



Department
for Education

Early Years Foundation Stage Profile

**Collection and Submission of
Results of the Assessments
at the end of the Early Years Foundation Stage**

**Guidance Notes for the 2012
Assessments**

Version History

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1 INTRODUCTION

1.1 Purpose of this document

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) (Section 1)
- are able to populate their systems with the required data for children and providers (Section 2)
- are able to complete the Early Years Foundation Stage Profile return for 2012 (Section 3)

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 Who is in the scope of the Early Years Foundation Stage Profile data collection?

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 2012 exercise, the children still eligible for funding in the PVI sector will be born between 1st April 2007 and 31st August 2007.

As mentioned above, Academies with funded children in the final year of the EYFS (i.e. reception age) 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 Early Years Foundation Stage Profile

The Childcare Act 2006 places a duty on Local Authorities and their partners to improve outcomes for all children and reduce inequalities between them. Fulfilling this duty requires a broad and inclusive strategy, part of which focuses on ensuring that the provision of early learning and care is of the highest quality.

The EYFSP provides information at both national and Local Authority level on achievement outcomes at the end of the EYFS and the extent of the achievement inequality at local area level.

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 there is a complete list of data items that are required to be submitted to the LA by funded providers, and then to DfE by the LA, together with an explanation of each of them.

The Department's website also provides supporting information on EYFSP data quality and is available at: <http://www.education.gov.uk/schools/teachingandlearning/assessment>

LAs can download a copy of the EYFS Profile handbook and the assessment scales reference sheet and find links to additional guidance for carrying out assessments, online exemplification materials to illustrate the different points on the scales and moderation to ensure that practitioner judgements are consistent with nationally agreed assessments.

Please be aware that analysis of the voluntary individual scale point data received in 2011 has shown that there are occasional instances of invalid patterns of scoring being submitted to the Department. We ask that you note that points 1-3 on each scale should be attained before any of the points 4-8 on the scale, except in exceptional circumstances. This is because points 1-3 (the stepping stones) represent developmental steps leading to the attainment of scale points 4-8. If a practitioner thinks that a child should be recorded as achieving any of scale points 4-8 before points 1-3 then they should discuss this with the local authority moderation manager. If the moderation manager considers that the case meets the criteria, they must contact the Standards and Testing Agency (STA), who will make a final decision on the case. If data is submitted to the Department where a child is recorded as scoring any of points 4-8 before all of 1-3, then this will be flagged as an error in the COLLECT system and we will seek confirmation that STA have approved the child's profile.

Similarly, all points 1-8 should be attained before point 9, as this represents a child who is working consistently beyond the early learning goals. If data is submitted to the Department where a child is recorded as scoring point 9 before all of 1-8 have been achieved, then this will be flagged as an error in the COLLECT system and you will be asked to resolve it.

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) as used for January 2012 Early Years' Census return.

Academic Year: This year will be 2011/12.

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: This is used to identify children in the 30% most deprived areas.

There are 13 Scales covering aspects within all 6 Areas of Learning (AOL):

PSE (Personal, Social and Emotional Development):	area of learning score
DA – Disposition and Attitudes	assessment scale score
SD – Social Development	assessment scale score
ED – Emotional Development	assessment scale score
CLL (Communication, Language and Literacy):	area of learning score
LCT – Language for Communication and Thinking	assessment scale score
LSL – Linking Sounds and Letters	assessment scale score
R – Reading	assessment scale score
W – Writing	assessment scale score
MAT (Problem Solving, Reasoning and Numeracy):	area of learning score
(Now known as PSRN – Problem Solving, Reasoning and Numeracy, but remains labelled as MAT in the CTF for 2012)	
NLC – Numbers as Labels and for Counting	assessment scale score
C – Calculating	assessment scale score
SSM – Shape, Space and Measures	assessment scale score

KUW – Knowledge and Understanding of the World	area of learning score
PD – Physical Development	area of learning score
CD – Creative Development	area of learning score

Each scale has a possible score from 1-9, representing the total number of points achieved in each assessment scale. It can also be 0 (zero) where a child with special educational needs has been subject to an alternative assessment, or N if it has not been possible to make any judgements for a child against any scale (for instance if the child is newly arrived from abroad).

