

EYFS

National curriculum assessments

Assessment and reporting arrangements

Early years foundation stage

2014



Standards
& Testing
Agency

The 'Assessment and reporting arrangements' (ARA) contains provisions made pursuant to Articles 3 and 4 of the EYFS (Learning and Development Requirements) Order 2007 (S.I. 2007/1772) (amended in 2012). 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 the early years foundation stage profile and its administration.

Please discard and recycle previous printed versions of this guidance.

© Crown copyright 2013

2014 EYFS Assessment and reporting arrangements

Electronic version product code: STA/14/7095/e ISBN: 978-1-78315-336-7

OGL You may re-use this document/publication (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence v2.0. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/version/2 or email: psi@nationalarchives.gsi.gov.uk.

Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

This document is available for download at www.education.gov.uk/eyfs.

Contents

1. Introduction	4
1.1 What is the ARA?	4
1.2 Legal status of the ARA	4
1.3 How does this ARA apply to different EYFS settings?	5
1.4 Responsibilities	6
1.5 Concerns and complaints	8
2. The early years foundation stage profile	9
2.1 Completing the EYFS profile	9
2.2 Data collection and submission	9
2.2.1 National data submission	10
2.2.2 Data specification	11
2.3 Exceptions	11
2.3.1 Exemptions from the assessment arrangements	11
2.3.2 Alternative assessments	11
2.3.3 Children who remain in EYFS provision beyond the age of five	12
3. Moderating the EYFS profile	13
3.1 Internal moderation	13
3.2 Local authority requirements for moderation	13
3.3 Headteachers, governing bodies and managers of early years settings	14
4. Reporting and using results	16
4.1 Reporting assessment of children's development to parents	16
4.2 Children who transfer to a new school	16
4.3 How EYFS profile assessment results are used	18
5. Contact details	19

1. Introduction

1.1 What is the ARA?

The 'Assessment and reporting arrangements' (ARA) contains details on assessing and reporting the Early years foundation stage (EYFS) profile in 2013 to 2014.

This document is produced by the Standards and Testing Agency (STA), an executive agency of the Department for Education (DfE). It is responsible for developing and delivering all statutory assessments from early years to the end of key stage 3, and will ensure that EYFS profile outcomes are reliable as a result of robust moderation practice.

STA's framework document, which gives more detail on its operation, is available from the DfE's website at www.education.gov.uk/sta.

The term 'parent' is used in this document as defined in section 576 of the Education Act 1996 as:

- parents of a child;
- any person who is not a parent of a child but who has parental responsibility for the child; and
- any person who has care of the child.

All references to academies include free schools, as in law they are academies.

All references to EYFS settings include any out-of-home provider of early years provision for children from birth to five, such as childminders, local authority nurseries, nursery or early years centres, children's centres, playgroups, pre-schools, or schools in the independent, private or voluntary sector and maintained schools.

All information, including dates, is correct at the time of printing and subject to change. Any changes will be communicated to headteachers, managers and local authorities.

1.2 Legal status of the ARA

The EYFS is a comprehensive statutory framework published in 2012 by the DfE. The framework sets standards for development, learning and care of children from birth to the age of five.

Section 40(2)(a) of the Childcare Act 2006 stipulates that early years providers must ensure that their provision meets the learning and development requirements as specified in the EYFS (Learning and Development Requirements) Order 2007 (S.I. 2007/1772) (amended in 2012). The Act states that this Order can specify the arrangements which 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 must have regard to any guidance given by STA in exercising their function under the EYFS (Learning and Development Requirements) Order 2007, article 4.2. The learning and development requirements are given legal force by an Order made under section 39 (1)(a), 42 and 44 of the Childcare Act 2006.

This ARA provides further guidance on the EYFS profile, which is set out in the statutory framework for the EYFS, available on the DfE's website at www.education.gov.uk/eyfs.

1.3 How does this ARA apply to different EYFS settings?

The ARA applies to all early years settings, including maintained schools, non-maintained schools, independent schools and all providers on the early years register.

