



Department
for Education

Topic Note: Results of the Early Years Foundation Stage Profile (EYFSP) Pilot

Research report

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Executive summary

A new Early Years Foundation Stage Profile (EYFSP) was introduced in September 2012. The new Profile made changes to the way children are assessed at the end of the EYFS (the end of academic year in which a child turns five). This report describes the results of the EYFSP pilot which took place in the summer term of 2012 to support the introduction of the new Profile from September.

The pilot involved a sample of approximately 500 schools across 19 local authorities (LA). Reception teachers in the sample schools assessed the children in their class using the then-current Profile as well as the new Profile, resulting in assessment data for approximately 20,000 children. We also collected feedback from the teachers involved using a range of methods. A sub-sample of 118 reception class teachers were selected to test the moderation arrangements and to give detailed feedback on the draft guidance and exemplification materials.

The data from the pilot was used to address the following evidence gaps:

- To create an understanding of performance under the new EYFSP to inform the development of the new Good Level of Development (GLD) indicator; and
- To understand the views of the sector on the new assessment, draft guidance, draft exemplification guidance materials and the proposed moderation arrangements.
- Incorporating the findings from the pilot, the Department published final EYFSP guidance and exemplification material in November 2012.

Key findings from the pilot

This section briefly summarises some of the main findings from the analysis of the pilot data. These points provide an overview, with a much broader interpretation of the results in the main sections of the report.

A Good Level of Development

The Good Level of Development (GLD) measure is the most widely used single measure of child development in the early years. We have made significant changes to the way children are assessed at the end of the EYFS through the EYFS Profile. As a result, we have had to redefine the GLD measure.

Assessment data from the pilot were used to develop a new GLD indicator.

In the new EYFSP, children will be defined as having reached a GLD at the end of the EYFS if they achieve at least the expected level in the early learning goals in the prime areas of learning (**personal, social and emotional development; physical development; and communication and language**) and in the specific areas of **mathematics and literacy**.

The assessment data: Sections 2, 3 and 4

- 41% of children were assessed as achieving a GLD.
- The total average point score¹ was 32 points.
- Gaps by characteristics for example by gender and free school meals (FSM) were wider in the new GLD than the old GLD².
- The widest gaps in the proportion of children achieving the expected level in all of the eight ELGs within the three prime areas of learning was between children whose first language is English and children whose first language is other than English. The gap was 19 percentage points.
- 61% of children achieved the expected level in all of the prime areas of learning.
- Across the 17 early learning goals (ELG), performance ranged from 58% of children achieving³ the expected level of development to 89% of children achieving the expected level of development. The highest performing ELG was *health and self-care* and the lowest was *numbers*.
- All ELGs in the new Profile have statistically significant⁴ relationships with each other. This means that if a child performs well in one ELG they are also likely to perform similarly in other ELGs. The strength of each of these relationships is detailed in sections 2.9 and 4.2.
- The difference between the lowest and highest performing LA was greatest in the numbers and shape, space and measures ELGs.
- The difference between performance in the old and new GLD was greatest for children of a Black ethnicity. Performance between the two measures differed by 32 percentage points with performance in the old GLD being higher. This compares to just 22 percentage points for children of a White ethnicity.

Feedback from teachers: Sections 5 and 6

- Reception teachers responding to the online questionnaires were broadly positive about the new Profile and the associated guidance materials. Where teachers did indicate concerns with the new Profile this tended to focus on uncertainty around making a best-fit judgement, and in how to discuss the results of the new Profile with parents and Year 1 teachers.
- Similarly Year 1 teachers were broadly positive about the usefulness of the new Profile in terms of transition from Reception to Year 1. As with Reception teachers there was some

¹ A child is assigned one point for an emerging ELG, two points for an expected ELG and three points for an exceeding ELG.

² The proportion of children that achieve six or more points across the seven personal, social and emotional development and communication, language and literacy scales and 78 or more points across all 13 scales.

³ Throughout this paper, '*achieved*' is defined as either expected or exceeding.

⁴ Significant at the 95% confidence level or higher.

concern about being able to differentiate between children within the new broader categories of emerging, expected and exceeding.

- The moderation sub-sample of teachers and moderators broadly felt that the revised Profile does provide a snapshot of whether children are ready to begin the Year 1 curriculum and many agreed that the change to a best-fit assessment gave scope to re-emphasise the importance of practitioner knowledge. Aspects of concern about the new Profile included its applicability for children whose attainment is likely to be emerging in the majority of the ELGs.
- The moderation sub-sample was largely positive about the draft handbook although many felt further instruction on how to make a 'best-fit' judgement would be useful. Views on the exemplification materials were more mixed. Some felt that the exemplification was not 'real', and represented unrealistic expectations of children at the end of EYFS.
- Responses about the moderation process, again, were broadly positive. Feedback from moderators suggested that that the validation of judgements in the moderation of the revised Profile relies less on physical evidence and appears to value the expertise and knowledge of practitioners. This was welcomed by practitioners. Concerns about moderation of the new Profile included a loss of confidence in the outcomes of moderation at times due to limited use of the exemplification materials and inconsistent thresholds between the expected and exceeding outcomes.

1 Introduction

1.1 Background of the Early Years Foundation Stage Profile

The Early Years Foundation Stage Profile (EYFSP) is a teacher assessment of children's development at the end of the EYFS (the end of the academic year in which the child turns five). It should support a smooth transition to Key Stage 1 (KS1) by informing the professional dialogue between EYFS and KS1 teachers. This information should help Year 1 teachers plan an effective, responsive and appropriate curriculum that will meet the needs of all children. The Profile is also designed to inform parents or carers about their child's development against the early learning goals (ELGs).

Following an independent review of the EYFS by Dame Clare Tickell, a new Profile was published in March 2012, as shown in figure 1.1. The new Profile made changes to the way in which children are assessed at the end of the EYFS. The new Profile requires practitioners to make a best-fit assessment of whether children are emerging, expected or exceeding against each of the new 17 ELGs (see appendix A for the expected level descriptors for each ELG). The new Profile was introduced in September 2012 and the first assessments using the new Profile will take place in the summer of 2013.

1.2 The pilot

The Department carried out a pilot of the new Profile in order to inform the development of the new Good Level of Development (GLD) indicator. The pilot was also used to finalise the new guidance, exemplification materials and the moderation arrangements for the new Profile. Data was collected from a sample of schools during the 2012 summer term.

1.2.1 The sample

19 local authorities (LAs) volunteered to take part in the pilot (appendix B). The participating LAs were already involved in the Payment by Results for Children's Centres trials.

Each LA was asked to recruit one in five of their primary schools, with an expectation that Reception teachers assessed all the children in their classes in these schools using the new Profile (as well as the old Profile). LAs were asked to select schools in a range of circumstances.

A sub-sample of 118 Reception class teachers (six from each LA) were selected to test the moderation arrangements for the new Profile and to give detailed feedback on the draft guidance and exemplification materials.

1.2.2 Methods

A variety of methods were used to collect the information needed to meet the aims of the pilot. This included:

- Asking reception teachers to assess the children in their classes using both the current Profile and the new Profile. Data from these assessments were then returned to the Department for analysis (sections 2, 3 and 4).
- Inviting all reception and Year 1 teachers in the sample of schools to complete a short online questionnaire seeking feedback on the new assessment (section 5).
- Asking each LA to nominate one teacher (Reception or Year 1) to attend a workshop at the Department looking at the new Profile and its link to the new National Curriculum. This workshop followed up on the data collected from the questionnaire (section 5).
- Asking the LA to moderate a sample of EYFSP judgements from the 118 teachers in the sub-sample. These 118 teachers, and their moderators, were then invited to complete questionnaires about their first impressions of the new Profile (before they carried out their assessments). They were also asked to attend an event to gather detailed feedback on the new assessment and the draft guidance, exemplification materials and moderation arrangements (sections 6).

Figure 1.1 The design of the new Profile (see appendix A for the expected descriptors)

Area of learning	Early Learning Goal	Emerging	Expected	Exceeding
Communication and Language	Listening and attention			
	Understanding			
	Speaking			
Physical development	Moving and handling			
	Health and self-care			
Personal, Social and Emotional Development	Self-confidence and self-awareness			
	Managing feelings and behaviour			
	Making relationships			
Literacy	Reading			
	Writing			
Mathematics	Numbers			
	Shape, space and measures			
Understanding the world	People and communities			
	The world			
	Technology			
Expressive arts, designing and making	Exploring and using media and materials			
	Being imaginative			
Learning characteristics	How (name of child) learns			
Playing and exploring <ul style="list-style-type: none"> • investigating and exploring • representing experiences • having a go 				
Active learning <ul style="list-style-type: none"> • being involved and absorbed • keeping on trying • enjoying achievement 				
Creating and thinking critically <ul style="list-style-type: none"> • having own ideas • making links • developing strategies 				

2. Analysis of the assessment data

Summary

- As a result of data collected from the pilot, the Government has been able to define a new Good Level of Development (GLD) measure. Children will have reached a good level of development at the end of the EYFS if they achieve at least the expected level in the ELGs in the prime areas of learning (**personal, social and emotional development; physical development; and communication and language**) and in the specific areas of **mathematics and literacy**.
- 41% of children were assessed as achieving a GLD and the total average point score⁵ for all children was 32 points (out of a possible score of 51 points). In the GLD, autumn born children's performance was the highest and the average point score was the highest for girls and autumn born children.
- Across the 17 ELGs, performance was lowest in *writing* and *numbers* and highest in *moving and handling*, *health and self-care* and *technology*.
- The widest gender gaps were in the *being imaginative*, *writing*, and *exploring and using media and material* ELGs, where the percentage of girls and boys reaching the expected level differed by 18, 17 and 15 percentage points respectively.
- The free school meals (FSM) gaps in the *moving and handling*, *technology* and *exploring and using media and materials* were narrow at 7, 7 and 8 percentage points respectively.
- The widest gap in the proportion of children achieving all the prime areas of learning was between children whose first language is English and children whose first language is other than English. The gap was 19 percentage points.

2.1 Introduction

This chapter presents the analysis of the assessment data collected from the pilot. The analysis presented here includes a detailed look at performance in the new GLD and new supporting measure (section 2.2), an insight into the distribution of points across the Profile (section 2.3), a performance analysis by children's characteristics (section 2.4 to section 2.8) and analysis of the relationships between the different ELGs (section 2.9).

As the collected data was dependent on LAs volunteering to participate, the sample was unlikely to be nationally representative. This, however, needed to be addressed at the analysis stage to ensure that the results seen here are as representative as possible of the national results. For this reason, a weighting methodology has been applied to the analysis in this section (with the exception of sections 2.8 and 2.9 where the results are not dependent on the use of a nationally representative sample).

⁵ A child is assigned one point for an emerging ELG, two points for an expected ELG and three points for an exceeding ELG.

2.1.1 Weighting methodology

We know that children's performance is, to a certain extent, dependent on various socio-demographic factors including FSM eligibility and gender. Therefore, we compared the socio-demographic characteristics of children in the sample to the characteristics of all EYFS children nationally⁶. The differences between the characteristics of the sample and the national EYFS population were calculated and each child in the sample was assigned a weight value. Applying these weights to the data ensured that the sample was more comparable with the national EYFS population.

Essentially, children with characteristics that were over-represented in the sample were weighted down and children with characteristics that were under-represented were weighted up. To illustrate this, using a simplified hypothetical example, if there were 25% of children of a White ethnicity in the national population, but only 20% in our sample, the weight value would equal $0.25/0.20$. Every child of a White ethnicity would have been given a weight value of 1.25. This means their assessment counted for more than the value of one child in the analysis. A full list of the weight values assigned to each group can be found in appendix E.