Each Area of Learning has a score from adding the scores of its constituent scales, so for example, Personal, Social and Emotional Development has a maximum score of 27.

EYFSP (maximum score is 117): an overall EYFSP score is calculated by adding the scores from all 13 scales.

2.2 Data Requested on a Voluntary Basis

Each of the 13 assessment scales on the EYFSP is made up of a further 9 individual scale points, each of which a child is judged to have achieved or not. If possible, settings and LAs are asked to return individual scale point data as set out below.

Points 1-3 (the stepping stones) represent working towards the Early Learning Goals (ELGs) in the EYFS. Points 4-8 represent the ELGs, these are not hierarchical and a child may achieve a later point without achieving all the earlier points. If a child attains any of the early learning goals (scale points 4-8), they should also have attained all scale points 1-3 as these are developmental steps leading to the attainment of scale points 4-8. However, there may be exceptional circumstances where this does not apply (as discussed in section 1.6). If a practitioner thinks that a child has attained some of points 4-8 before all of points 1-3, then they should discuss this with the local authority moderation manager. Point 9 indicates the child is working at a level above the ELGs. All other points on the scale have to be achieved before a score of 9 can be given.

In the CTF export, each point should be recorded as either 'T' if achieved, 'F' if not achieved, or 'N' if it has not been possible to assess the child. If a child is subject to an alternative assessment, all 9 scale points on the relevant scale should be recorded as 'F'.

This information is not required by law, and so its submission to the Department is on a purely voluntary basis to help aid policy development. Some LAs have submitted these data to the Department in the past, and this has proved highly valuable in supporting analysis of children's achievement to inform policy proposals on narrowing gaps in achievement.

For the last four years, the Department has been able to use the individual scale point data to publish 'Individual Scale Point Results for the Early Years Foundation Stage Profile', which has received positive feedback from LAs. The 2010/11 release of individual scale point data can be found at table 4 of the main tables, located at the link below:

<http://www.education.gov.uk/researchandstatistics/statistics/statistics-by-topic/earlyyearsandchildcare/a00198391/dfe-early-years-foundation-stage-profile-results-in-england-201011>

We strongly encourage more LAs to return these data to the Department where possible – this will help us to get a full picture of children's achievements across all areas, which would help us to target future policy initiatives where they are most needed.

3 GUIDANCE

This guidance is provided to outline the main requirements of the 2012 EYFSP data collection and submission arrangements. The live 2012 EYFSP COLLECT system will be made available on Monday 11th June 2012.

As in 2011, 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 3.1 below.)

3.1 Local Authority Data Reporting Format

Please note that the Department continues to have no requirement for data in aggregate forms (LA aggregate data, Sure Start aggregate data nor Super Output Area aggregate data); 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 available at:

<http://www.education.gov.uk/schools/adminandfinance/schooladmin/ims/datacollections/EYFS/a00200473/early-years-foundation-stage-profile-eyfsp-return-2012>

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 (i.e. MIS CTF; eProfile CTF; DfE spreadsheet and paper sheet) and marking individual scale point scores see section 3.5.

3.2 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 31st August 2012** – the departmental deadline – as normal. It is of utmost importance that the data we hold by the end of August 2012 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 2011, 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.

3.3 Expected List of Schools/PVIs Submitting Results

For 2012, 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 DSD Helpdesk of any necessary amendments before the collection begins in June. The Helpdesk can be contacted by completing a web based Service Request form that can be used in respect of all Helpdesk enquiries and is located at:

<http://www.education.gov.uk/schools/adminandfinance/schooladmin/ims/datacollections/requestform>

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 07 - 31st August 07 only. By default this includes funded children only.
- SC/SLASC - all settings (not including Independent schools) including children born 1st September 06 - 31st August 07. 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.

3.4 Home Postcodes

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.

