



Department
for Education

Early years foundation stage statutory framework

For group and school-based providers

**Setting the standards for learning,
development and care for children from
birth to five**

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Contents

Summary	5
About this statutory framework	5
What legislation is this framework based on?	5
Who is this framework for?	6
Before/after school care and holiday provision	6
Introduction	7
Overarching principles	7
Section 1 – The learning and development requirements	8
The areas of learning and development	8
Educational Programmes	9
Communication and Language	9
Personal, Social and Emotional Development	9
Physical Development	10
Literacy	10
Mathematics	10
Understanding the World	11
Expressive Arts and Design	11
Early Learning Goals	11
Communication and Language	12
Personal, Social and Emotional Development	12
Physical Development	13
Literacy	13
Mathematics	14
Understanding the World	15
Expressive Arts and Design	15
Learning and Development Considerations	16
Acting on concerns	16
English as an Additional Language	16
Approaches to teaching and learning	17
A quality workforce focused on learning and development and health and safety	17
Curriculum Guidance	17
Section 2 – Assessment	19
Ongoing assessment	19
Progress check at age two	19
Assessment at the start of the reception year – the Reception Baseline Assessment (RBA)	20
Assessment at the end of the EYFS – the Early Years Foundation Stage Profile (EYFSP)	20

Information to be provided to the local authority	21
Section 3 – The safeguarding and welfare requirements	22
Introduction	22
Safeguarding policies and procedures.....	22
Concerns about children’s safety and welfare	23
Suitable people	23
Disqualification.....	24
Staff taking medication/other substances.....	25
Smoking and vaping.....	26
Qualifications, training, support and skills	26
Safeguarding training	26
Training and skills	27
Supervision of staff	27
Paediatric First Aid.....	27
English language skills.....	28
Key person.....	28
Staff:child ratios	28
Before/after school care and holiday provision.....	32
Health	33
Medicines	33
Food and drink.....	33
Food and drink facilities	33
Food poisoning	34
Supporting and understanding children’s behaviour	34
Special educational needs	34
Safety and suitability of premises, environment and equipment.....	35
Accident or injury	35
Safety of premises	35
Indoor space requirements	35
Outdoor access	36
Sleeping arrangements	36
Baby room.....	36
Toilets and intimate hygiene.....	36
Organising premises for confidentiality and safeguarding.....	37
Insurance.....	37
Safety on outings.....	37
Risk assessment	37
Information and record keeping.....	38
Information about the child	38
Information for parents and carers	39
Complaints	39
Inspections and quality assurance visits	40

Information about the provider	40
Changes that must be notified to Ofsted	40
Other Legal Duties	41
Annex A: Criteria for effective Paediatric First Aid (PFA) training	42
Annex B: Statutory guidance for the Reception Baseline Assessment.....	44
Summary	44
About this guidance.....	44
Review date	44
What legislation does this guidance refer to?	44
Who is this guidance for?	44
Who does this guidance not apply to?	45
Introduction and Purpose.....	45
Accountability and Progress.....	45
Assessment Data	45
Assessment administration	45
Timing.....	45
Administration of the RBA.....	46
Security of assessment materials	46
Inclusion and participation	46
Schools for Inclusion	46
Exemptions	47
Pupils for Inclusion	47
Disapplication	47
Pupil mobility.....	47
Maladministration and monitoring	47
Responsibilities.....	48
Headteachers' responsibilities.....	48
Local authority responsibilities.....	48
Ofqual responsibilities	48
Ofsted responsibilities	48
Interaction with other assessments.....	49
Early Years Foundation Stage Profile.....	49
Statutory Trialling.....	49
Further information	49
Useful resources	49

Summary

About this statutory framework

This Early Years Foundation Stage (EYFS) framework is mandatory for all **group and school-based** early years providers¹ in England from 4 January 2024.

The learning and development requirements are in Section 1, the assessment requirements are in Section 2, and the safeguarding and welfare requirements are in Section 3 of this framework. This framework uses the word “must” where the requirement is mandatory. Some of the items in the framework provide information that providers “should” take into account when delivering the requirements and should not ignore them without a good reason.