Academies in England

Academies must implement the requirements of the EYFS as set out in section 40 of the Childcare Act 2006 and comply with local authority moderation requirements.

All registered early years providers are required to complete the EYFS 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 moderation activities for all schools rests within local authority budgets.

Details of funding agreements for all academies are available on the DfE's website at www.education.gov.uk/aboutdfe/executiveagencies/efa/b00213953/academies-funding-2013-14.

Overseas schools

Service children's education (SCE) schools are required to participate in early years national curriculum assessment and reporting arrangements in line with the arrangements for administration in England.

All other overseas schools cannot participate formally, but may choose to download the 'Early years foundation stage profile handbook' from the DfE's website at www.education.gov.uk/eyfsp.

Pupil referral units, hospital schools and children educated at home

Children attending a pupil referral unit (PRU) or hospital school are not subject to the assessment requirements in this ARA. Children still on the register at a maintained school but attending a PRU or hospital school are required to be assessed, and the results should be reported by the home school.

These assessment and reporting arrangements do 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 under the Childcare Act 2006

All independent schools and registered EYFS providers must comply with the information in this document unless they have an exemption from the EYFS learning and development requirements¹. This includes participating in moderation arrangements for the EYFS profile and submission of EYFS profile data to the local authority (this data collection is governed by section 99 of the Childcare Act 2006), as specified in the table in section 2.2.1.

All settings with children who are not in receipt of government funding

Under section 99 of the Childcare Act 2006, local authorities are allowed to collect EYFS profile data with contextual child data for children not in receipt of government funding in the summer term. EYFS providers are required to comply with local authority requests for this data. Local authorities are not required to submit this data to the DfE.

The local authority 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 (EAL)

1.4 Responsibilities

All those responsible for assessing and reporting on the EYFS need to refer to this document and ensure they are aware of any changes from previous years.

The ARA provides guidance on the responsibilities of those involved in assessment and reporting for the EYFS. EYFS profile assessments must be completed for all children in the final year of the EYFS who will be five years old on or before Sunday 31 August 2014, although some exceptions apply (see section 2.1).

The EYFS profile must be completed no later than Friday 4 July 2014. This date applies to all EYFS providers, including maintained schools, non-maintained schools, independent schools, children's centres, academies and childcare providers registered by Ofsted on the early years register. The EYFS profile must be completed by the provider at the setting where the child spends the majority of their time between 8am and 6pm.

¹ Independent schools registered with the DfE that are not academies can take up an exemption from the learning and development requirements if they meet the conditions set out in the Direction from the Secretary of State – details are available from the DfE website www.education.gov.uk/eyfs in the document 'Guidance on exemptions for Early Years providers'.

Headteachers

All headteachers and managers of EYFS provision have a duty to implement the EYFS. They must ensure their schools and settings comply with the learning and development requirements of the EYFS, including completing the EYFS profile and involvement in local authority moderation activities.

Headteachers 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 (SEN);
- 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;
- ensure EYFS profile data is returned to the local authority in accordance with the table in section 2.2.1;
- 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 with a written report of the child's progress against the EYFS ELGs and the opportunity for discussion;
- where a parent requests it, provide a copy of the EYFS profile report on their child's progress, free of charge; and
- ensure the statutory requirements for the transfer of records between providers are fulfilled, including the completion of the common transfer file.

Local authorities

Local authorities must:

- ensure that schools and other EYFS providers understand and follow the requirements set out in the ARA;
- provide schools and other EYFS providers with training (including agreement trialling²);
- provide advice on all aspects of assessment at EYFS;
- ensure the accuracy and consistency of the assessments made by early years providers in their geographical area by ensuring moderation of the EYFS profile is carried out in all schools, academies and other settings, as specified in the ARA and section 6.4 of the 'EYFS profile handbook';
- ensure schools have a secure electronic system to submit EYFS profile data;

2 Agreement trialling is the process of discussing assessment judgements in a group in order to ensure that all practitioners understand the national exemplification of standards and apply them consistently.