3.5 School/PVI Recording and Reporting Options

Schools and PVIs will have many of the same options for recording and reporting results that were available in 2011, i.e. (updated) school MIS, 2012 eProfile or 2012 DfE spreadsheet (or papersheet). The CTF should be exported to the LA, as there will be no COLLECT school blade for 2012. Please see Appendix 5 for a summary of the collection process in the form of a flowchart.

3.5.1 School Management Information System (MIS)

The school MIS will allow entry of EYFSP results. Schools can either mark each point attained in each assessment scale by the child (in which case the software will calculate the summary scale score) or can simply enter each summary scale score that it has manually calculated by totalling the number of points the child has achieved in each of the 13 assessment scales. **We strongly encourage marking the individual points within a scale** as this will provide the next teacher with invaluable information on a child's abilities and will also provide data for both LA and DfE analysis to help with policy development. Guidance on how entries can be made is provided by the school MIS supplier.

The school will create a CTF export file for submission to the LA that will contain the child's summary scale scores and, where entered, the individual points in the scales – each of the 9 points in the scale represented in sequence by "T" (true, i.e. marked) or "F" (false, i.e. not marked); or "N" where no scale assessment has been possible.

It is also possible to have an outcome of alternative assessment on a scale. Where a child has not achieved any of the points on a particular scale, a child should be subject to alternative assessment. A score of zero should be recorded for that particular scale and if individual scale points are recorded, they should all be recorded as "F".

3.5.2 eProfile

Schools and PVI's using the eProfile will need to mark each point attained in each scale by the child to enable the eProfile software to calculate the summary scores. It is not possible to simply enter the summary scale score. The school will create a CTF export file for submission to the LA that will contain the child's summary scale scores and the individual points in the scales – each of the 9 points represented in sequence by “T” (true, i.e. marked); “F” (false, i.e. not marked); or “N” (not assessed). The LA software will import the summary scale scores and individual points of attainment into their central system. As eProfile can export data in a range of formats, Local Authorities should provide schools with clear guidance in advance of data submission, to ensure that correct procedures are followed

In eProfile, a child being subject to alternative assessment on a scale should be recorded by ticking the box for alternative assessment. It is not possible to record any of the scale points as being achieved if this box is ticked, and if none of the points on a scale are marked as being achieved then this box must be ticked. A score of zero will be recorded for that scale.

The latest version of eprofile (version 3.3,) is available on the eProfile website. Please note that if you are not using the latest version, you may experience difficulties in exporting a CTF file. We recommend that you download the latest version from the link below

<http://www.eprofile.org.uk/>

The eProfile is available for use by schools or PVI's but children must have a UPN in order to create the CTF export. If it is necessary to generate a UPN for a PVI, independent schools should use their 4-digit establishment number in the UPN generator; early years' settings that only have a 6-digit URN should use a dummy establishment number in the range 3950-3999 in the calculator in place of their URN – the same dummy school number can be used for all settings in the LA provided each child is given a unique final 3 digits of the UPN; or each setting can use a different dummy school number provided there are no more than 50 such settings in the LA. It is recommended that the LA oversees the allocation of UPNs in PVI's. A copy of the current UPN calculator can be obtained by contacting the DSD Helpdesk by completing a web based Service Request form is located at:

<http://www.education.gov.uk/schools/adminandfinance/schooladmin/ims/datacollections/requestform>

Schools/settings should initially seek support and guidance on the eProfile from their LA. Where support problems cannot be resolved, a help desk is available on:

National Curriculum Assessment Helpline: 0300 303 3013

email: eprofilehelpdesk@education.gsi.gov.uk

Any other EYFS profile assessment and moderation enquiries

telephone: 0300 303 3013 email: eyfsp.link@education.gsi.gov.uk

3.5.3 DFE spreadsheet and paper sheet

Schools and PVI's that are unable to use either their MIS or eProfile for recording and reporting EYFSP results can use the DfE 2012 EYFSP spreadsheet or paper sheet.

The spreadsheets and guidance will be available at:

<http://www.education.gov.uk/schools/adminandfinance/schooladmin/ims/datacollections/EYFS/a00200473/early-years-foundation-stage-profile-eyfsp-return-2012>

Release of the spreadsheet/paper score sheet to schools/PVI's is at the discretion of the LA. The 2011 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 13 individual scale scores that have been entered (the spreadsheet automatically calculates the Area of Learning and Total EYFSP scores) 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 LA's local procedures.