2.1.2 Comparing the performance of pilot children to the national EYFS population

The analysis in this section was designed to test the success of the weighting methodology. It reports on whether children that participated in the pilot (once weighted) performed similarly, better or worse than the national EYFS population on the old Profile. This gives an indication of how the pilot children's performance is likely to compare to the national results. The analysis considers children's average total point score, performance in the old GLD⁷ measure and performance across the 13 scales⁸ of the old Profile.

Table 2.1 shows that on the whole, children participating in the pilot performed similarly to the national population. The most noticeable difference was between the proportions that achieved six or more points in the *reading* scale where the pilot children outperformed children nationally by two percentage points. In contrast, the proportions that achieved a GLD and six or more points in the *writing* scale was exactly the same at 64% and 71% respectively. This suggests that the pilot group (once weighted) was similar to the national population and if all other things remain constant, it should give us a good indication of the results we can expect to see nationally from the 2013 assessments.

⁶ This includes all children with valid assessment data for the 2012 EYFS.

⁷ Defined as the percentage of children achieving six or more points across the seven personal, social and emotional development and communication, language and literacy scales and a total of 78 points across all 13 scales.

⁸ See appendix D for a copy of the old Profile. In addition, a report detailing achievement in the old Profile is available here - <https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-RR034>

It is, however, important to note that when the pilot was conducted, teachers were not using the new EYFSP as their main assessment and it could be argued that they were assessing against goals that they were not familiar with. Therefore, the implementation of the new Profile at the start of the 2012/13 academic year may mean that approaches to teaching differ to suit the requirements of the new Profile. The 2013 results may therefore deviate from what might be expected according to the results of the pilot.

Table 2.1 The difference between pilot and non-pilot children’s achievement. Source: National Pupil Database and EYFSP pilot data, 2012

	Measure of performance	Pilot	Nationally	Difference (pilot - nationally)
	Average total point score	89 points	89 points	0
	% achieving a good level of development	64	64	0
% of children achieving 6+ points in:	PSE: Dispositions and attitudes	93	92	1
	PSE: Social development	89	88	1
	PSE: Emotional development	86	85	1
	CLL: Language for communication and thinking	88	87	1
	CLL: Linking sounds and letters	84	83	1
	CLL: Reading	81	79	2
	CLL: Writing	71	71	0
	PSRN: Numbers	92	91	1
	PSRN: Calculating	81	80	1
	PSRN: Shape, space and measures	87	86	1
	Knowledge and understanding of the world	86	86	0
	Physical development	93	92	1
	Creative development	86	85	1

2.2 Analysis of the headline indicators

Based on analysis of the pilot data the new GLD measure has been defined as the proportion of children achieving⁹ the ELGs within the three prime areas of learning: **communication and language; physical development; and personal, social and emotional development** and the ELGs within the **literacy** and **mathematics** areas of learning. This is 12 out of a total of 17 ELGs. The Department has also introduced a supporting measure which will measure the total number of points¹⁰ achieved across all 17 ELGs in the EYFSP. The national measure is the average of every child’s total point score.

⁹ Throughout this paper, ‘achieved’ is defined as either expected or exceeding.

¹⁰ A child is assigned one point for an emerging ELG, two points for an expected ELG and three points for an exceeding ELG.

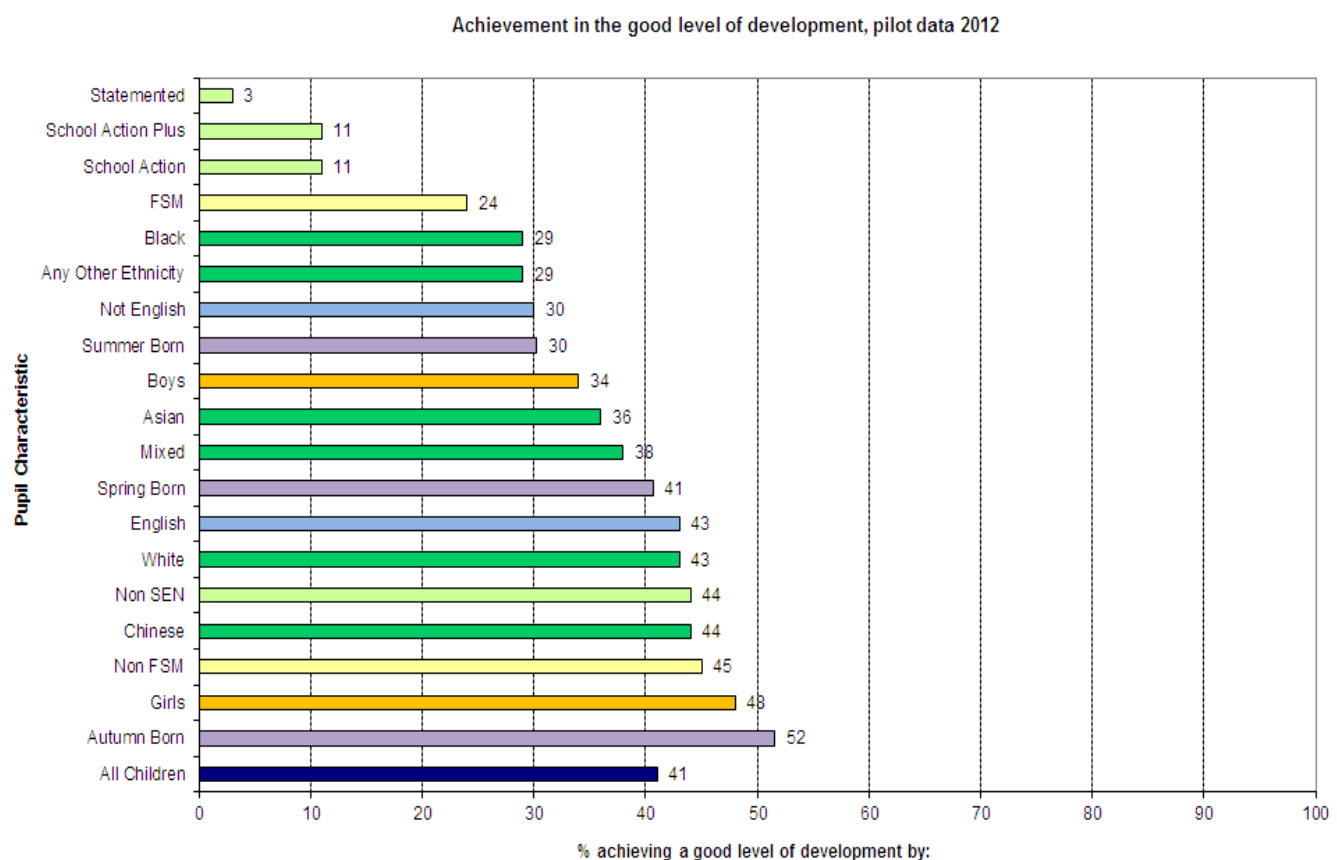
2.2.1 Good Level of Development

Chart 2.2 shows performance in the new GLD measure by characteristics. 41% of children were assessed as achieving a GLD. In terms of characteristics, autumn born children were the highest performing group with 52% achieving, followed by girls of which 48% achieved. Children with SEN performed the worst, with only 3%, 11% and 11% of children with a statement, school action plus and school action achieving a GLD respectively. 30% of children whose first language is not English achieved a GLD compared to 43% of children whose first language is English. The highest performing ethnic group were Chinese children where 44% achieved compared to only 29% of Black children.

In terms of attainment gaps, there was a 13 percentage point gap between children whose first language is not English and children whose first language is English. There was a 14 percentage point gap between boys and girls and a 21 percentage point gap between between FSM¹¹ and non FSM children. Finally, the largest gap was between autumn and summer born children. The gap was 22 percentage points.

Although the two are not directly comparable, girls and autumn born children were the top performers in both the old and new GLD. In addition, all SEN and FSM children were the lower performers in both.

Chart 2.2 The proportion of children that achieved a good level of development by characteristics. Source: EYFSP pilot data, 2012



¹¹ FSM children are defined as those eligible for FSM not those claiming FSM.

2.2.2 Supporting measure

The supporting measure takes into account performance across all 17 ELGs. Each child scores one point for an emerging ELG, two points for an expected and three points for an exceeding. For each child, the total point score is the sum of their score in each of the 17 ELGs, where the minimum score is 17 and the maximum score is 51. All children's scores are totalled and then averaged to create the measure.

Table 2.3 shows that the average total point score ranged from 25 points for children with SEN to 34 points for girls and autumn born children. The average score for all children was 32 points. In terms of characteristics, the greatest difference was between non SEN and SEN children with a gap of 8 points. The gender, FSM and first language gaps were 3 points each. The gap between autumn and summer born children was 4 points. Generally, there was little difference between the ethnic groups. White children, however, scored the highest with a point score of 33. Black children the lowest with a point score of 30.

Table 2.3 The total average point score by characteristics. Source: EYFSP pilot data, 2012

	Total average point score
All SEN	25
FSM	30
Black	30
Not English	30
Summer Born	30
Boys	31
Any Other	31
Asian	31
Chinese	31
Mixed	32
Spring Born	32
Non FSM	33
White	33
English	33
Non SEN	33
Girls	34
Autumn Born	34
All children	32

2.3 Point score distribution

This section looks at total point scores in greater detail and illustrates the distribution of points across the whole Profile. Chart 2.4 shows that the greatest proportion of children achieved 34 points, which is equivalent to children achieving the expected level across all the 17 ELGs. The distribution starts a noticeable upward trend at approximately 30 points and then starts to decline

at approximately 35 points. Only 2.4% of children achieved 17 points (equivalent to emerging in each ELG) and only 1.0% of children achieved the maximum of 51 points.

Chart 2.4 The distribution of point scores for all children. Source: EYFSP pilot data, 2012