- ensure all other EYFS providers have appropriate means by which to accurately record EYFS profile results and submit data to their local authority if requested (see the table in section 2.2.1 for EYFS profile data submission requirements);
- collect EYFS profile data, and quality assure and submit it to the DfE in the required format by the due dates (see the table in section 2.2.1 for EYFS profile data submission requirements); and
- inform STA without delay of any irregularities in their assessment arrangements.

1.5 Concerns and complaints

Concerns and complaints should be raised with STA by writing to the Stakeholder relations team at STA, 53–55 Butts Road, Earlsdon Park, Coventry, CV1 3BH, or by emailing assessments@education.gov.uk.

Where EYFS settings feel that their concerns have not been fully addressed by STA in line with the published procedures, regulatory concerns can be raised with the Office of Qualifications and Examinations Regulation (Ofqual). Enquiries and concerns can be sent to Ofqual at Spring Place, Coventry Business Park, Herald Avenue, Coventry CV5 6UB, or by emailing info@ofqual.gov.uk.

2. The early years foundation stage profile

The 2014 'EYFS profile handbook' contains detailed information on the background and purpose of the EYFS profile, as well as how the profile should be completed. The 'EYFS profile handbook' is available on the DfE's website at www.education.gov.uk/eyfsp.

Headteachers should make sure all those involved in assessment of the EYFS have a thorough understanding of the 'EYFS profile handbook'.

2.1 Completing the EYFS profile

The EYFS profile must be completed for each child who will be five years old on or before Sunday 31 August 2014 unless:

- an exemption from the profile has been granted for the setting by the Secretary of State;
- the child is continuing in EYFS provision beyond the year in which they turn five;
- the child has arrived from abroad less than two weeks before the profile submission deadline and so an accurate and valid assessment cannot be completed; or
- the child has spent the majority of the academic year away from the setting, for example, due to illness or medical treatment.

Profile judgements should be made on the basis of cumulative observational evidence recorded over the course of the year. Profile summaries must be completed no later than Friday 4 July 2014.

2.2 Data collection and submission

EYFS providers may use any secure system to collect and submit EYFS data, as long as it enables practitioners to record completed profile data for every child at the end of the EYFS. However, EYFS providers should agree the preferred system with their local authority.

For providers without a suitable electronic system, a collection spreadsheet for 2014 will be available from the DfE's website.

The spreadsheet can be used to enter EYFS profile assessment scale summary scores and create a CSV export file for up to 150 children's EYFS profile results.

The spreadsheet, along with more information and guidance on data collection and submission is available on the DfE's website at www.education.gov.uk/researchandstatistics/stats/eyfs.

2.2.1 National data submission

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

Status of child and setting	Is submission of data to local authority statutory?	Is local authority submission to DfE statutory?
Child in a maintained school	✓	✓
Child in EYFS provision, who is in receipt of government funding in the 2014 summer term	✓	✓
Child in EYFS provision, who is not in receipt of government funding in the 2014 summer term	✓ Where requested by local authority	✗
Child in an academy	✓	✓
Child in an independent school which is in receipt of government funding in the 2014 summer term	✓	✓
Child in an independent school which is not in receipt of government funding in the 2014 summer term	✓ Where requested by local authority	✗
Child with a registered childminder (for the majority of the time they spend within EYFS provision between 8am and 6pm)	✓ Where required by local authority - or if the child is in receipt of government funding in the 2014 summer term	✗ Unless child in receipt of government funding in the 2014 summer term
Child in an independent EYFS provision where the setting has EYFS exemption	✓ On a voluntary basis	✗
Child being educated at home	✓ Unless on the register of a maintained/independent school	✗ Unless on the register of a maintained/independent school

The child's name is not required from settings which are not in receipt of government funding. The local authority is only required to submit data to the DfE for children who receive government funding in the 2014 summer term.

If a child transfers schools then the schools involved should agree which school will submit the data. This will usually be the school where the child is registered at the point when data is submitted.