If any schools/PVI's 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's 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 2012 exercise, the children still eligible for funding in the PVI sector will have been born between 1st April 2007 and 31st August 2007.

3.7 Use of COLLECT

3.7.1 Live system

The live 2012 EYFSP COLLECT system will be made available on Monday 11th June 2012. Further notifications will be emailed to the relevant LA officers nearer the time, as will any further EYFSP/COLLECT updated information as necessary.

As previously mentioned, the COLLECT School EYFSP upload CTF option will not be available. S2S is available as an alternative or LAs can continue to use AVCO or bespoke school-to-LA transfer systems if these methods are preferred.

3.7.2 Screenshots

Screenshots of COLLECT with guidance notes will be available to LA officers if required. It is expected that these will be accessible at the link below, towards the end of May.

<http://www.education.gov.uk/schools/adminandfinance/schooladmin/ims/datacollections/EYFS/a00200473/early-years-foundation-stage-profile-eyfsp-return-2012>

3.7.3 Requesting COLLECT access and Registering contact details

By way of background, our internal security procedures prevent us from simply 'rolling over' Local Authority COLLECT access from one data collection to another and furthermore dictates that COLLECT access and contact details (used to address Helpdesk communications) are to be confirmed at regular intervals. As announced at the Sub ICES meetings earlier this year, for Local Authorities this will now be via a service request form facility on our website as follows:

COLLECT Access and Contact Registration

If you wish to request COLLECT access to one or more Data Collections, please use the 'COLLECT access form' service request at address:

<http://www.education.gov.uk/schools/adminandfinance/schooladmin/ims/datacollections/access> .

Please note, completing this form will cover COLLECT access for the next occurrence only of the specified data collection(s) and will expire thereafter. It will also mean automatically being added to our contacts database for the specified data collections so you won't need to separately register to be a contact.

Once you have registered for a data collection, there is no need to repeat the process on receipt of subsequent communications.

It would be helpful if requests for COLLECT access could be made by 25th May 2012.

Contact Registration Only

If you wish to request being 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 at address:

<http://www.education.gov.uk/schools/adminandfinance/schooladmin/ims/datacollections/requestform> .

3.7.4 General Issues

If you have any COLLECT or EYFSP queries of a general nature, please contact the DSD Helpdesk at

<http://www.education.gov.uk/schools/adminandfinance/schooladmin/ims/datacollections/requestform>

We have every confidence the 2012 EYFSP data collection exercise will be successful in this 6th year of full child level reporting using COLLECT. We know you will do all you can to ensure its success, as you always do with each year's EYFSP collection. So, very many thanks for your anticipated co-operation. Your efforts will be really appreciated.

DSD HELPDESK

APPENDIX 1: Code sets for Data items

Local Authority codes

NORTH EAST		EAST MIDLANDS		OUTER LONDON	
841	Darlington	831	Derby	301	Barking and Dagenham
840	Durham	830	Derbyshire	302	Barnet
390	Gateshead	856	Leicester	303	Bexley
805	Hartlepool	855	Leicestershire	304	Brent
806	Middlesbrough	925	Lincolnshire	305	Bromley
391	Newcastle upon Tyne	928	Northamptonshire	306	Croydon
392	North Tyneside	892	Nottingham	307	Ealing
929	Northumberland	891	Nottinghamshire	308	Enfield
807	Redcar and Cleveland	857	Rutland	203	Greenwich
393	South Tyneside			310	Harrow
808	Stockton-on-Tees	WEST MIDLANDS		311	Havering
394	Sunderland	330	Birmingham	312	Hillingdon
		331	Coventry	313	Hounslow
		332	Dudley	314	Kingston upon Thames
		884	Herefordshire	315	Merton
		333	Sandwell	317	Redbridge
		893	Shropshire	318	Richmond upon Thames
		334	Solihull	319	Sutton
		860	Staffordshire	320	Waltham Forest
		861	Stoke-on-Trent		
		894	Telford and Wrekin	SOUTH EAST	
		335	Walsall	867	Bracknell Forest
		937	Warwickshire	846	Brighton and Hove
		336	Wolverhampton	825	Buckinghamshire
		885	Worcestershire	845	East Sussex
				850	Hampshire
		EAST OF ENGLAND		921	Isle of Wight
		822	Bedford	886	Kent
		873	Cambridgeshire	887	Medway
		823	Central Bedfordshire	826	Milton Keynes
		881	Essex	931	Oxfordshire
		919	Hertfordshire	851	Portsmouth
		821	Luton	870	Reading
		926	Norfolk	871	Slough
		874	Peterborough	852	Southampton
		882	Southend-on-Sea	936	Surrey
		935	Suffolk	869	West Berkshire
		883	Thurrock	938	West Sussex
				868	Windsor and Maidenhead
				872	Wokingham
		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		
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				