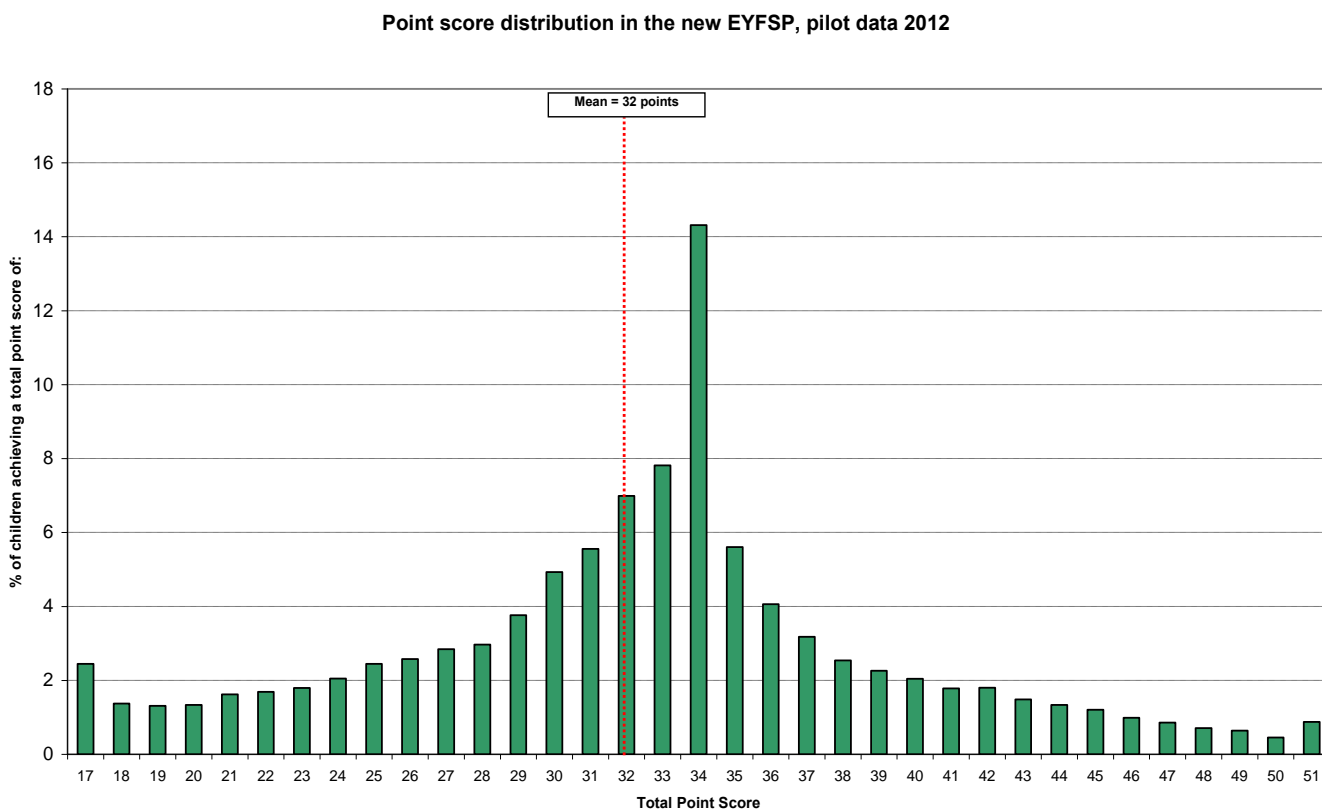


Chart 2.5 shows that the distribution for both boys and girls also peaks at 34 points. The gender gap does negatively affect the proportion of boys that achieved 34 points. Only 13.6% of boys compared to 16.1% of girls achieved the 34 point threshold. Furthermore, the average point score for girls was 34 points which was higher than the 31 point average for boys. Only 0.6 % of boys achieved the maximum score of 51 points compared to 1.2% of girls. In contrast, 3.4% of boys achieved the minimum score of 17 points compared to only 1.3% of girls. Finally, an interesting observation is that at each of the total point scores from 17 to 33 there were a higher proportion of boys. Girls had a higher proportion scoring 34 or more. This means that girls, on average, are more likely than boys to score the expected level or higher in all ELGs.

Again, the distribution for both FSM and non FSM children peaks at 34 points (chart 2.6). As one might expect the point scores had a tendency to be lower for FSM children than non FSM children. Only 2.0% of non FSM children achieved 17 points compared to 4.4% of FSM children. This compares to 1.0% and 0.5% of non FSM and FSM children achieving 51 points respectively.

Chart 2.5 The distribution of point scores by gender. Source: EYFSP pilot data, 2012

Point score distribution by gender in the new EYFSP, pilot data 2012

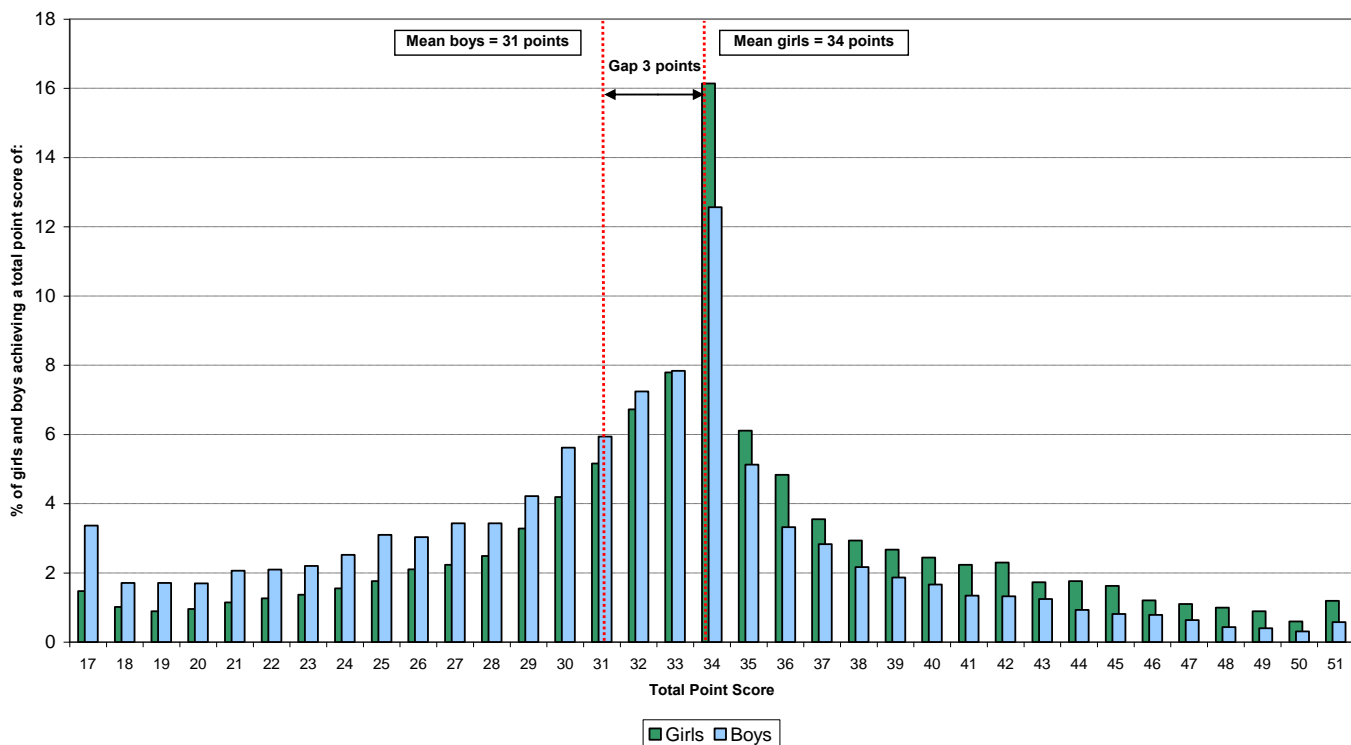
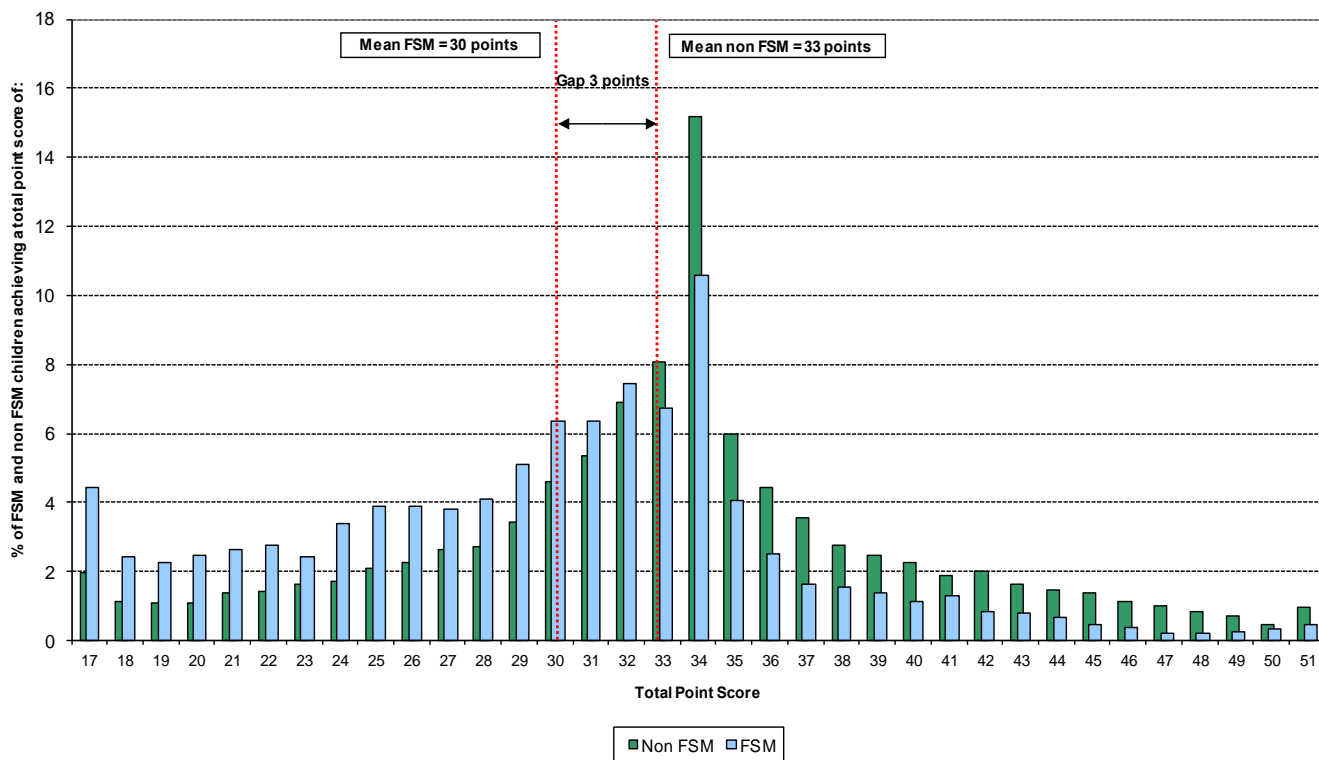


Chart 2.6 The distribution of point scores by FSM eligibility. Source: EYFSP pilot data, 2012

Point score distribution by FSM eligibility in the new EYFSP, pilot data 2012



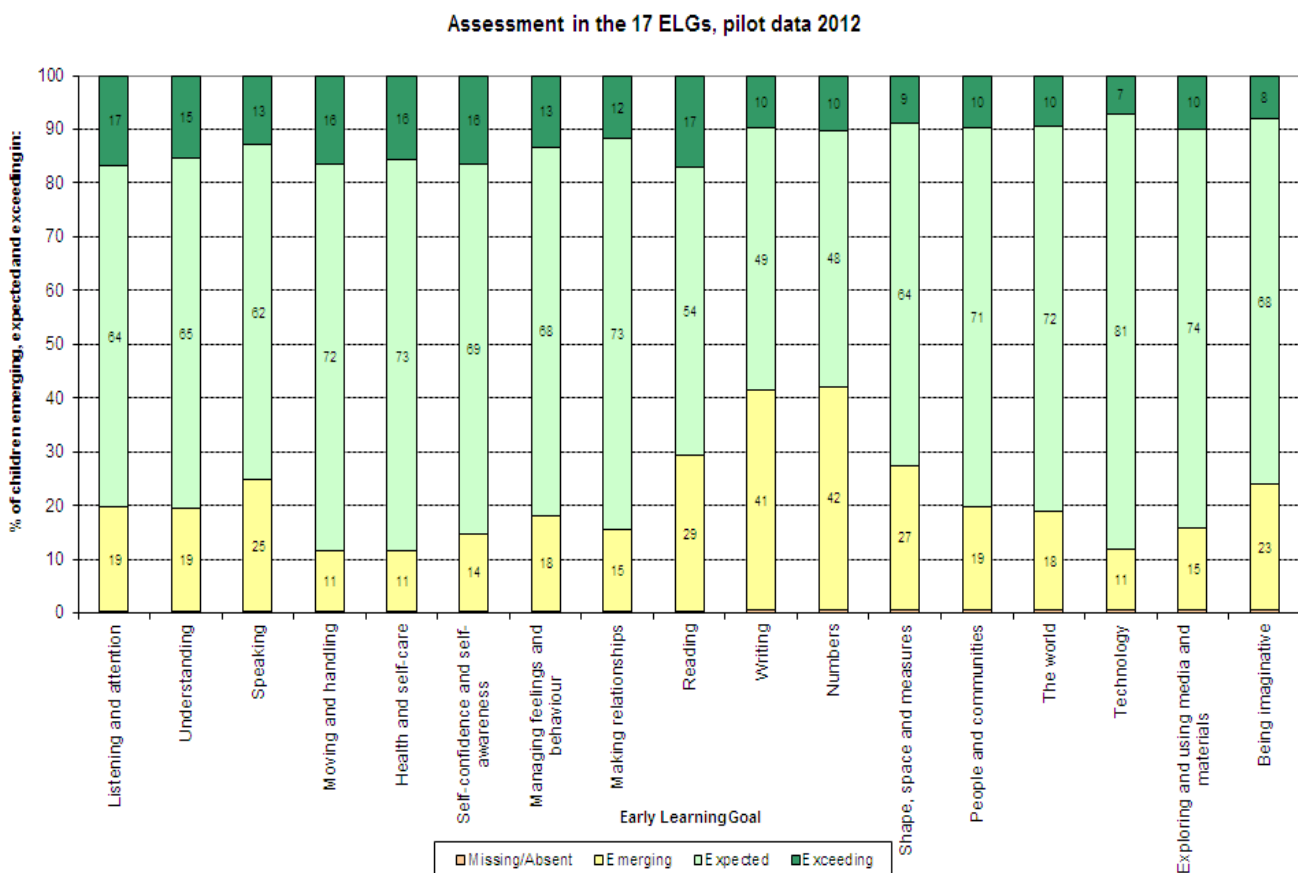
2.4 Performance in the 17 early learning goals

2.4.1 All children

The results show that performance in the new ELGs was generally lower than performance in the old ELGs¹². This is in terms of the proportion achieving¹³ the new ELGs and the proportion achieving six or more points¹⁴ in the old scales. This is to a certain extent to be expected as the pilot assessments were carried out before the new ELGs were implemented in schools. In addition, as these results are only based on pilot data these findings should be treated cautiously. Performance in the **literacy** and **mathematics** areas of learning was lower than in the other ELGs.