The DfE will send full details of the data submission arrangements to local authorities in early 2014. Although it is not a statutory requirement, settings and local authorities are encouraged to return data to the DfE on a voluntary basis to help produce a full picture of children's attainment.

2.2.2 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 has not been assessed due to long periods of absence, for instance a prolonged illness or arrives too late in the summer term for teacher assessment to be carried out, or for an exemption

2.3 Exceptions

2.3.1 Exemptions from the assessment arrangements

All EYFS settings must participate in the assessment arrangements outlined in this ARA, unless they have been granted an exemption by the Secretary of State. If an individual child is granted an exemption from the assessment arrangements then this should be recorded as 'A' for each ELG in their profile return.

More information about EYFS profile exemptions is available on the DfE's website at www.education.gov.uk/eyfs.

2.3.2 Alternative assessments

The EYFS profile is an inclusive assessment, capable of capturing a wide range of children's learning and development outcomes. The observation and assessment of some children might be particularly challenging for practitioners. If an outcome of 'emerging' is given, it might not provide the full picture about that child's learning and development at the end of the EYFS.

In these cases, additional information should be considered alongside EYFS profile judgements to ensure that conversations between EYFS and key stage 1 staff are meaningful and lead to the child's successful transition.

An alternative assessment may be reported to parents and to the local authority. When an alternative assessment is submitted to the local authority electronically, and reported nationally, it will be represented by a '0'. This is a data code only and should not be regarded as a measure of attainment.

There may be cases where it is not appropriate to make a judgement against an assessment scale, for instance if the child has recently arrived from abroad. In these cases, practitioners must use 'A' (for no assessment) when the data is submitted to the local authority.

2.3.3 Children who remain in EYFS provision beyond the age of five

The expectation is that children will move with their peers and will therefore be assessed only once for the EYFS profile. 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 he or she reaches the age of five. Care should be taken that 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 and an EYFS profile should be completed at the end of the year before the child moves on to the key stage 1 programme of study. The setting should discuss its intention to defer the child's statutory assessment with the local authority EYFS profile moderation manager. This will ensure the child's data is not considered missing when the setting submits EYFS profile outcomes for the current cohort.

Care must be taken when entering the child's EYFS profile assessment into any electronic recording system as the date of birth may now be outside the expected range for the cohort. Local authorities should provide instructions to settings in such cases. The DfE will consider the child to be part of this new cohort, and will accept data submitted in this way, although a check may be made with the local authority as to the accuracy of the dates of birth of individual children.

3. Moderating the EYFS profile

3.1 Internal moderation

The moderation of EYFS profile assessments begins within each individual setting. It is supported by local authorities, or local authority approved agencies, through a programme of visits and meetings. Within their own settings, practitioners can agree assessment judgements with others informally. This might involve two practitioners, for example a teacher and a teaching assistant or a reception class teacher and a year 1 teacher, discussing evidence about a child's development.

3.2 Local authority requirements for moderation

Local authorities have a statutory responsibility to set up and implement moderation arrangements in order to:

- secure the consistency and accuracy of judgements made by different practitioners;
- reassure practitioners that their judgements are accurate, valid and consistent with national standards; and
- assure moderators that an acceptable level of accuracy and validity has been achieved for assessments recorded and reported by the settings for which they have responsibility.

Moderation of the EYFS profile is a sampling process and not a method for checking each child's attainment. Local authority moderation visits use professional discussions to check teachers' ability to make accurate assessments and apply them consistently. Evidence discussed includes materials, knowledge of the child, anecdotal incidents, results of observations or information from additional sources that supports the overall picture of a child's development. There is no requirement that evidence should be formally recorded or documented and the extent to which the practitioner chooses to record information will depend on individual preference. Paperwork should be kept to the minimum that practitioners require to illustrate, support and recall their knowledge of the child's attainment. The outcome of moderation should be recorded.