Ofsted and inspectorates of independent schools carry out inspections of how providers meet and deliver the EYFS framework. Providers of childcare on domestic premises (CoDP) may be registered to a childminder agency (CMA). CMAs carry out quality assurance visits of CMA-registered providers of CoDP. For further details on CMAs please see: [Childminder agencies: a guide - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/childminder-agencies-a-guide)

Ofsted and CMAs assess how providers meet and deliver the EYFS framework and report on the quality and standards of provision. Ofsted publishes inspection reports at www.gov.uk/ofsted. Ofsted may issue actions if a childcare provider fails to meet a requirement set out in this document, and/or may issue a welfare requirements notice if the failure relates to a requirement set out in Section 3. It is an offence for a childcare provider not to comply with a welfare requirements notice.

This framework remains in force until further notice.

What legislation is this framework based on?

- The learning and development requirements are given legal force by an Order² made under section 39(1)(a) of the Childcare Act 2006.
- The safeguarding and welfare requirements are given legal force by Regulations³ made under section 39(1)(b) of the Childcare Act 2006.

Providers can apply for exemptions in certain circumstances, such as where their

¹ Early years provision is defined in section 96(2) of the Childcare Act 2006 (the ‘2006 Act’) to mean the provision of childcare for a young child. This statutory framework is not applicable to early years childminders, who must comply with the [EYFS statutory framework for childminders](https://www.gov.uk/guidance/eyfs-statutory-framework-for-childminders). Section 40 of the 2006 Act requires early years providers registered under Part 3 of the 2006 Act, and certain schools who are not required to register, to ensure that the early years provision meets the learning and development requirements and complies with welfare requirements set out in the EYFS.

² [The Early Years Foundation Stage \(Learning and Development Requirements\) Order 2007 \(legislation.gov.uk\)](https://www.legislation.gov.uk/uksi/2007/2424/made)

³ [The Early Years Foundation Stage \(Welfare Requirements\) Regulations 2012 \(legislation.gov.uk\)](https://www.legislation.gov.uk/uksi/2012/2746/made)

established principles are in conflict with the EYFS requirements⁴. Further information can be found on [GOV.UK](https://www.gov.uk).

Who is this framework for?

This framework is for all group and school-based early years providers in England (including maintained schools; non-maintained schools; independent schools; free schools; and academies) and all group-based providers on the Early Years Register.⁵

Those operating childcare on domestic premises (CoDP), including those registered with a CMA, which is where four or more people (either childminders and/or assistants) come together to work in a home-based setting at any one time, should also refer to this version of the framework. This framework does not apply to EY childminders, who should refer to the [statutory framework for childminders](#).

Before/after school care and holiday provision

Settings that only provide care before and after school, or during the school holidays, for children who normally attend reception (or older) class during the school day do not need to meet or be guided by the learning and development and assessment requirements set out in Sections 1 and 2.

However, settings providing this type of wraparound care for children younger than those in the reception class age range should continue to be guided by, but do not have to meet, the learning and development and assessment requirements. All such providers should discuss with parents and/or carers (and other practitioners/providers as appropriate, including school staff/teachers) the support they intend to offer.

All settings that provide care for children aged 0-5 must meet safeguarding and welfare requirements as set out in Section 3.

⁴ Section 46 of the Childcare Act 2006 allows the Secretary of State to give exemptions from the learning and development requirements in certain prescribed circumstances.

⁵ The Childcare (Exemptions from Registration) Order 2008 (S.I.2008/979) specifies the circumstances in which providers are not required to register.

Introduction

1. All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right. Good parenting and high-quality early learning provide the foundation children need to fulfil their potential.
2. The EYFS sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the right foundation for good future progress through school and life.
3. The EYFS is about what children learn, as well as how they learn. Effective practice is a mix of different approaches. Children learn through play, by adults modelling, by observing each other and through adult-guided learning.
4. The EYFS seeks to provide:
 - **Quality and consistency** in all early years settings, so that every child makes good progress, and no child gets left behind.
 - **A secure foundation** through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly.
 - **Partnership working** between practitioners and with parents and/or carers.
 - **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

Overarching principles

5. Four guiding principles should shape practice in early years. These are:
 - Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident, and self-assured.
 - Children learn to be strong and independent through **positive relationships**.
 - Children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
 - Importance of **learning and development**. Children develop and learn at different rates. (See "the characteristics of effective teaching and learning" at paragraph 1.18). The framework covers the education and care of all children, including children with special educational needs and disabilities (SEND).