Chart 2.7 shows the proportion of all children assessed as: emerging; expected; and exceeding across the 17 ELGs. The proportion that achieved in the four **literacy** and **mathematics** ELGs (indicated by the red box) were the lowest across the whole Profile. More specifically, the lowest proportion of children achieved *writing* (59%) and *numbers* (58%). In comparison, 88% 89% and 88% of children achieved in *moving and handling*, *health and self-care* and *technology* respectively.

Chart 2.7 The proportion assessed as each of: emerging; expected; and exceeding across all 17 ELGs.
Source: EYFSP pilot data, 2012



¹² See appendix C for performance in the old ELGs.

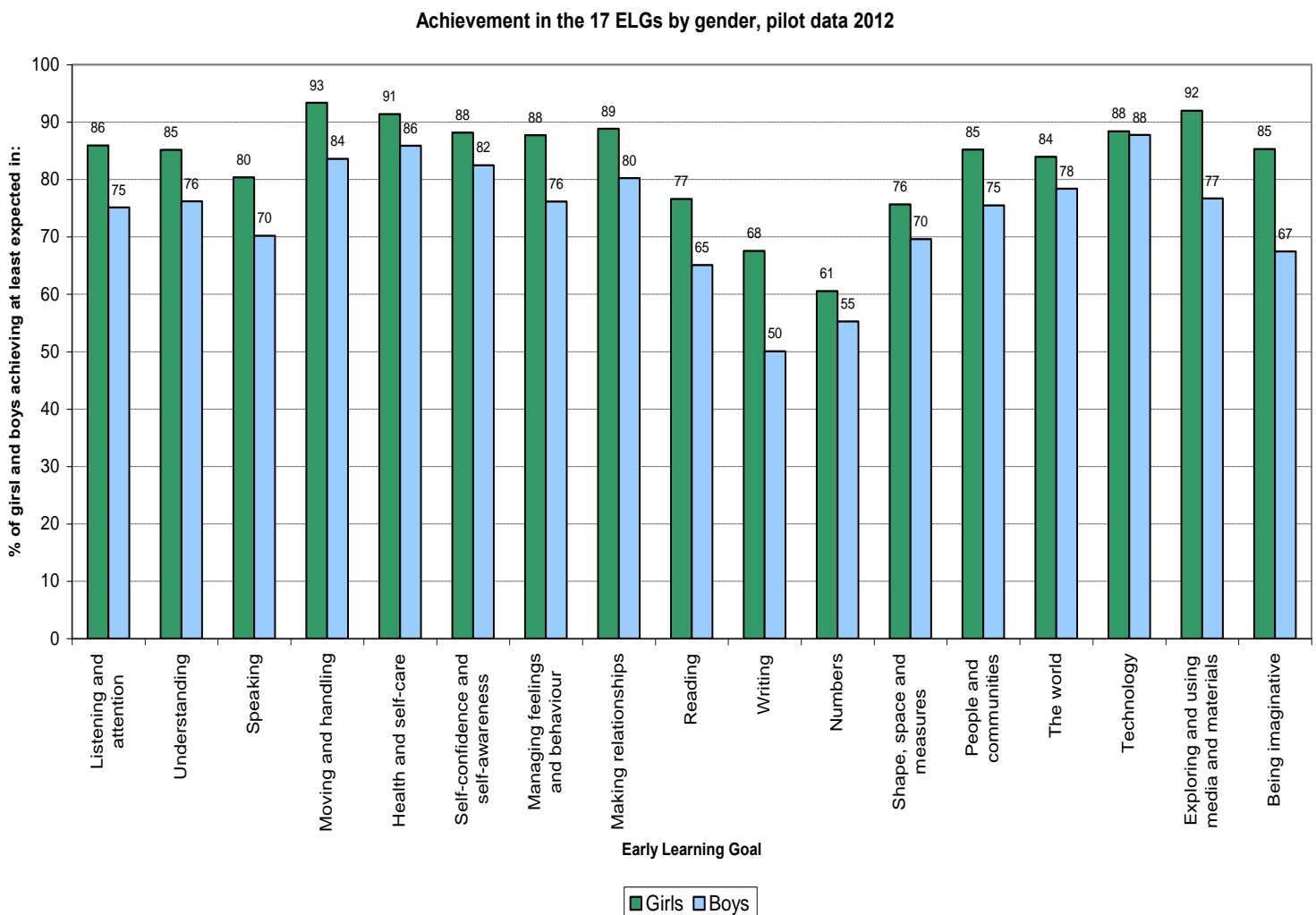
¹³ 'Achieved' is defined as either expected or exceeding.

¹⁴ Six or more points indicates children are working securely within the scale.

2.4.2 Gender

Chart 2.8 shows that girls performed best in the *moving and handling* ELG, whilst boys performed the best in the *technology* ELG. Girls performance was noticeably lower in *numbers*, whilst boys performance was the lowest in *writing*. Girls outperformed boys in all ELGs. The widest gender gaps were in the *being imaginative*, *writing*, and *exploring and using media and material* ELGs where the gaps were 18, 17 and 15 percentage points respectively. The narrowest gender gaps were in the *technology*, *numbers* and *health and self-care* ELGs where the gaps were 1, 5 and 5 percentage points respectively

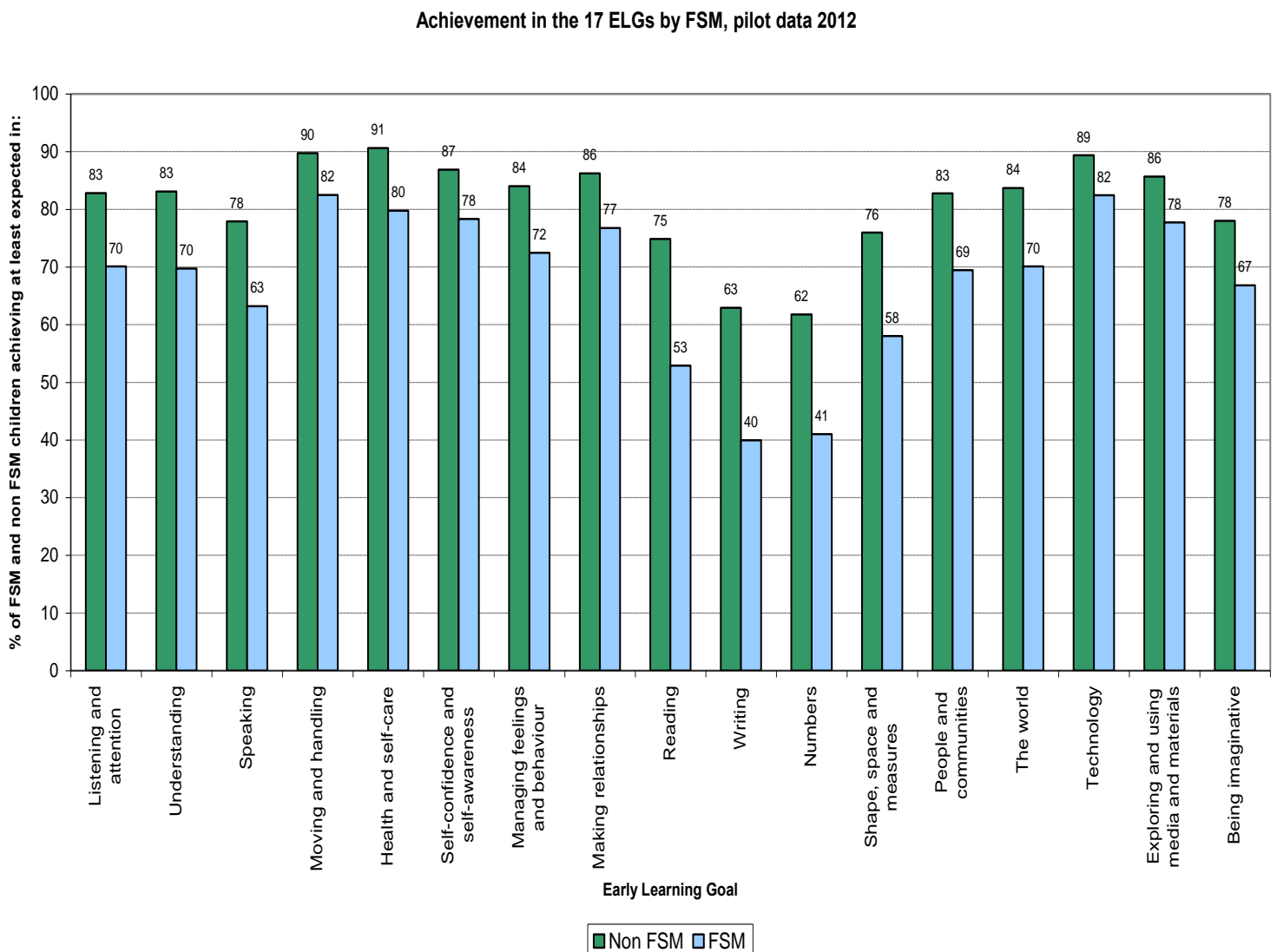
Chart 2.8 The proportion that achieved each of the 17 ELGs by gender. Source: EYFSP pilot data, 2012



2.4.3 Free school meals

Chart 2.9 shows that FSM children performed best in the *moving and handling* ELG, whilst non FSM children performed best in the *health and self-care* ELG. The performance of FSM children was the worst in *writing* (40% achieved), whilst the performance of non FSM children was worst in *numbers* (62% achieved). In terms of FSM gaps, gaps were especially wide in *reading*, *writing* and *numbers* at 22, 23 and 21 percentage points respectively. In contrast, the FSM gaps in the *moving and handling*, *technology* and *exploring and using media and materials* were narrow at 7, 7 and 8 percentage points respectively.

Chart 2.9 The proportion that achieved each of the 17 ELGs by FSM. Source: EYFSP pilot data, 2012



2.4.4 Ethnicity

The colour coded table below (table 2.10) represents the scales(s) where each ethnic group demonstrated their best performance (dark green), second highest performance (light green) and lowest performance (red).

