

Full List of Changes/Amendments to the EYFSP Handbook

Updates in black

Change of sequence in blue

Additions in green

Removals in red

Location	Detail
Front Cover	<ul style="list-style-type: none"> 2024 Handbook, October 2023
Contents Page	<ul style="list-style-type: none"> Section numbers removed Previous section 5 'Reporting the EYFS profile assessment' now comes before previous section 4 'EYFS profile data collection and submission' EYFS profile data collection and submission : Change of sequence EYFS profile data collection and submission : additional sections 'Children who remain in EYFS provision beyond the age of 5' and 'Children who are home-educated or missing education'
Page 3	<p>Summary</p> <ul style="list-style-type: none"> Clarifies the EYFSP must be completed in the final term in which a child turns 5. <ul style="list-style-type: none"> It recognises that the EYFSP could be completed in an early years setting rather than a school and clarifies the term 'teacher' refers to any EY practitioner working with the child and completing the EYFSP <p>Who is this publication for?</p> <ul style="list-style-type: none"> changed to 'all those in England who are involved in EYFSP assessments' <p>Statutory requirements</p> <ul style="list-style-type: none"> Again stresses the need for assessments to be carried out in the final term in which a child turns 5 <ul style="list-style-type: none"> 'school' includes all early years providers clarifies that the setting responsible for completing the profile is where the child spends the most time between 8am and 6pm
Page 4	<p>Statutory requirements (cont.)</p> <ul style="list-style-type: none"> Removed - 'have regard' to other provisions and clarified by 'should' and paragraph slimmed down Dates – updated
Page 5	<p>What is the EYFS Profile?</p> <ul style="list-style-type: none"> Paragraph 1: Addition of information about making 'expected' or 'emerging' judgements and to re-emphasise the purpose to support a successful transition to Y1 Paragraph 4 : Clarification of information that the ELG's are not used as a curriculum or for ongoing, or entry-level, assessment and should only be used at the end of the summer term. A link to Development Matters is also added. <p>When should the EYFS Profile take place?</p> <ul style="list-style-type: none"> Date change : 30 June 2024

Page 6	<p>Purposes and main uses of the Profile</p> <ul style="list-style-type: none"> • The first two paragraphs have been reordered • Additional information given stating the three Prime Areas • Additional paragraph to emphasise that the EYFSP is no longer an accountability measure for schools, that results don't get published and that OFSTED won't use the data as an accountability measure during inspection <p>Principles of EYFS Profile assessments</p> <ul style="list-style-type: none"> • Term 'Teacher' used instead of 'Practitioner' and wording = Based on the teacher's knowledge of each child.
Page 7	<p>Summative</p> <ul style="list-style-type: none"> • 'demonstrate attainment' swapped to 'demonstrate development' <p>Informed by a range of perspectives</p> <ul style="list-style-type: none"> • 'and/or carers' added <p>Inclusive</p> <ul style="list-style-type: none"> • [Children with SEND] 'who may demonstrate their attainment in different ways' has been changed to 'whose development may be identified by teachers in different ways' <p>Underpinned by a broad curriculum and effective pedagogy</p> <ul style="list-style-type: none"> • Wording changed to 'Effective assessment takes place when teachers use their knowledge of the child to identify what they know, understand and can do in order to shape teaching and learning experiences for the child reflecting that knowledge.' <p>Building knowledge of the child</p> <ul style="list-style-type: none"> • Word added : what each child knows, understands and can do.
Page 8	<p>Building knowledge of the child (cont.)</p> <ul style="list-style-type: none"> • Clarification that written or photographic evidence is not needed and teachers are not required to record evidence.
Page 9	<p>Completing the EYFS Profile</p> <ul style="list-style-type: none"> • Overview – clarification that the profile should be completed for all eligible children registered at the school, including those who have not spent a long time in the school for whatever reason and children with SEND • Exceptions and Exemptions <ul style="list-style-type: none"> - Further clarification that it's all registered pupils. - Clarity around exemptions for settings (independent schools or schools with established principles in conflict with EYFS) - Clarity around exemptions for individual child (only for cases where a child's family has religious or philosophical beliefs which conflict with the EYFS) • Links added on how to record an exempt child and for information on the process to follow for a child remaining in EYFS beyond 5 • Further information added for children, who teachers, have limited knowledge about – confirming that 'emerging' should be recorded if they judge that the ELG has not been met, followed by a discussion with Y1 sharing reasons for the judgement.

