



Brooke Hill Academy Trust

The Early Years Foundation Stage Profile Policy

The EYFS Profile summarises and describes children's attainment at the end of the EYFS. It is based on ongoing observation and assessment in the three prime and four specific areas of learning, and the three learning characteristics.

We will:

- Complete The EYFS Profile for each child in the final term of the year in which the child reaches age 5 and no later than 30 June in that term.
- The Profile will reflect ongoing observations based primarily on daily activities and events, all relevant records that we hold, discussions with the children, their parents and or carers, and any other adults who can offer a useful contribution.
- Each child's level of development will be assessed against the 17 early learning goals and note in particular the learning which a child demonstrates spontaneously, independently and consistently in a range of contexts.
- Indicate whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels – emerging.
- Ensure assessments include information from both the setting and home. As without the parents' contribution the picture of a child's learning and development would be incomplete.
- Ensure Year 1 teachers are given a copy of the Profile report to support future curriculum planning together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning giving important information about each child's approach to learning.
- Ensure the Profile is completed by the school provider where the child spends most time.
- Ensure that if a child moves to a new school during the academic year, we will send their assessment of the child's level of development against the early learning goals to the relevant school within 15 days of receiving a request.

- Ensure that if a child moves during the summer term, we will agree with other relevant providers who will complete the Profile.
- Completed the profile for all children, including those with special educational needs or disabilities
- Ensure reasonable adjustments to the assessment process for children with special educational needs and disabilities will be made as appropriate
- Report our EYFS Profile results to the Local Authorities as stated in their planned programme

Head of School - Setting Manager:

Will:

- Arrange for practitioners responsible for the completion of EYFS Profiles to take part in local authority moderation activities that includes agreement trialling against the national exemplification materials at least once a year
- Allow the local authority moderator to enter the premises at all reasonable times to carry out moderation visits. Meet reasonable requests from the moderator to amend assessments and for practitioners to take part in further training or moderation activities
- Take responsibility for the reliability of their EYFS Profile outcomes using quality assurance processes and ensure that the data accurately reflects the attainment of the current cohort of children
- Permit the relevant Local Authority to examine and take copies of documents and other articles relating to the EYFS Profile and assessments and provide the relevant local authority with such information relating to the EYFS Profile and assessment as it may reasonably request
- Have a general responsibility to ensure that the practitioners involved in making the assessments have the opportunity to become familiar with effective practice
- Take responsibility for the reliability of their EYFS Profile outcomes and ensure that the data accurately reflects the level of attainment of the current cohort of children
- Ensure teacher judgements are monitored and moderated
- Ensure EYFS Profile data is returned to the local authority
- Provide EYFS Profile assessments to their school's governing body to enable it to comply with national data submission requirements and report to parents

- Provide parents, free of charge, with a written report of their child's progress against the EYFS ELGs and characteristics of effective learning and the opportunity for discussion
- Ensure the statutory requirements for the transfer of records between providers are fulfilled, including the completion of the common transfer file
- Analyse the EYFS Profile data and use the information to support development within the school or setting

In making decisions, we will refer to the exemplification material published by the Standards Testing Agency which illustrates the standard expected for each ELG at the end of the EYFS. The Development matters guidance provides a source of detailed information about children's learning and development prior to reaching the level expected at the end of the EYFS, may be a useful point of reference when summarising a child's development at the emerging level, where additional detail is needed. Development matters is not designed as an assessment tool or checklist, but could underpin the development of shared understanding between EYFS and Year 1 colleagues about individual children.