



## Early Years Foundation Stage Profile assessment - supporting information for case study videos

### Purpose of the case study videos

These exemplification videos have been created to support teachers in assessing children's development at the end of the Early Years Foundation Stage (EYFS) following the EYFS reforms, which were implemented in September 2021. These materials are not statutory, and schools are not required to use them or to replicate the discussions or approaches shown in these videos. All statutory requirements regarding the Early Years Foundation Stage Profile (EYFSP) are set out in the statutory EYFS framework and further guidance is set out in the EYFSP Handbook.

The videos are not designed to be used for curriculum planning or to provide an exhaustive list of things that will contribute to a teacher's decision that a child has, or has not, reached the expected level of development.

### Changes to the EYFSP following the EYFS reforms

One of the main aims of the EYFS reforms was to reset the approach to making EYFSP assessments. This included:

- Cementing the EYFSP as a short and low stakes assessment carried out at the end of reception year to support children's successful transition into year 1 and enable teachers to plan what children need next, as well as sharing important information with parents and carers. This should inform year 1 teachers about each child's stage of development and learning needs and help them to plan the year 1 curriculum to meet the needs of all children.
- Making all 17 Early Learning Goals (ELGs) that make up the EYFSP clearer, more specific and easier for teachers to make accurate and consistent judgements against.
- Strengthening the important message that teachers should not record physical evidence as proof of the child's level of development. Instead, teachers' judgements should be based on whether a child has learnt what has been taught and if that can be applied independently and consistently through their interactions and observations of children's learning and development in a range of situations.

### Assessing against the new ELGs

Following the EYFS reforms, teachers are no longer required to assess whether or not a child is 'exceeding' the ELGs. Instead, teachers should decide whether each ELG description best fits the child's learning and development and whether they are meeting or not yet meeting the expected level by the end of reception year. This does not require tracking progress towards each ELG or recording judgements throughout the year.

The best-fit model requires practitioners to consider the whole of each ELG description when making these judgements. 'Best fit' does not mean that the child has equal mastery of all aspects of the ELG. Teachers should not 'tick off' the bullet points one by one but should use their professional judgement to determine whether each ELG in its totality best fits the child's learning and development.

## **Moderation**

Following the EYFS reforms, external local authority moderation of the EYFSP is no longer statutory and will not take place. Local authorities must ensure that a full and complete set of data is submitted to the department for the schools in each area, but they are not required to ensure the accuracy of teachers' professional judgement.

It is for individual schools to decide their approach to moderation of EYFS profile assessments. Moderation should be a collaborative process with colleagues, for example discussing what they know about a sample of children's development with other EYFS teachers and practitioners or a year 1 teacher. This does not require collecting or recording unnecessary evidence or tracking children against the ELGs throughout the year.

## **Use of EYFSP data**

The purpose of the EYFSP is to form a professional dialogue between reception and year 1 teachers about an individual child and to inform parents about their child's development.

Leaders should not use the EYFSP as an accountability measure for schools or for teachers and it should not be used to provide a baseline for progress measures. Schools will not be held to account on their EYFSP data by Ofsted.

At national level, the EYFSP dataset will continue to give an overall picture of early years children's development and needs.

## **Case study videos**

The seven case study videos show teachers, leaders and support staff having professional discussions about an individual child's holistic development in order to assess whether they have reached the expected level of development at the end of reception year. The teachers model behaviour, including:

- Using their professional judgement and knowledge of each individual child's holistic development to focus the discussions, as well as contributions from other members of staff. Physical evidence is not produced to demonstrate that a child has met or not met a specific ELG.

- Prioritising getting to know the children in their class as individuals, planning what they want children to know and delivering a high-quality curriculum. Assessments are made based on whether the child discussed has learned what has been taught.
- Discussing some areas of learning together, demonstrating the holistic nature of the areas of learning. Communication and language often forms a thread throughout conversations about children's development, reflecting its place at the heart of the reformed EYFS.

Although the teachers in each case study discuss a small number of areas of learning, teachers must assess all ELGs for each child in their class and submit this data to their local authority.

Please note: due to Covid-19 restrictions filming for these videos took place mostly in autumn 2021. Many of the children featured in the classroom footage are not yet reaching the end of the EYFS and the footage has not been chosen to demonstrate specific ELGs.