Section 1 – The learning and development requirements

- 1.1 This section sets out what providers must do, working in partnership with parents and/or carers, to promote the learning and development of all children in their care, and to ensure their entire early years' experience contributes positively to their brain development and readiness for Key Stage 1. The learning and development requirements are informed by the best available evidence on how children learn. They also reflect the broad range of skills, knowledge and attitudes children need as foundations for life now and in the future. Early years providers must guide the development of children's capabilities to help ensure that children in their care will fully benefit from future opportunities.
- 1.2 The EYFS learning and development requirements for group and school-based providers are made up of the seven areas of learning and development, as set out in the educational programmes described below.
- 1.3 In reception year, teachers and practitioners will also utilise the early learning goals which summarise the knowledge, skills and understanding that all young children should have gained by the end of the EYFS.

The areas of learning and development

- 1.4 There are seven areas of learning and development that set out what providers must teach the children in their settings. All areas of learning and development are important and inter-connected.
- 1.5 Three prime areas are particularly important for learning and forming relationships. They build a foundation for children to thrive and provide the basis for learning in all areas.

These are the **prime areas**:

- Communication and language
- Physical development
- Personal, social and emotional development

- 1.6 Providers must also support children in four specific areas, which help strengthen and develop the three prime areas, and ignite children's curiosity and enthusiasm.

The **specific** areas are:

- Literacy
- Mathematics
- Understanding the world

- Expressive arts and design

Educational Programmes

The educational programmes are high level curriculum summaries which set out what should be taught in settings for each area. They must involve activities and experiences that enable children to learn and develop, as set out under each of the areas of learning.

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives⁶. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to

⁶ Guidance on physical activity from the Chief Medical Officer is available at: <https://www.gov.uk/government/publications/physical-activity-guidelines-uk-chief-medical-officers-report>.

adults and peers about what they notice and not be afraid to make mistakes.

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Early Learning Goals

- 1.7 The level of development children should be expected to have reached by the end of the EYFS is defined by the early learning goals (ELGs) as set out below.
- 1.8 The ELGs should not be used as a curriculum or in any way to limit the wide variety of rich experiences that are crucial to child development.
- 1.9 Instead, the ELGs should support practitioners to make a holistic, best-fit judgement about a child's development at the end of the EYFS, and their readiness for year 1.
- 1.10 Practitioners working with children below reception age do not need to use the ELGs as, for the vast majority of children, the EYFS Profile will be carried out by their school teacher at the end of the reception year. A group-based provider may need to use the ELGs to complete the EYFS Profile assessment for children aged 4-5 if this is not being done in reception year at school, however this is very rare (please see paragraph 2.13 below).
- 1.11 When forming a judgement about whether an individual child is at the expected level of development, teachers should draw on their knowledge of the child and their own expert professional judgement. This is enough evidence to assess a child's

individual level of development in relation to each of the ELGs. Recorded written or photographic evidence is not required.

Communication and Language

ELG: Listening, Attention and Understanding

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development

ELG: Self-Regulation

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG: Building Relationships

Children at the expected level of development will:

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Physical Development

ELG: Gross Motor Skills

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

ELG: Fine Motor Skills

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.

Literacy

ELG: Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories

and narratives using their own words and recently introduced vocabulary.

- Anticipate – where appropriate – key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG: Word Reading

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Writing

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Mathematics

ELG: Number

Children at the expected level of development will:

- Have a deep understanding of numbers to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

ELG: Numerical Patterns

Children at the expected level of development will:

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World

ELG: Past and Present

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG: People, Culture and Communities

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

ELG: The Natural World

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design

ELG: Creating with Materials

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.

- Make use of props and materials when role playing characters in narratives and stories.