Table 2.10 The proportion that achieved each of the 17 ELGs by ethnicity. Source: EYFSP pilot data, 2012

	Any Other	Asian	Black	Chinese	Mixed	White
Listening and attention	78	73	75	68	82	82
Understanding	76	70	74	72	81	83
Speaking	64	59	65	57	76	79
Moving and handling	91	86	89	91	89	88
Health and self-care	89	82	84	81	89	90
Self-confidence and self-awareness	80	77	78	73	87	87
Managing feelings and behaviour	81	76	76	76	81	83
Making relationships	81	80	79	85	83	86
Reading	66	64	63	74	72	72
Writing	49	55	47	57	58	60
Numbers	51	55	46	72	58	59
Shape, space and measures	65	63	61	67	73	75
People and communities	77	69	73	76	80	82
The world	71	72	72	71	80	84
Technology	85	81	83	91	87	90
Exploring and using media and materials	81	79	81	78	84	85
Being imaginative	75	62	73	70	76	79

Highest performance

Second highest performance

Lowest performance

Children of all ethnic groups performed particularly well in *moving and handling*. Performance ranged from 88% of White children achieving to 91% of Any Other children and Chinese children achieving. Children of a White ethnic origin performed best in the *health and self-care* ELG, which was an ELG also well achieved by children of all ethnic groups. Children of a Chinese, Mixed and White ethnic origin also performed particularly well in *technology*.

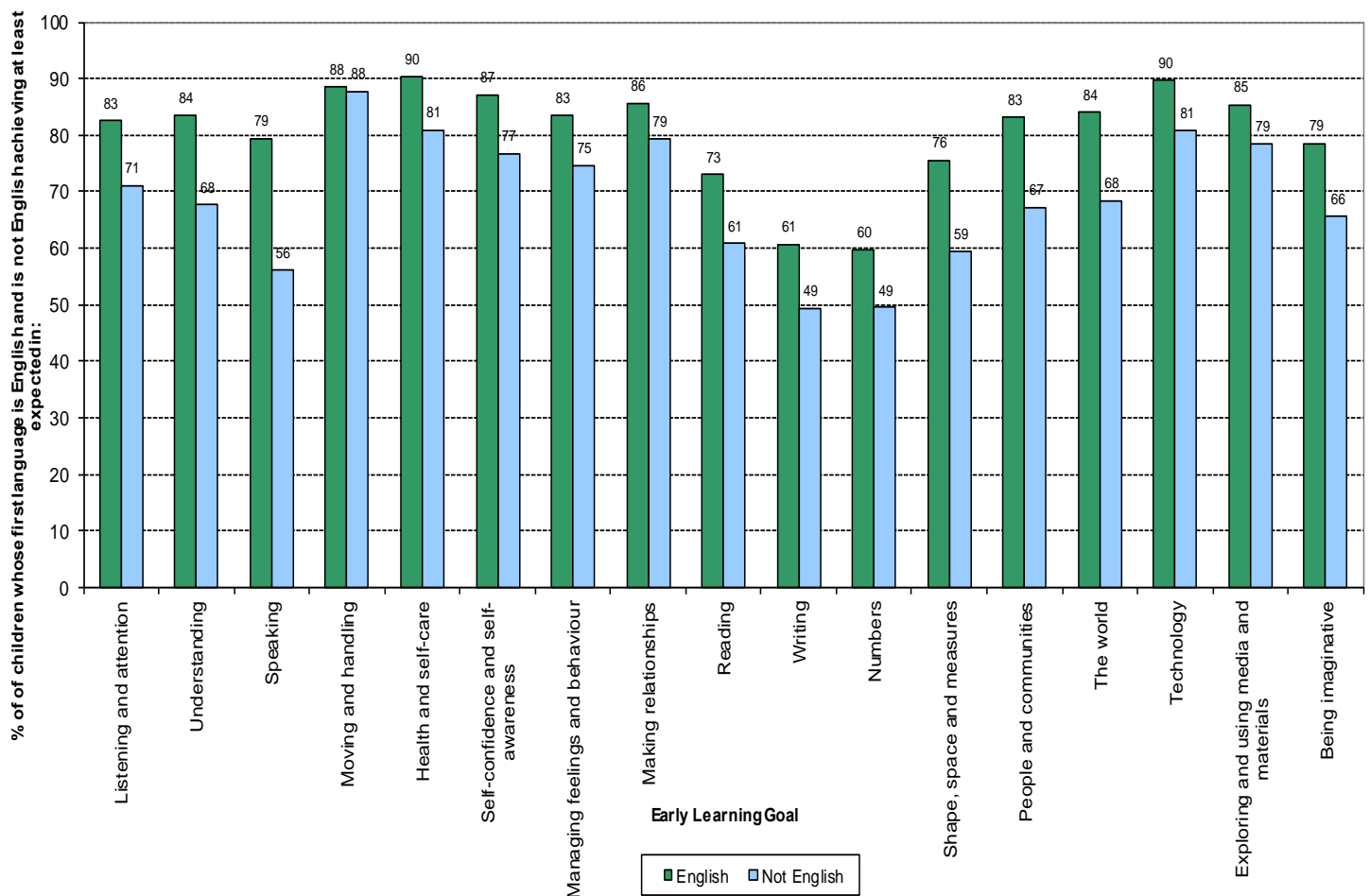
For all ethnic groups, the lowest proportion of children achieved the *writing* or *numbers* ELG. Children of a Black ethnic origin performed the worst in both of these ELGs, where only 47% and 46% achieved respectively. Children of a Chinese ethnic origin also performed poorly in the *speaking* ELG.

2.4.5 English as a first language

Chart 2.11 shows performance across the 17 ELGs by English as a first language. Children whose first language was not English performed particularly well in *moving and handling*, whilst children whose first language was English performed the best in *health and self-care* and *technology*. In keeping with the patterns seen for other characteristics, performance for both first and not first language children was the worst in *writing* and *numbers*. The gaps however are narrower in both of these ELGs than the comparable gaps for FSM eligibility and just in *writing* than the comparable gap for gender. In *writing*, the gap was 11 percentage points for first language compared to 23 for FSM children and 17 for girls and boys. For *numbers*, the gap was 10 percentage points for first language compared to 21 for FSM children and only 5 for girls and boys. The widest attainment gap for first language was perhaps unsurprisingly in *speaking* at 23 percentage points.

Chart 2.11 The proportion that achieved each of the 17 ELGs by first language. Source: EYFSP pilot data, 2012

Achievement in the 17 ELGs by first language, pilot data 2012



2.4.6 Special educational needs

Table 2.12 details the performance seen by children with SEN.

Children's performance in all SEN groups was at its best in the *technology* ELG, whereas the performance of non SEN children was at its best in *health and self-care*. Performance ranged from 24% of children with a statement of SEN achieving to 90% of non SEN children achieving. With the exception of children with a statement of SEN, children's performance also had a tendency to be good in *moving and handling* and *health and self-care*. For school action and school action plus, the lowest proportion of children achieved the *writing* ELG. For children with a statement of SEN, the lowest proportion of children achieved the *speaking* ELG. Performance in *numbers* was the lowest for non SEN children.

Gaps between all SEN and non SEN children were wide in comparison to the other characteristics. The greatest gaps were in the *speaking*, *understanding* and *reading* ELGs where the gaps were 44, 40 and 40 percentage points respectively.

Table 2.12 The proportion that achieved each of the 17 ELGs by SEN provision. Source: EYFSP pilot data, 2012

	Non SEN	School Action	School Action Plus	Statemented SEN	All SEN
Listening and attention	84	54	45	14	46
Understanding	85	52	44	12	45
Speaking	80	43	33	10	36
Moving and handling	91	71	61	17	61
Health and self-care	92	71	61	15	61
Self-confidence and self-awareness	89	66	55	16	56
Managing feelings and behaviour	86	58	44	11	47
Making relationships	88	64	51	16	54
Reading	75	38	35	16	34
Writing	63	25	24	13	23
Numbers	61	28	31	16	28
Shape, space and measures	76	44	45	17	42
People and communities	84	57	47	14	48
The world	85	57	50	15	50
Technology	90	78	67	24	68
Exploring and using media and materials	87	64	59	19	57
Being imaginative	80	55	45	15	46

Highest performance
 Second highest performance
 Lowest performance

2.4.7 Month of birth

Table 2.13 concludes that children performed best in the *moving and handling* and *health and self-care* ELGs regardless of when they were born¹⁵. Performance ranged from 84% of summer born children to 93% of autumn born children achieving these ELGs. In addition, spring and summer born children performed as well in the *technology* ELG as they did in the *moving and handling* ELG. For all groups, performance was worst in the *numbers* ELG where only 48% of summer born children achieved compared to 67% of autumn born children. For spring born and summer born children performance was equally as low in the *writing* ELG.

In terms of gaps, gaps were noticeably wide in *writing* at 22 percentage points between the higher performing autumn born children and the lower performing summer born children. In contrast, gaps were narrower between autumn born and summer born children in the *making relationships* and *technology* ELGs.

It is important to note that one would expect the performance of autumn born children to be higher than their younger peers. As an example, an autumn born child may have attended nursery for a longer period of time before they entered Reception. We would expect this to have a positive impact on the Profile assessments of autumn born children.

Table 2.13 The proportion that achieved each of the 17 ELGs by month of birth. Source: EYFSP pilot data, 2012

	Autumn Born	Spring Born	Summer Born
Listening and attention	87	81	74
Understanding	87	81	74
Speaking	83	75	68
Moving and handling	93	89	84
Health and self-care	93	89	84
Self-confidence and self-awareness	90	85	81
Managing feelings and behaviour	86	82	77
Making relationships	88	85	81
Reading	79	71	62
Writing	69	59	48
Numbers	67	59	48
Shape, space and measures	80	73	65
People and communities	85	81	75
The world	87	82	75
Technology	91	89	84
Exploring and using media and materials	88	85	79
Being imaginative	81	77	71

Highest performance

Second highest performance

Lowest performance

¹⁵ Autumn born = September, October, November or December. Spring born = January, February, March or April. Summer born = May, June, July or August.

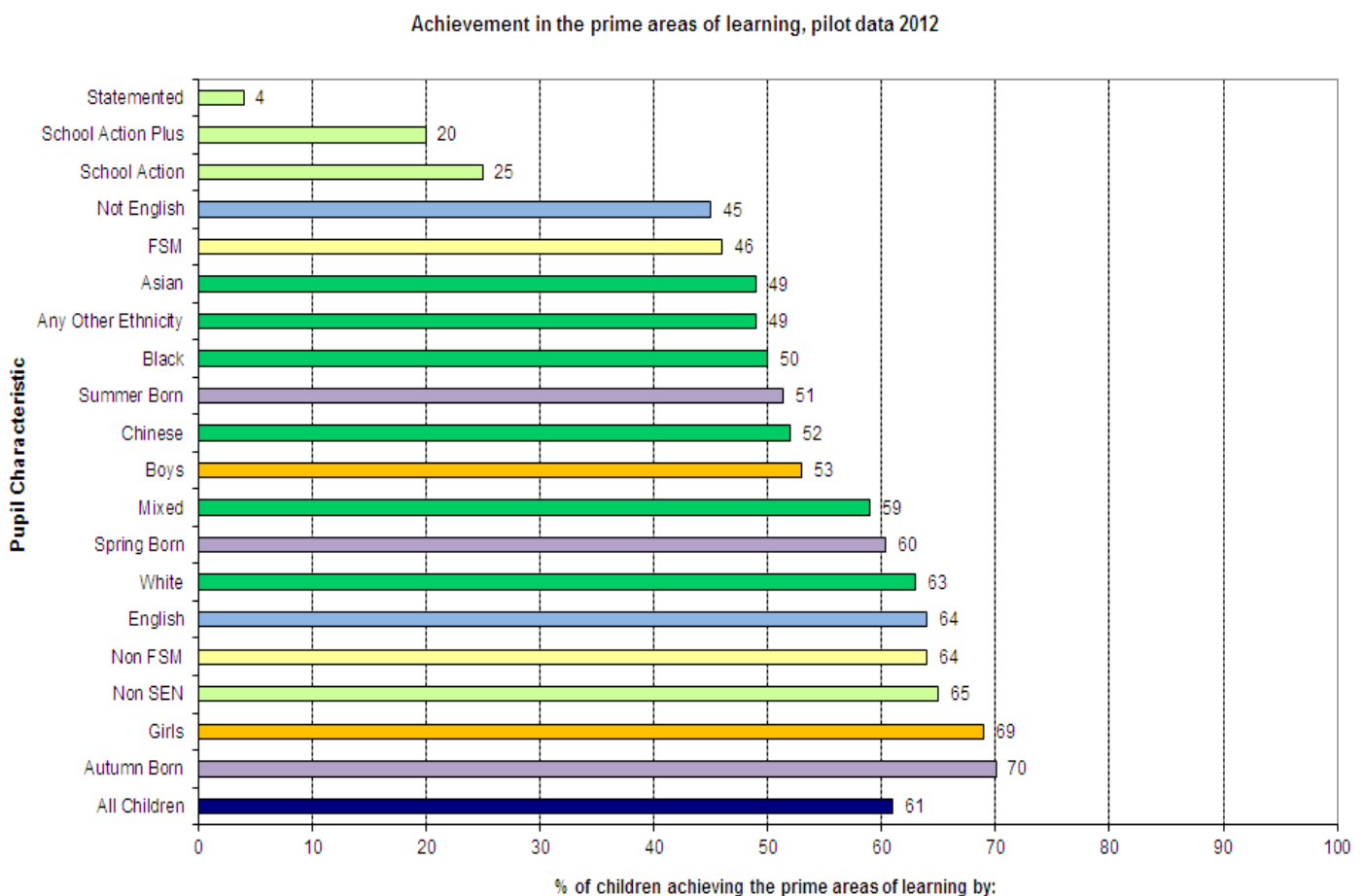
2.5 Performance in the prime areas

This section describes how children with various characteristics performed in the eight ELGs in the three prime areas of learning: **communication and language**; **physical development**; and **personal, social and emotional development**.