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 of guidance and the business specification:

<http://www.education.gov.uk/schools/adminandfinance/schooladmin/ims/datacollections/EYFS/a00200473/early-years-foundation-stage-profile-eyfsp-return-2012>

2. The Departments website section on the EYFSP, available at:

<http://www.education.gov.uk/schools/teachingandlearning/assessment>

LAs can download a copy of the EYFS Profile handbook and the assessment scales reference sheet from this website and there are also links to additional guidance for carrying out assessments, online exemplification materials to illustrate the different points on the scales and to moderation to ensure that practitioner judgements are consistent with nationally agreed assessments:

3. EYFSP statistics:

The 2012 'Early Years Foundation Stage Profile Results in England' Statistical First Release, containing headline figures from the data collection is due to be published in October 2012. For reference, the 2011 publication can be accessed at:

<http://www.education.gov.uk/researchandstatistics/statistics/statistics-by-topic/earlyyearsandchildcare/a00198391/dfe-early-years-foundation-stage-profile-results-in-england-201011>

APPENDIX 3: Glossary

COLLECT	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.
CSV	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.
CTF	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. Common transfer file (CTF) - The Department for Education
Data Sharing Protocol	When developing data collection the Department is committed them to four key principles. These are that: <ul style="list-style-type: none"> • Data should be collected once and used many times • Collection and sharing of data should be fully automated • The value of any data collected should demonstrably outweigh the costs • Personal data on individuals should be properly protected
Privacy Notices	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”.
MIS	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.
S2S	s2s is a website, freely accessible by password to schools and LAs in England and Wales, enabling the secure transfer of data files within the sector. These include CTF transfer facilities and generic file transfer facilities for any safe filetypes using filename

	<p>convention. More information can be found at:</p> <p>s2s (School to School) - The Department for Education</p>
SEN	<p>Special Educational Needs. Assessment of a child as having SEN should only be carried out by a qualified teacher. More information is available at:-</p> <p>Special educational needs (SEN) - The Department for Education</p>
Department for Education website	<p>The Department for Education's website aims to bring together all information into a single location and offer a richer user experience</p> <p>The web-address is as follows:</p> <p>Department for Education website</p>
XML	<p>XML is the EXtensible Markup Language. 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.</p>

APPENDIX 4: The paper sheet being used in 2012 to return data

This spreadsheet shows the data that is required to be returned. Data can also be returned to the LA using the school MIS, eProfile, or the DFE spreadsheet.

2012 EARLY YEARS FOUNDATION STAGE PROFILE SUMMARY SCALE SCORES PAPERSHEET

See notes for guidance on entering data.

Name of school or setting						LA No.	Estab No/URN											
Child's Surname	Child's Forename	UPN	Sex M or F	Date of Birth DD/MM/YY	Home postcode	PROFILE SUMMARY SCORES												
						P, S & E			C, L & L				P S R N			KUW	PD	CD
						DA	SD	ED	LCT	LSL	R	W	NLC	C	SSM			
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APPENDIX 5: EYFSP 2012 Data Collection Flowchart

EYFSP 2012 DATA COLLECTION FLOWCHART