ELG: Being Imaginative and Expressive

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Learning and Development Considerations

1.12 Practitioners should be ambitious for all children. To do this they must consider the individual needs, interests, and development of each child in their care. They must use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development. Practitioners working with the youngest children are expected to ensure a strong foundation for children’s development in the three prime areas. The specific areas of learning provide children with a broad curriculum and with opportunities to strengthen and apply the prime areas of learning. This is particularly important in developing language and extending vocabulary.

Acting on concerns

1.13 Throughout the early years, if a provider is worried about a child’s progress in any prime area, practitioners must discuss this with the child’s parents and/or carers and agree how to support the child. Practitioners must consider whether a child needs any additional support, including whether they may have a special educational need or disability which requires specialist support.

English as an Additional Language

1.14 For children whose home language is not English, providers may take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home.

1.15 Providers must ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS, ensuring children are ready to benefit from the opportunities available to them when they begin Key Stage 1. When assessing communication, language, and literacy skills, practitioners must assess children’s skills in English. If a child does not have a strong grasp of English language, practitioners must explore the child’s skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay.

Approaches to teaching and learning

- 1.16 This framework does not prescribe a particular teaching approach. Play is essential for children’s development, building their confidence as they learn to explore, relate to others, set their own goals, and solve problems. Children learn by leading their own play, and by taking part in play and learning that is guided by adults. Practitioners need to decide what they want children in their setting to learn, and the most effective ways to teach it. Practitioners must stimulate children’s interests, responding to each child’s emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning.
- 1.17 As children grow older and move into the reception year, there should be a greater focus on teaching the essential skills and knowledge in the specific areas of learning. This will help children to prepare for Key Stage 1.
- 1.18 In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. Three characteristics of effective teaching and learning are:
- **Playing and exploring** - children investigate and experience things, and ‘have a go’.
 - **Active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.
 - **Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

A quality workforce focused on learning and development and health and safety

- 1.19 All children deserve high quality early education and care. This requires a quality workforce. A well-trained, skilled team of practitioners can help every child achieve the best possible educational outcomes. Children need to build an attachment with their key person for their confidence and well-being. The key person also promotes children’s learning by developing a deep understanding of their individual needs and children can particularly benefit from their modelling and support. The requirements in relation to workforce training and responsibilities, including that of the key person, are outlined in Section 3 but they are equally important for children’s learning and development as they are for their safety and welfare.

Curriculum Guidance

- 1.20 [Development Matters](#), government curriculum guidance for the EYFS, can support providers to deliver the EYFS learning and development requirements. It can be used to design an effective early years curriculum. This guidance is non-statutory, so Ofsted, CMAs, and inspectorates of independent schools will **not** take this into

account when carrying out inspections or quality assurance visits. It is up to providers to decide how they deliver the learning and development requirements.

Section 2 – Assessment

- 2.1 Assessment plays an important part in helping parents, carers and practitioners to recognise children’s progress, understand their needs, and to plan activities and support. This section sets out the assessment requirements group and school-based providers must meet, as well as guidance on assessment.
- 2.2 Assessment should not involve long breaks from interaction with children or require excessive paperwork. When assessing whether an individual child is at the expected level of development, practitioners should draw on their knowledge of the child and their own expert professional judgement. Practitioners are not required to prove this through collection of any physical evidence.
- 2.3 Practitioners should keep parents and/or carers up to date with their child’s progress and development. Practitioners should address any learning and development needs in partnership with parents and/or carers, and any relevant professionals.
- 2.4 Assessment should inform an ongoing dialogue between practitioners and year 1 teachers about each child’s learning and development, to support a successful transition to Key Stage 1.

Ongoing assessment

- 2.5 Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners understanding children’s interests and what they know and can do, and then shaping teaching and learning experiences for each child reflecting that knowledge. In their interactions with children, practitioners should make and act on their own day-to-day observations about children’s progress and observations that parents and carers share. However, there is no requirement to keep written records in relation to this.