Chart 2.14 shows that autumn born children performed the best with 70% achieving all of the prime areas, followed closely by girls where 69% achieved likewise. Children with any SEN provision performed the worst with only 4%, 20% and 25% achieving all the prime areas for those with a statement of SEN, school action plus and school action respectively. Most ethnic groups performed below the average for all children with the exception of White children where 63% achieved this measure compared to 61% of all children. There was a 14 percentage point difference between Asian children at 49% and White children at 63%.

In terms of other gaps, there was an 18 percentage point gap between FSM and non FSM children. There was a 19 percentage point gap between first language and autumn and summer born children. Finally, the narrowest gap was between the genders at 16 percentage points.

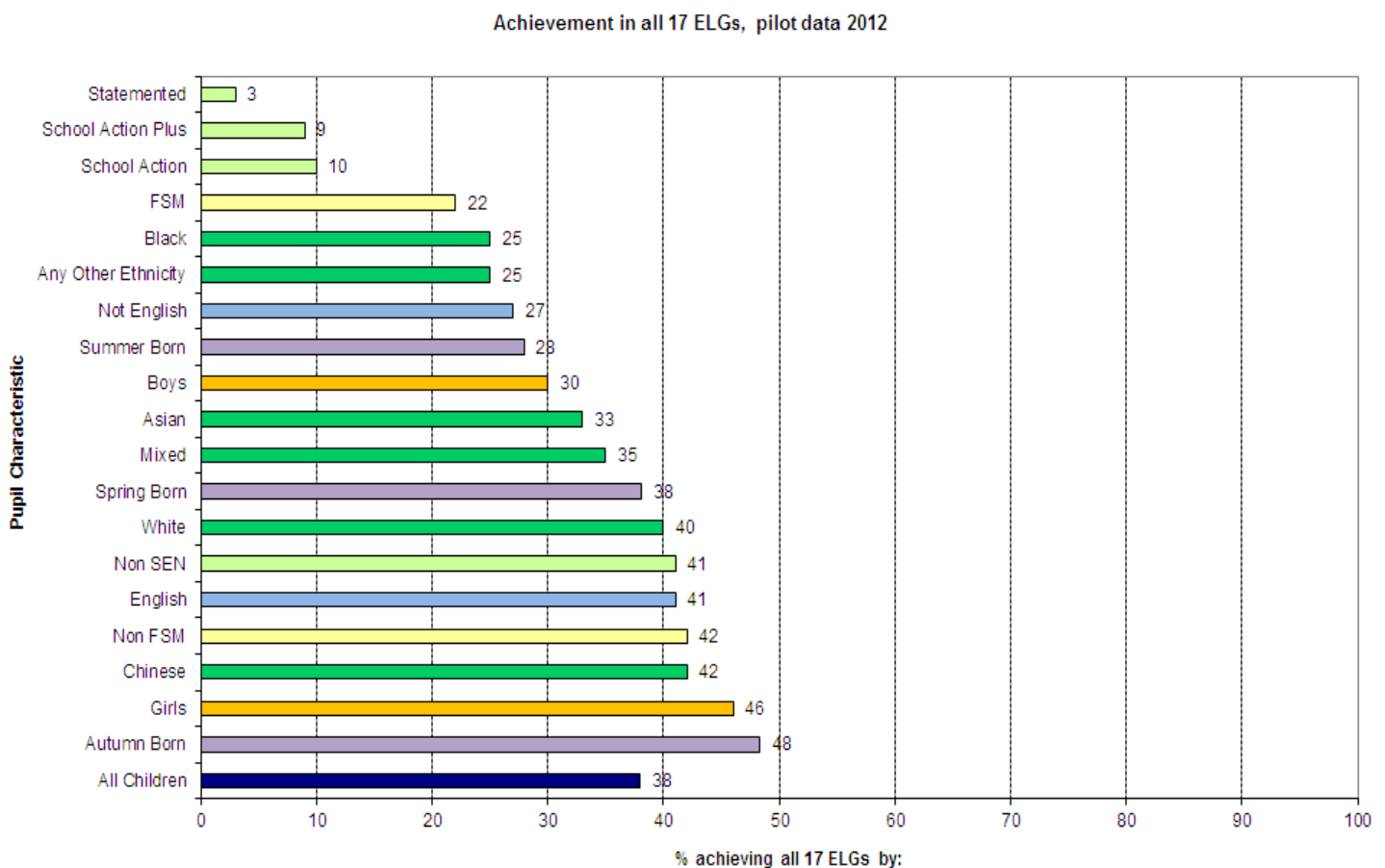
Chart 2.14 The proportion achieving the prime areas of learning by characteristic. Source: EYFSP pilot data, 2012



2.6 Achieving all early learning goals

This section details the proportion of children achieving all 17 ELGs split by characteristics. Chart 2.15 shows that autumn born children performed the best with 48% achieving all 17 ELGs. As in the other measures of performance in this report, children with any SEN provision performed the worst with only 3%, 9% and 10% achieving all ELGs for those with a statement of SEN, school action plus and school action respectively. Chinese children were the highest performing ethnic group with 42% achieving all ELGs compared to only 25% of Black children. In terms of gaps, there was a 20 percentage point gap between FSM and non FSM children and autumn and summer born children. There was a 14 percentage point gap between first language. Finally, there was a 16 percentage point gap between the genders.

Chart 2.15 The proportions achieving all 17 ELGs by characteristics. Source: EYFSP pilot data, 2012



2.7 Exceeding early learning goals

In this section the ability of children to exceed in the ELGs is considered in greater detail.

In 14 of the 17 ELGs a higher proportion of autumn born children exceeded the goal than any other group (table 2.16). This included the goals in all of the eight prime areas of learning as well as the *reading, writing, shape, space and measures, people and communities, the world* and *technology* goals. Girls had the highest proportion exceeding the goal in two of the remaining three ELGs, which were *exploring and using media and materials* and *being imaginative*. Chinese children had an equal proportion exceeding the goal in *writing* and the highest proportion exceeding the goal in *numbers*. It is interesting that Chinese children were less likely to exceed in *the world* than SEN children. This however could be an effect of the small numbers of children in the sample once the data had been broken down by characteristics. Therefore these results should be treated cautiously¹⁶.

More generally, the ELGs in which all children were the most likely to be assessed as exceeding were *listening and attention, reading, moving and handling, health and self-care* and *self-confidence and self-awareness*, with 17%, 17%, 16%, 16% and 16% exceeding respectively.

Table 2.16 The proportion exceeding in each of the ELGs by characteristic. Source: EYFSP pilot data, 2012

	% of children by characteristic exceeding in:																	
	All children	Girls	Boys	Non FSM	FSM	Any Other Ethnicity	Asian	Black	Chinese	Mixed	White	English	Not English	Non SEN	All SEN	Autumn Born	Spring Born	Summer Born
Listening and attention	17	21	12	18	10	12	15	11	16	16	17	17	13	18	4	24	17	9
Understanding	15	19	12	17	9	10	12	9	14	16	16	17	10	17	3	22	16	9
Speaking	13	16	10	14	7	9	10	6	9	12	14	14	7	14	3	19	13	7
Moving and handling	16	21	12	18	11	16	16	11	7	16	17	17	14	18	4	23	16	10
Health and self-care	16	19	13	17	10	11	16	9	8	14	16	17	12	17	4	21	15	11
Self-confidence and self-awareness	16	20	13	18	9	13	16	9	12	16	17	17	13	18	4	23	16	10
Managing feelings and behaviour	13	17	9	15	8	12	13	8	10	11	14	14	10	15	2	19	13	8
Making relationships	12	15	8	13	7	11	12	7	9	10	12	12	9	13	2	16	12	8
Reading	17	20	14	19	7	14	17	11	20	17	17	18	13	19	4	24	17	10
Writing	10	13	7	11	5	7	11	7	15	9	10	10	8	11	2	15	9	5
Numbers	10	10	11	12	4	5	11	4	18	10	11	11	8	11	3	15	10	5
Shape, space and measures	9	9	8	10	4	3	8	5	8	8	9	9	6	10	2	13	9	5
People and communities	10	12	8	11	5	6	9	5	7	10	10	10	6	11	2	14	10	6
The world	10	10	9	11	5	6	8	4	2	10	10	11	5	10	3	14	9	5
Technology	7	6	8	8	4	6	7	4	5	7	7	8	5	8	3	10	7	4
Exploring and using media and materials	10	15	5	11	6	12	8	7	13	11	10	11	7	11	3	14	10	6
Being imaginative	8	12	4	9	5	7	6	6	9	7	8	8	6	9	2	11	8	5

Highest proportion exceeding

Lowest proportion exceeding

¹⁶ There were 77 children of a Chinese ethnic origin in the sample or 0.4%. Although this is a small number, it is roughly equivalent to the proportions of Chinese children nationally.

2.8 Characteristics and attainment

So far this chapter has highlighted how performance varied for children with different characteristics. Although these patterns give a general impression about how children performed in the EYFS pilot, we are not able to gauge how much of an effect each characteristic actually had on attainment. For example, if a child performed poorly, was it more likely to be a result of them being of a particular ethnicity or because they were eligible for FSM?

