper sheet.

The spreadsheets and guidance are available [here](#).

Release of the spreadsheet/paper score sheet to schools/PVIs is at the discretion of the LA. The 2012 version of the spreadsheet should not be used and should be discarded.

The spreadsheet "Export" option creates a CSV file containing the relevant pupil contextual data and the 17 individual scale scores that have been entered for loading into the LA's central processing system. Please be aware that this CSV file cannot be imported into COLLECT School EYFSP and needs to be loaded into the LA central software.

If the spreadsheet is used to return data to the LA, the spreadsheet needs to be transferred securely following the LAs local procedures.

If any schools/PVIs complete a paper return, the LA will need to enter these results into its central processing system or transfer the data into the DfE spreadsheet and create a CSV export file to load into its central processing system. Again, the paper sheet should be returned to the LA in a secure way.

### 3.6 Pupils for whom EYFSP Results are required

EYFSP results are **not** required for children who are non-funded at the end of the EYFS, that is, children who do not receive funding from the local authority in relation to the free early education entitlement for eligible three and four year olds

LAs are required to collect and report to the DfE the summary results for:

- all children at the end of the EYFS in their maintained schools and nurseries.
- children in PVI settings where the child is still in receipt of government funding at the end of the EYFS (the funding for a child in a PVI ceases in the term following the child's 5th birthday).

The LA software will only include in the XML files for importing into COLLECT LA EYFSP children in PVI settings who are still in receipt of funding. Any children no longer in receipt of funding who were included in the return submitted by the PVI will be ignored. For the purpose of the 2013 exercise, the children still eligible for funding in the PVI sector will have been born between 1<sup>st</sup> April 2008 and 31<sup>st</sup> August 2008.

## 4 COLLECT

### 4.1 Live system

The live 2013 EYFSP COLLECT system will be available on Monday 3<sup>rd</sup> June 2013. Further notifications will be emailed to the relevant LA officers nearer the time, as will any further EYFSP/COLLECT updated information as necessary.

### 4.2 Screenshots

Screenshots of COLLECT with guidance notes will be available to LA officers if required. It is expected that these will be available [here](#), towards the end of May.

### 4.3 Requesting COLLECT access and registering contact details

Access to departmental data collection systems (including COLLECT) changed in late 2012 with access now obtained via Secure Access. If you have not activated your account a simple registration process requiring a unique PIN will need to be completed in order to gain access to COLLECT via Secure Access.

If you have forgotten your login details, or have not received details of your unique PIN, please complete a '[Secure Access Service Request](#)' .

Further information on Secure Access is available at [SA Information webpage](#)

If you did **NOT** have access to the 2012 EYFSP Data Collection on COLLECT and wish to request access for 2013, please use the 'COLLECT [Data collection access form](#) (LAs only)

Completing this form will mean that you will be automatically added to our contacts database for the specified data collections, so you won't need to separately register to be a contact. The requirement to request COLLECT access is only relevant to Local Authorities.

#### **Contact registration only:**

If you wish to be added to our contacts database, but do not require COLLECT access for one or more data collections, please use the 'Data collections [Service Request Form](#)

## 5 General Issues

If you have any COLLECT or EYFSP queries of a general nature, please use the [data collections service request form](#).

Please use the [feedback form](#) if you have any comments about the data collection content on the web site, the service offered by the Education Data Division Helpdesk (formerly known as the Data and Statistics Division), the COLLECT system or any other aspect of our data collection service.

# Appendix 1: Code sets for Data items

## Local Authority codes

### NORTH EAST

841 Darlington  
 840 Durham  
 390 Gateshead  
 805 Hartlepool  
 806 Middlesbrough  
 391 Newcastle upon Tyne  
 392 North Tyneside  
 929 Northumberland  
 807 Redcar and Cleveland  
 393 South Tyneside  
 808 Stockton-on-Tees  
 394 Sunderland

### NORTH WEST

889 Blackburn with Darwen  
 890 Blackpool  
 350 Bolton  
 351 Bury  
 895 Cheshire East  
 896 Cheshire West and Chester  
 909 Cumbria  
 876 Halton  
 340 Knowsley  
 888 Lancashire  
 341 Liverpool  
 352 Manchester  
 353 Oldham  
 354 Rochdale  
 355 Salford  
 343 Sefton  
 342 St. Helens  
 356 Stockport  
 357 Tameside  
 358 Trafford  
 877 Warrington  
 359 Wigan  
 344 Wirral

### YORKSHIRE AND HUMBER

370 Barnsley  
 380 Bradford  
 381 Calderdale  
 371 Doncaster  
 811 East Riding of Yorkshire  
 810 Kingston Upon Hull, City of  
 382 Kirklees  
 383 Leeds  
 812 North East Lincolnshire  
 813 North Lincolnshire  
 815 North Yorkshire  
 372 Rotherham  
 373 Sheffield  
 384 Wakefield  
 816 York

### EAST MIDLANDS

831 Derby  
 830 Derbyshire  
 856 Leicester  
 855 Leicestershire  
 925 Lincolnshire  
 928 Northamptonshire  
 892 Nottingham  
 891 Nottinghamshire  
 857 Rutland

### WEST MIDLANDS

330 Birmingham  
 331 Coventry  
 332 Dudley  
 884 Herefordshire  
 333 Sandwell  
 893 Shropshire  
 334 Solihull  
 860 Staffordshire  
 861 Stoke-on-Trent  
 894 Telford and Wrekin  
 335 Walsall  
 937 Warwickshire  
 336 Wolverhampton  
 885 Worcestershire

### EAST OF ENGLAND

822 Bedford  
 873 Cambridgeshire  
 823 Central Bedfordshire  
 881 Essex  
 919 Hertfordshire  
 821 Luton  
 926 Norfolk  
 874 Peterborough  
 882 Southend-on-Sea  
 935 Suffolk  
 883 Thurrock