Progress check at age two

- 2.6 When a child is aged between two and three, practitioners must review their progress, and provide parents and/or carers with a short written summary of their child’s development in the prime areas.
- 2.7 Beyond the prime areas, it is for practitioners to decide what the written summary should include, reflecting the development level and needs of the individual child.
- 2.8 The summary must:
- Highlight areas in which a child is progressing well.
 - Highlight areas in which some additional support might be needed.
 - Focus particularly on any areas where there is a concern that a child may have a developmental delay, which may indicate a special educational need or disability.

- Describe the activities and strategies the provider intends to adopt to address any issues or concerns. This plan should involve parents and carers and other professionals (for example, the provider's Special Educational Needs Co-ordinator (SENCO) or health professionals) as appropriate.

2.9 If a child moves settings between the ages of two and three it is expected that the progress check would usually be undertaken by the setting where the child has spent most time. Practitioners must discuss with parents and/or carers how the summary of development can be used to support learning at home. Non-statutory guidance, [Progress check at age 2](#), is available to support practitioners in completing the progress check.

2.10 Practitioners should encourage parents and/or carers to share information from the progress check with other relevant professionals, including their health visitor and the staff of any new provision the child may move to. Practitioners must agree with parents and/or carers when will be the most useful point to provide a summary. Where possible, the progress check and the Healthy Child Programme health and development review at age two (when health visitors gather information on a child's health and development) should inform each other and support integrated working. This will allow health and education professionals to identify strengths as well as any developmental delay and any particular support from which they think the child/family might benefit. Providers must have the consent of parents and/or carers to share information directly with other relevant professionals.

Assessment at the start of the reception year – the Reception Baseline Assessment (RBA)

- 2.11 The Reception Baseline Assessment (RBA) is a short assessment, taken in the first six weeks in which a child starts reception. This information is therefore only relevant to reception teachers in school-based provision.
- 2.12 The statutory guidance for the administration of the RBA is set out in Annex B. The guidance covers all intakes in reception within an academic year including during autumn, spring and summer terms.

Assessment at the end of the EYFS – the Early Years Foundation Stage Profile (EYFSP)

- 2.13 In the final term of the year in which the child reaches age five, and no later than 30th June in that term, the EYFS Profile must be completed for each child. This is therefore usually undertaken by reception teachers, but on rare occasions it could be undertaken in other settings too. A provider other than a reception teacher must complete the EYFS profile only where a child they are caring for has not started school by the final term of the year in which the child reaches age 5 and will complete the EYFS in their setting.

- 2.14 The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for year 1. The Profile must reflect practitioners' own knowledge and professional judgement of a child to inform discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.
- 2.15 Each child's level of development must be assessed against the early learning goals. Practitioners must note whether children are meeting expected levels of development, or if they are not yet reaching expected levels ("emerging").
- 2.16 Year 1 teachers must be given a copy of the Profile report. Reception teachers, or early years practitioners where the Profile has been completed for a child who has remained in registered early years provision, may choose to provide a short commentary on each child's skills and abilities in relation to the three key characteristics of effective teaching and learning (see paragraph 1.18). These should help inform a discussion between reception and year 1 teachers about each child's stage of development and learning needs and assist with the planning of activities in year 1.
- 2.17 Relevant providers must share the results of the Profile with parents and/or carers, and explain to them when and how they can discuss the Profile with the practitioner who completed it. For children attending more than one setting, the Profile must be completed by the setting where the child spends most time. If a child moves to a new setting during the academic year, the original setting must 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. If a child moves during the summer term, relevant providers must agree which of them will complete the Profile.
- 2.18 The Profile must be completed for all children, including those with special educational needs or disabilities (SEND). Reasonable adjustments to the assessment process for children with SEND must be made as appropriate. Providers should consider whether they may need to seek specialist assistance to help with this. Children will have differing levels of knowledge, skills and abilities across the Profile, and it is important that there is a full assessment of all areas of their development, to inform plans for future activities and to identify any additional support needs.

Information to be provided to the local authority

- 2.19 Early years providers must report EYFS Profile results to local authorities, upon request.⁷ Local authorities are under a duty to return this data to the relevant Government department.

⁷ Childcare (Provision of Information about Young Children) (England) Regulations 2009