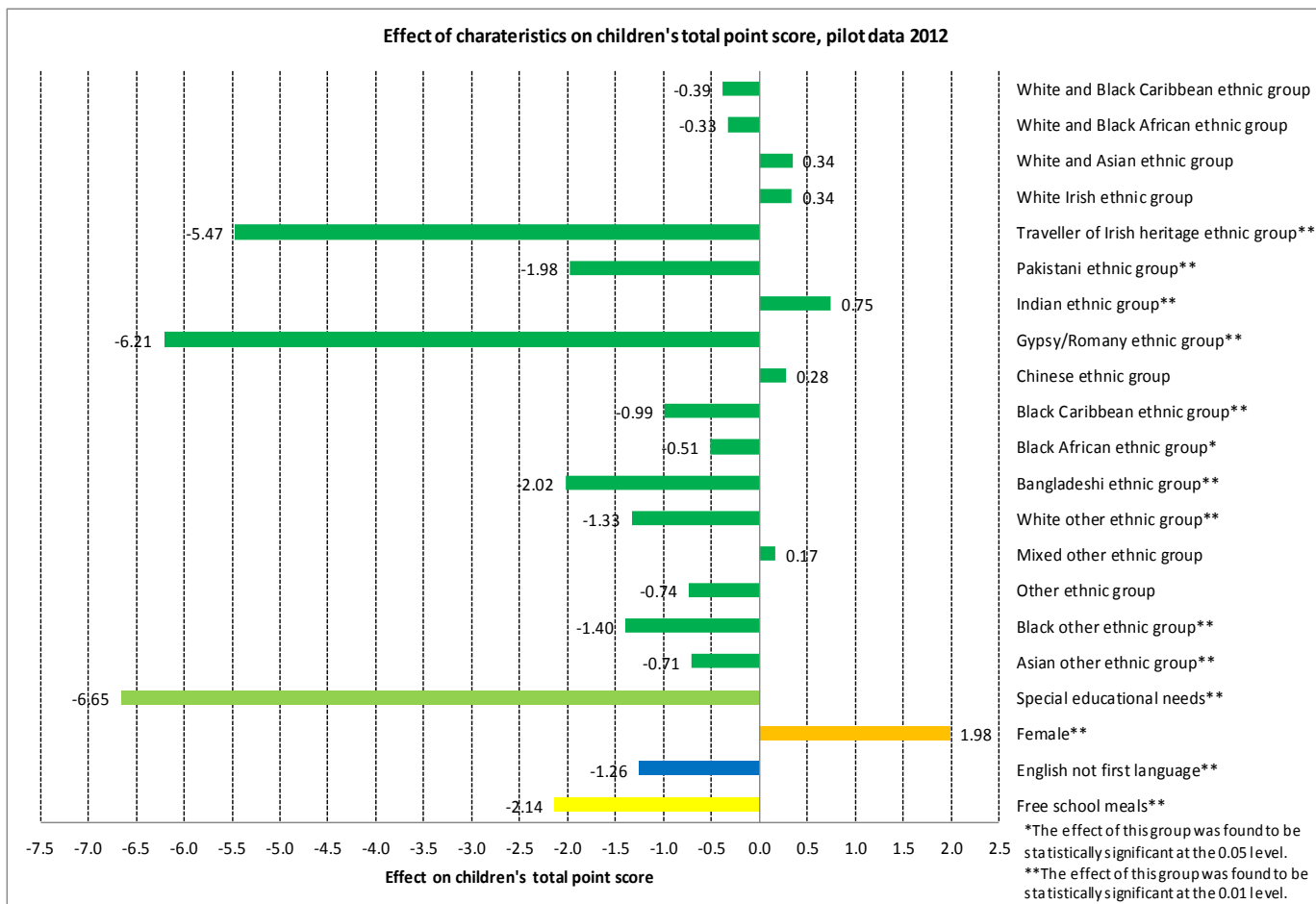
This section attempts to explore the relative effects of various characteristics on total point score. A multi-level model was used to predict this impact and chart 2.17 illustrates the results. The individual effect is shown for each characteristic, while holding all other characteristics constant and equal. For the ethnic groups, the White British ethnic group acts as the base case. The relative effect for each ethnic group is therefore compared to children of a White British ethnicity.

Using this approach, it is clear that being female had the greatest positive effect on total point score where girls had a total point score of 1.98 points higher than boys. To interpret this, this is approximately the difference between a girl being assessed as exceeding on one ELG, whilst a boy is only assessed as emerging. Alternatively, a girl would be achieving in two ELGs and a boy emerging in both. Having an identified SEN had the greatest negative effect on total point score, where SEN children scored 6.65 points lower than non SEN children. To put this into context, children eligible for FSM scored on average 2.14 points less than a non FSM child with otherwise the same characteristics.

In terms of ethnicities, Gypsy/Romany children scored on average 6.21 points lower than children of a White British ethnicity when all other characteristics are held constant. Similarly, children of Traveller of Irish Heritage on average scored 5.47 points lower than children of a White British ethnicity. Unfortunately, whilst this finding is in keeping with the results one might expect to see nationally there were too few Gypsy/Romany and Traveller of Irish Heritage children in the pilot to attach too much weight to this finding. This is often the case in data collections of this kind. To translate this, however, this is roughly equivalent to a child with either of these ethnicities achieving emerging in all 17 ELGs but a White British child achieving emerging in 14, achieving the expected level in one and exceeding in two. Month of birth also has an effect on total point score where children born in the summer months (May, June, July, August) are more likely to have a lower point score than children born in the autumn months (September, October, November and December).

The model, however, cannot isolate whether it is the individual factor causing the relative level of performance or whether it is another unknown factor or a combination of both of these. For example, the model has not measured the effect parental education might have on a child's total point score.

Chart 2.17 The effect of various characteristics on a child's total point score. Source: EYFSP pilot data, 2012



2.9 Correlation

This section reports the results of a correlation analysis focusing on the relationship between the new ELGs. The correlations between the old and new ELGs and the links between the two are discussed further in section 4.2. Appendix F provides a full set of correlations where all combinations of scales showed statistically significant¹⁷ relationships. The closer the correlation coefficient is to 1 the stronger the relationship, the closer the correlation coefficient is to 0 the weaker the relationship.

The appendix shows that the strongest link in the 17 ELGs occurred between *understanding* and *listening and attention* at 0.76. In contrast, the weakest relationship with a correlation of 0.38 occurred between *numbers* and *making relationships*.

Table 2.18 is a sub-set of the appendix which highlights the correlations in the new Profile that were 0.55 or greater and spanned across different learning areas. The correlations between the ELGs in the prime areas of learning are highlighted in grey. It is clear that the strongest relationship occurred jointly between: *numbers* and *writing*; and *managing feelings and behaviour* and *listening and attention* with a coefficient of 0.64. It could be argued that the strength of the relationship between the *numbers* and *writing* ELGs is because these ELGs are the more

¹⁷ Significant at the 95% confidence level or higher.

challenging ELGs. Similarly, *managing feelings and behaviour* and *listening and attention* might both each offer a similar level of challenge.

Eight of the nine correlations between the **personal social and emotional development** (PSED) and **communication and language** (CL) learning areas had a coefficient of 0.55 or greater. This illustrates the strength of the relationship between these two prime areas of learning.

Table 2.18 The correlations between the 17 new ELGs. Source: EYFSP pilot data, 2012

Early Learning Goal		Correlation
M: Numbers	L: Writing	0.64
PSED: Managing feelings and behaviour	CL: Listening and attention	0.64
PSED: Self-confidence and self-awareness	CL: Speaking	0.63
PSED: Self-confidence and self-awareness	CL: Understanding	0.63
PSED: Self-confidence and self-awareness	CL: Listening and attention	0.62
M: Numbers	L: Reading	0.62
L: Reading	CL: Understanding	0.62
UW: The world	CL: Understanding	0.61
UW: People and communities	CL: Understanding	0.61
UW: People and communities	CL: Speaking	0.60
M: Shape, space and measures	L: Reading	0.60
UW: The world	CL: Speaking	0.60
L: Reading	CL: Listening and attention	0.60
PSED: Managing feelings and behaviour	CL: Understanding	0.59
UW: The world	M: Shape, space and measures	0.59
L: Reading	CL: Speaking	0.59
M: Shape, space and measures	L: Writing	0.59
UW: People and communities	CL: Listening and attention	0.58
UW: People and communities	M: Shape, space and measures	0.58
M: Shape, space and measures	CL: Understanding	0.58
L: Writing	CL: Understanding	0.58
PSED: Making relationships	CL: Listening and attention	0.57
PD: Health and self-care	CL: Understanding	0.57
PD: Health and self-care	CL: Listening and attention	0.57
M: Shape, space and measures	CL: Speaking	0.57
L: Writing	CL: Listening and attention	0.56
L: Writing	CL: Speaking	0.56
PSED: Managing feelings and behaviour	CL: Speaking	0.56
UW: The world	CL: Listening and attention	0.56
UW: People and communities	PSED: Managing feelings and behaviour	0.55
UW: People and communities	PSED: Self-confidence and self-awareness	0.55
M: Shape, space and measures	CL: Listening and attention	0.55
PSED: Managing feelings and behaviour	PD: Health and self-care	0.55
PSED: Self-confidence and self-awareness	PD: Health and self-care	0.55
UW: The world	PSED: Self-confidence and self-awareness	0.55
EADM: Being imaginative	UW: People and communities	0.55
PSED: Making relationships	CL: Understanding	0.55

3 Local authority analysis

Summary

- There was a 34 percentage point gap between the 5th and 95th percentile in the new GLD.
- Girls outperformed boys in all LAs in all three threshold measures detailed in this paper: the new GLD; prime areas of learning; and all ELGs. Similarly, non FSM children outperformed FSM children in all LAs in all three measures.
- LA distribution was widest for *numbers, shape, space and measures, writing, people and communities* and *being imaginative*. The first three are some of the ELGs where performance was the lowest.
- LA distribution was narrowest in *moving and handling* and *self-confidence and self-awareness*.

3.1 Introduction

This chapter presents an analysis of the assessment data for the LAs that participated in the pilot (appendix B). This includes performance in the three main threshold indicators discussed in this paper: the new GLD; prime areas of learning; and all ELGs for all children (section 3.2), by gender (section 3.3) and by FSM (section 3.4). Finally, performance in the 17 individual ELGs at the LA level is also considered in detail (section 3.5).

As only a sample of children from each LA participated in the pilot these results are not designed to represent the LAs more generally and it is not necessarily expected that the figures seen here will be replicated in the local level results. The weighting methodology applied in section 2 has not been applied here¹⁸.

Table 3.1 list the LAs that participated in the pilot. Participation ranged from 150 children to 5,000 children participating per LA. Participation rates ranged from 9% of the EYFS children in each LA to 44%.

Table 3.1 Participating LAs. Source: EYFSP pilot data, 2012

Local Authority	
Barking and Dagenham	Lambeth
Barnsley	Lewisham
Blackpool	Lincolnshire
Bolton	Oldham
Buckinghamshire	Plymouth
Croydon	Portsmouth
Darlington	Shropshire
East Riding of Yorkshire	Southampton
Hertfordshire	Swindon
Knowsley	

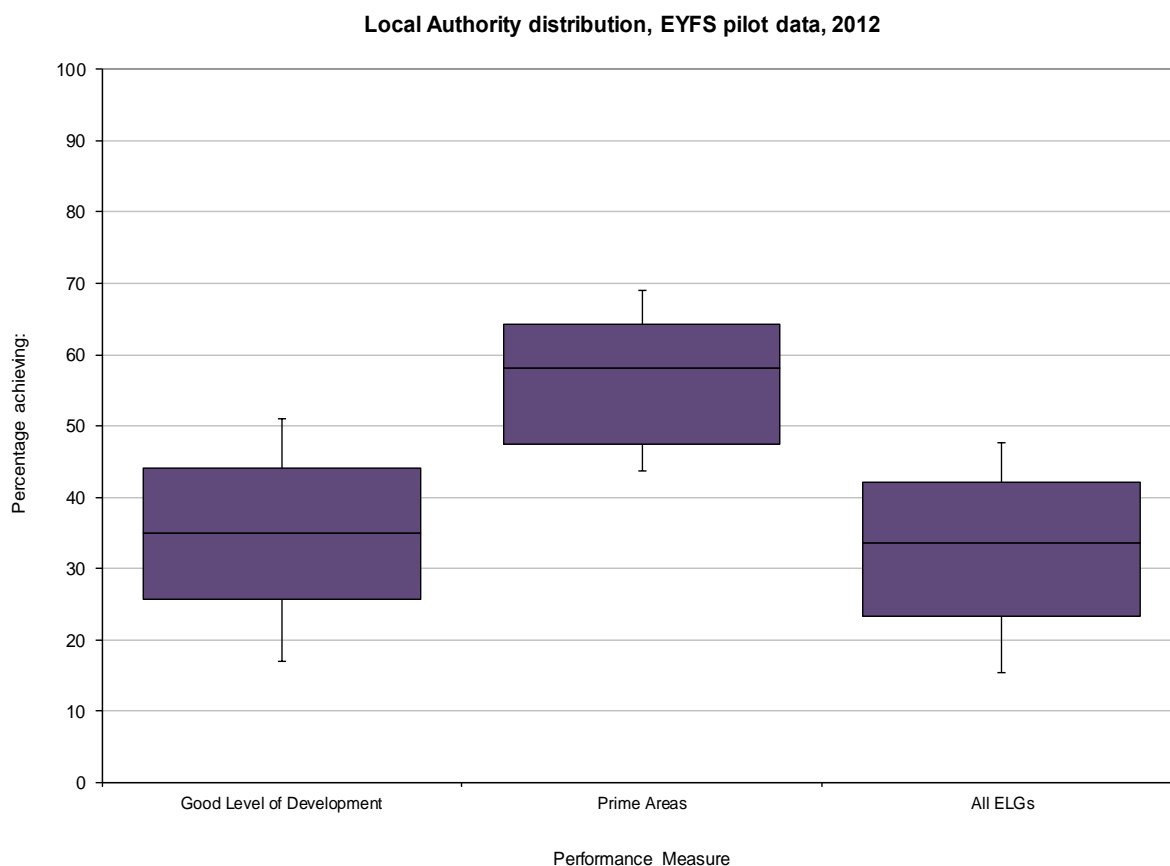
¹⁸ The weighting methodology was not applied here as the results were not dependent on the use of a nationally representative sample.