### INNER LONDON

201 City of London  
 202 Camden  
 204 Hackney  
 205 Hammersmith and Fulham  
 309 Haringey  
 206 Islington  
 207 Kensington and Chelsea  
 208 Lambeth  
 209 Lewisham  
 316 Newham  
 210 Southwark  
 211 Tower Hamlets  
 212 Wandsworth  
 213 Westminster

### OUTER LONDON

301 Barking and Dagenham  
 302 Barnet  
 303 Bexley  
 304 Brent  
 305 Bromley  
 306 Croydon  
 307 Ealing  
 308 Enfield  
 203 Greenwich  
 310 Harrow  
 311 Havering  
 312 Hillingdon  
 313 Hounslow  
 314 Kingston upon Thames  
 315 Merton  
 317 Redbridge  
 318 Richmond upon Thames  
 319 Sutton  
 320 Waltham Forest

### SOUTH EAST

867 Bracknell Forest  
 846 Brighton and Hove  
 825 Buckinghamshire  
 845 East Sussex  
 850 Hampshire  
 921 Isle of Wight  
 886 Kent  
 887 Medway  
 826 Milton Keynes  
 931 Oxfordshire  
 851 Portsmouth  
 870 Reading  
 871 Slough  
 852 Southampton  
 936 Surrey  
 869 West Berkshire  
 938 West Sussex  
 868 Windsor and Maidenhead  
 872 Wokingham



**SOUTH WEST**

- 800 Bath and North East Somerset
  - 837 Bournemouth
  - 801 Bristol, City of
  - 908 Cornwall
  - 878 Devon
  - 835 Dorset
  - 916 Gloucestershire
  - 420 Isles of Scilly
  - 802 North Somerset
  - 879 Plymouth
  - 836 Poole
  - 933 Somerset
  - 803 South Gloucestershire
  - 866 Swindon
  - 880 Torbay
  - 865 Wiltshire
- 
- 702 Service Children's Education Authority

## Appendix 2: Links to relevant websites

1. Online version of these notes can be found [here](#).
2. The Departments website section on the EYFSP is available [here](#).

LAs can download a copy of the EYFS Profile handbook from this website and there are also links to the additional guidance for carrying out assessments, online exemplification materials and to moderation to ensure that practitioner judgements are consistent with nationally agreed assessments.

### 3. EYFSP Statistics

The 2013 Early Years Foundation Stage Profile Results in England, containing headline figures from the data collection will be published [here](#), date to be confirmed.

For reference the 2012 publications can be accessed below.

[Early Years Foundation Stage Profile results in England: academic year 2011 to 2012](#)

[EYFSP attainment by pupil characteristics in England: academic year 2011 to 2012](#)

## Appendix 3: Glossary

<b>COLLECT</b>	<ul style="list-style-type: none"> <li>COLLECT is a web based data collection tool. It has been developed and made available by the DfE and facilitates the data collection process. It enables the transfer of census data between LAs and the Department. It supports the management of the collection process, with various reports that monitor the quality and completeness of the return. Validation checking and error reporting is also built into COLLECT.</li> </ul>
<b>CSV</b>	<ul style="list-style-type: none"> <li>A CSV format data file is a text file consisting of a number of text records. Text values are separated by a comma and can optionally be enclosed in double quotes.</li> </ul>
<b>CTF</b>	<ul style="list-style-type: none"> <li>A Common Transfer File is a file that contains statutory information about a child that should be transferred when they move schools and includes UPN, Surname, Forename, Date of Birth, Gender together with other information for example, Assessments (End of Key Stage), Attendance, SEN and Contacts. A complete list of fields can be found in the CTF Guidance Notes.</li> <li><a href="#">Common transfer file (CTF) - The Department for Education</a></li> </ul>
<b>Data Sharing Protocol</b>	<p>When developing data collection the Department is committed to four key principles. These are that:</p> <ul style="list-style-type: none"> <li>Data should be collected once and used many times</li> <li>Collection and sharing of data should be fully automated</li> <li>The value of any data collected should demonstrably outweigh the costs</li> <li>Personal data on individuals should be properly protected</li> </ul>
<b>Privacy Notices</b>	<p>Data controllers (those who collect and hold data) have to provide “data subjects” (individuals who are the subject of personal data) with details of who they are, the purposes for which they process the personal data, and any other information that is necessary to make the processing of the personal data fair, including any third parties to whom the data may be passed on. This is referred to as a “Privacy Notice”.</p>
<b>MIS</b>	<ul style="list-style-type: none"> <li>Management Information System(s) – propriety software system(s) used by schools and LAs to collect, validate, store, and analyse a range of pupil, school, and workforce data.</li> </ul>
<b>SEN</b>	<ul style="list-style-type: none"> <li>Special Educational Needs. Assessment of a child as having SEN should only be carried out by a qualified teacher. More information is available at:-</li> </ul> <p><a href="#">Special educational needs (SEN) - The Department for Education</a></p>
<b>Department for Education website</b>	<ul style="list-style-type: none"> <li>The Department for Education's website aims to bring together all information into a single location and offer a richer user experience</li> </ul>

	<ul style="list-style-type: none"><li>• The web-address is as follows: <a href="#">Department for Education website</a></li></ul>
<b>XML</b>	<ul style="list-style-type: none"><li>• XML is the <b>EX</b>tensible <b>M</b>arkup <b>L</b>anguage. It improves the functionality of the web by letting you identify your information in a more accurate, flexible, and adaptable way. XML contains a Header followed by a repeating group of data. Government Interoperability Framework encourages the use of XML for data.</li></ul>

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