Page 10	<p>Assessing children against the early learning goals</p> <ul style="list-style-type: none"> • Addition : Teachers should only make judgements based on the criteria that are set out in the ELGs themselves and should not add any additional criteria • Clarification that children with SEND and EAL can be assessed using their own preferred mode of communication for all ELG except Speaking and that spoken words are only required for the Speaking ELG
Page 11 and 12	<ul style="list-style-type: none"> • Addition : attaining emerging may be related to a potential or identified SEND <p>Completing the Profile for children with an outcome at the ‘emerging’ level</p> <ul style="list-style-type: none"> • Guidance has been simplified • Added : Link to information on reporting to Y1 <p>Completing the Profile for children with SEND</p> <ul style="list-style-type: none"> • Further clarifications around undertaking assessments for those children with SEND are laid out, information about adaptations and reasonable adaptations is explained. Clearly states that children can not be made exempt due to SEND. Involvement of SENCo, parents and health professionals is essential when making judgements and when sharing information with Y1 teachers. <p>Supporting children with SEND</p> <ul style="list-style-type: none"> • Explains how teachers should be proactive in drawing on professional expertise when they have concerns about a child. • Explains the role of SENCo and gives links to SEND Code of Practice and a link to further resources on the SEND gateway a long with a series of short guides from NASAN have been added.
Page 14	<p>Reporting the EYFS Profile Assessment (Previously Section 5)</p> <p>Reporting to the Y1 teacher</p> <ul style="list-style-type: none"> • Addition : transition discussions with Y1 teachers should be used to help them plan the year 1 curriculum to meet the needs of all children. • Addition : Ongoing dialogue before the summer will allow the process to be built on a shared understanding and planned and implemented in good time. • Addition : Where children have an outcome of ‘emerging’ it now states clearly what needs to be shared with Y1; information about barriers, successful strategies and any specific assessment and provision in place for those with SEND. <p>Reporting to Parents</p> <ul style="list-style-type: none"> • Addition : Guidance around sharing ‘emerging’ judgements with parents
Page 16	<p>EYFS Profile data collection and discussion (Previously Section 4)</p> <p>Headteacher responsibilities</p> <ul style="list-style-type: none"> • Addition : link to data assessment and submission included <p>Local Authority responsibilities</p> <ul style="list-style-type: none"> • Reworded

Page17	<p>Data collection and submission</p> <ul style="list-style-type: none"> • Added : Schools do not submit directly to the DfE • Rearranging of wording but no changes • Removed : wording secretary of state for education has granted an exemption for an individual • Removed : header National data submission • Clarification : all schools must report EYFS profile results to the LA unless the secretary of state for education has granted the school an exemption
Page 19	<p>Children transferring schools</p> <ul style="list-style-type: none"> • Addition : EYFS Profile must be completed for all eligible children registered. • Addition : For dual registered children attending more than one school in their final year of EYFS, it must be completed by the school where the child spend most time • Addition : If the previous school is not in England and therefore does not follow the EYFS, the new school should submit the data • Clarification on data transfer
Page 20	<p>Children who remain in EYFS provision beyond the age of 5</p> <ul style="list-style-type: none"> • Addition : Assessment should continue throughout the child’s time in EYFS provision. • Addition : The profile should only be completed once – at the end of the year before moving into Y1 • Addition : If the child is only staying in EYFS provision for part of the year, the profile should be completed before moving into Y1 but not submitted to the LA until the end of the year with the rest of the cohort. • Addition : It is recommended that the decision to stay in EYFS is made before the profile is undertaken, but if it is after then a new assessment must be made at the end of the following year and the original not submitted to ensure that there is only one assessment. • Addition : If the date of birth is outside the expected range, the LA needs to give instructions to schools and the DfE so the data is accepted.
Page 21	<p>Addition : Children who are home educated or missing in education</p> <ul style="list-style-type: none"> • Addition : The assessment and reporting systems do not apply to children who are not on the school register. • Addition : If a child is registered at school and has only been home-schools for part of the year (whether at school and then home-educated or home-educated and then joined the school at any time), the school must complete the profile. • Addition : Where a child was previously registered at school but then taken off roll because they have become a child missing in education, including moving abroad, then the school does not need to complete the profile but must contact the LA to ensure the child is removed from their data collection roll.

The link to the full document is here: [Early years foundation stage profile: 2024 handbook \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/124122/early-years-foundation-stage-profile-2024-handbook.pdf)