The 2014 'EYFS profile handbook' provides local authorities with guidelines and examples of effective moderation practice. Local authorities must ensure³ that:

- 25 per cent of settings receive a moderation visit annually, which scrutinises all 17 ELGs.
- The remaining 75 per cent of settings attend EYFS profile training (including agreement trialling activities) annually.
- Training in EYFS assessment and the completion of the EYFS profile summaries is offered to all providers who require it.

3 Section 13 of the Childcare Act 2006 requires local authorities to secure the provision of information, advice and training, for childcare providers, prospective providers and childcare employees.

- EYFS profile assessment judgements are moderated. They appoint and train moderators with appropriate experience of the EYFS and the ELGs to secure consistent standards in assessment judgements.
- All providers are visited regularly as part of a cycle of moderation visits, and providers are notified of whether the EYFS profile assessment is being carried out in accordance with requirements.
- Settings that are to receive an EYFS profile moderation visit are informed of this by the end of the spring term. For moderation purposes, these settings will need to complete interim judgements against all ELGs at the beginning of May for children in the final year of the EYFS.

If the local authority moderator judges the assessment is not in line with the exemplified standards, the local authority can require the provider to arrange for the practitioner to participate in further training/moderation activities, and to reconsider their assessments as advised by the moderator.

All English local authorities must have regard to any guidance produced by STA in exercising their function under the EYFS (Learning and Development Requirements) Order 2007, Article 4(2). This means that the local authority should exercise the powers and duties in the way the guidance sets out. Where a local authority chooses to undertake a moderation model not reliant on moderation visits, the local authority must ensure it can demonstrate that all the key elements of the moderation visit are protected. Any deviation which does not have regard to STA guidance would be deemed as not meeting statutory requirements.

3.3 Headteachers, governing bodies and managers of early years settings

Headteachers, governing bodies and managers of early years settings must:

- arrange for practitioners responsible for the completion of EYFS profiles to take part in local authority moderation activities 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/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.

They also have a general responsibility to ensure that the practitioners involved in making the assessments have the opportunity to become familiar with effective practice. This may involve:

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

4. Reporting and using results

4.1 Reporting assessment of children's development to parents

All EYFS providers must give parents a written summary of a child's attainment against the ELGs.

Parents should be involved in the assessment process on a regular, ongoing basis and be encouraged to participate in their child's learning and development.

For children at the end of reception year, providers should report:

- whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging') for each ELG;
- brief particulars of attainment in all areas of learning;
- comments on general progress including the characteristics of effective learning; and
- arrangements for discussing the report.

At the end of reception year, parents should receive a written summary reporting attainment against the ELGs. Practitioners may use the information provided by EYFS profile assessment as a basis for their reports to parents. Reports should be specific to the child, concise, informative and help to identify appropriate next steps.

Settings must offer parents a reasonable opportunity to discuss the outcomes of the EYFS profile with their child's teacher. This meeting should be within the term in which the EYFS profile has been completed. Teachers 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 setting must make this available.

4.2 Children who transfer to a new school

Schools are required⁴ to transfer a child's educational record and common transfer file to any new school to which a child transfers in England, Wales, Scotland and Northern Ireland. The means of transfer to a school outside England must be in line with the arrangements for transfer between schools in England. In addition:

If a child transfers schools then the schools involved should agree which school will submit the child's results to the local authority. This will usually be the school where the child is registered at the point when data is submitted.

4 The Education (Pupil Information) (England) Regulations 2005 (S.I. 2005/1437) (and subsequent amendments set out in the Education (Pupil information) (England) (Amendment) Regulations 2008 (S.I. 2008/1747)). See: www.legislation.gov.uk/uksi/2008/1747/contents/made.

Copies of every report forming part of a child's educational record must also be transferred automatically when a child changes school. Certain information, including teacher assessment, is transferred securely via the common transfer file.

Governing body responsibilities

The governing body must arrange to have the following information sent to the child's new school:

- the child's educational record; and
- the defined items of data that comprise the common transfer file.

Further information on the common transfer file is available on the DfE's website at www.education.gov.uk/researchandstatistics/datatdatam/ctf.

This task is commonly delegated to headteachers by governing bodies. The information must be sent within 15 school days of the child ceasing to be registered at the old school, unless the new school is not known. In this case it should be sent within 15 school days of any request from the child's new school.

Where a child's school is not established within a reasonable time, schools should follow guidance on the DfE's website at www.education.gov.uk/schools/adminandfinance and send the common transfer file to a special area for secure file transfer on the DfE's website that forms a database of 'missing' children. Similarly, schools that do not receive common transfer files for new children can ask their local authority to search the database for the files.

How should the information be sent to the new school?

Where both the old and the new school have the necessary facilities, the common transfer file must be sent to the new school either:

- through the secure file transfer service on the DfE's website at www.education.gov.uk/schools/adminandfinance; or
- over a secure network that can only be accessed by the local authority, the governing body or a teacher at any school within that local authority.

The basic requirement is that the old school will send the educational records and common transfer file to the new school by one of these methods. However, if either school does not have the facilities to send or receive information in this format, then local authorities may provide the file where there are agreed and secure local arrangements to that effect.

What information should be included in the common transfer file?

The statutory information that should automatically form part of the common transfer file is outlined on the DfE's website at www.education.gov.uk/researchandstatistics/datatdatam/ctf.

Management information system suppliers will usually provide further guidance to schools, specific to their system.

4.3 How EYFS profile assessment results are used

EYFS profile assessment data is used to inform year 1 teachers about each child's development and learning needs. Providers should ensure that year 1 teachers receive all the information detailed in section 4.2. It can also be a source of information about levels of development within a school or setting. For example:

- levels of learning and development in each of the areas of learning for individual children, classes and year groups;
- the attainment of children born in different months of the year; and
- the attainment of different groups of children, for example boys and girls.

Schools may also wish to conduct further analysis using wider contextual information.

National and local authority data will be published on the DfE's website so that schools can compare their children's attainment on a regional and national basis.

There are no achievement and attainment tables for the EYFS.

5. Contact details

Please make sure you have your seven-digit Department for Education number before you call, for example 123/4567.

<p>National curriculum assessments helpline For general enquiries about national curriculum tests</p>	<p>Tel: 0300 303 3013 Email: assessments@education.gov.uk Website: www.education.gov.uk/assessment</p>
<p>STA distribution helpline For enquiries about deliveries of standard and modified test materials</p>	<p>Tel: 0800 169 4195</p>
<p>STA modified test helpline For guidance on ordering modified test materials</p>	<p>Tel: 0300 303 3019 Email: schooltests@rnib.org.uk</p>
<p>STA orderline To access previous years' national curriculum test materials</p>	<p>Tel: 0300 303 3015 Website: http://orderline.education.gov.uk (available until Monday 30 June 2014)</p>
<p>Department for Education national enquiry line For enquiries about the statutory requirements for assessment, national results, performance tables and reporting to parents</p>	<p>Tel: 0370 000 2288 Website: www.education.gov.uk/contactus</p>
<p>EduBase To keep your school's contact details up to date</p>	<p>Website: www.education.gov.uk/edubase</p>
<p>Information Commissioner's Office For enquiries about the Data Protection Act 1998</p>	<p>Tel: 0303 123 1113 Website: www.ico.gov.uk</p>
<p>Ofqual For regulatory concerns</p>	<p>Tel: 0300 303 3346 Email: info@ofqual.gov.uk Website: www.ofqual.gov.uk</p>



About this publication

Who is it for?

Local authorities, headteachers, governing bodies and all early years education providers and education professionals with responsibility for assessing, reporting or moderating the EYFS profile.

What does it cover?

- Information and guidance on EYFS profile assessments and administration.
- Information about moderation of the EYFS profile.

Related information

Visit the Department for Education's website at www.education.gov.uk/eyfs for all related information.

For more copies

Printed copies of the ARA are not available. It can be downloaded from the DfE's website at www.education.gov.uk/eyfs.