3.2 Local authority performance - all children

To refresh, the new GLD measure is the proportion of children achieving in the prime areas of learning plus the ELGs in the **literacy** and **mathematics** areas of learning. Chart 3.2 shows the spread of performance across the three threshold indicators: the GLD; prime areas of learning; and all ELGs. The lowest value on the chart is the 5th percentile and the highest value is the 95th percentile.

Chart 3.2 shows that at the LA level the 5th percentile was 17% and the 95th was 51%, a gap of 34 percentage points. The median value was 35%. When this is compared to the prime areas of learning it is clear that the distribution was slightly narrower with a 5th percentile of 44% and a 95th percentile of 69%, a gap of 25 percentage points. Next, when this is compared to the proportion achieving all ELGs, the chart suggests that the distribution was wider than the prime areas of learning but narrower than the GLD measure with a 5th percentile of 15% and a 95th percentile of 48%. This is a gap of 32 percentage points. The median was closest to the 95th percentile in the prime areas of learning. This suggests that a higher number of LAs performed closer to the 95th percentile in the prime areas of learning than in the other measures.

Chart 3.2 LA distribution by measures of performance. Source: EYFSP pilot data, 2012

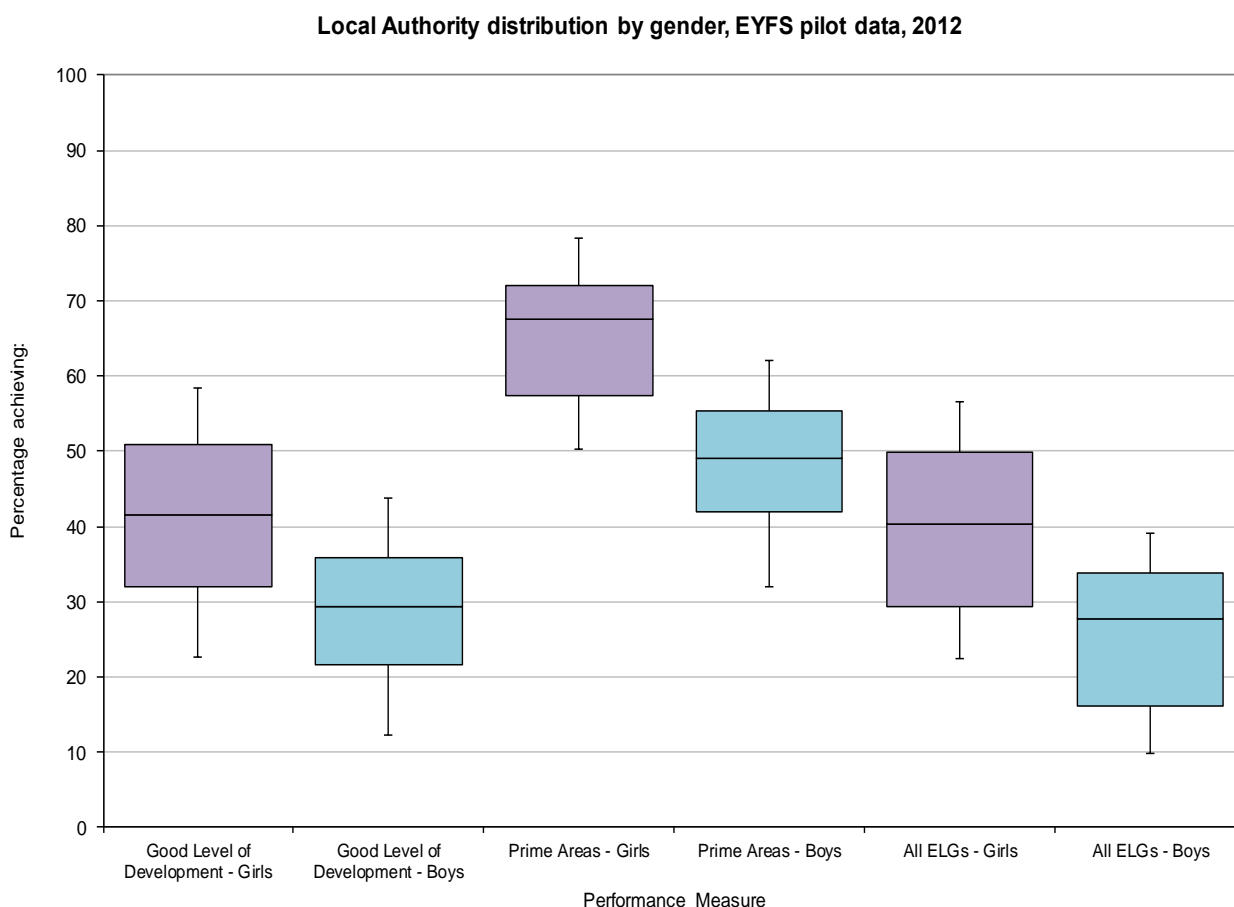


3.3 Local authority performance – gender

This section illustrates the gender differences at the local authority level across the three threshold indicators. Firstly, each LA had a sample of girls and boys large enough to make the LA characteristic calculations robust. Chart 3.3 shows the spread of performance across the three measures by gender.

Girls outperformed boys in all LAs in all three measures so it is clear that the gender gap also has an effect at the local level as it does across the results more generally. For girls, the narrowest gap between the 5th and 95th percentile was in the prime areas measure and for boys it was in the all ELGs measure. The gaps were 28 and 29 percentage points respectively. Across the genders, it is evident that the narrowest gap between the median levels of performance was in the GLD measure where the gap was 12 percentage points. The median values were 41% for girls and 29% for boys. In contrast, the widest gaps between the median level of performance was in the prime areas measure where the gap was 18 percentage points. The median values were 67% for girls and 49% for boys.

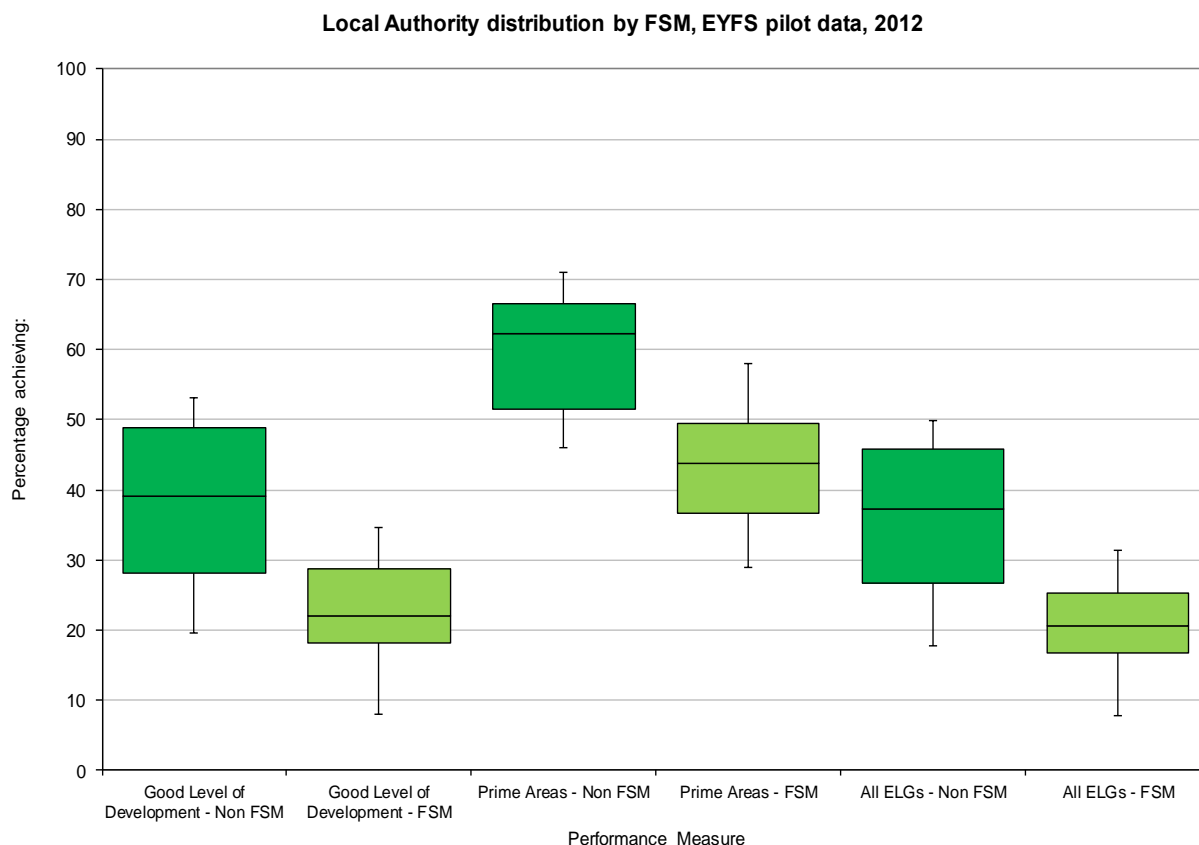
Chart 3.3 LA distribution by measures of performance and gender. Source: EYFSP pilot data, 2012



3.4 Local authority performance – free school meals

This section looks at the differences at the local authority level in the three threshold indicators by FSM eligibility. Firstly, each LA had a sample of FSM and non FSM children that was large enough to make the LA characteristic calculations robust. Chart 3.4 shows the spread of performance across the three measures by FSM.

Chart 3.4 LA distribution by measures of performance and FSM. Source: EYFSP pilot data, 2012



Non FSM children outperformed FSM children in all LAs in all three measures. The chart shows that for non FSM children the narrowest gap between the 5th and 95th percentile was in the prime areas measure. For FSM children the narrowest gap was in the all ELGs measure. Across the two categories of FSM eligibility, it can be concluded that the narrowest gap between the median levels of performance was in the GLD measure where the gap was 17 percentage points. The median values were 39% for non FSM children and 22% for FSM children. The widest gap between the median levels of performance was in the prime areas measure where the gap was 19 percentage points. The median values were 62% for non FSM children and 44% for FSM children.

In the GLD and all ELGs measure, the difference between the 5th and 95th percentile was greatest for non FSM children. This suggests that there was greater LA variability in these measures for these children than FSM children. The difference between the 5th and 95th percentile in the prime

areas measure was greater for FSM children which means that LA variability was greater for FSM children in this measure.

3.5 Performance in the 17 early learning goals

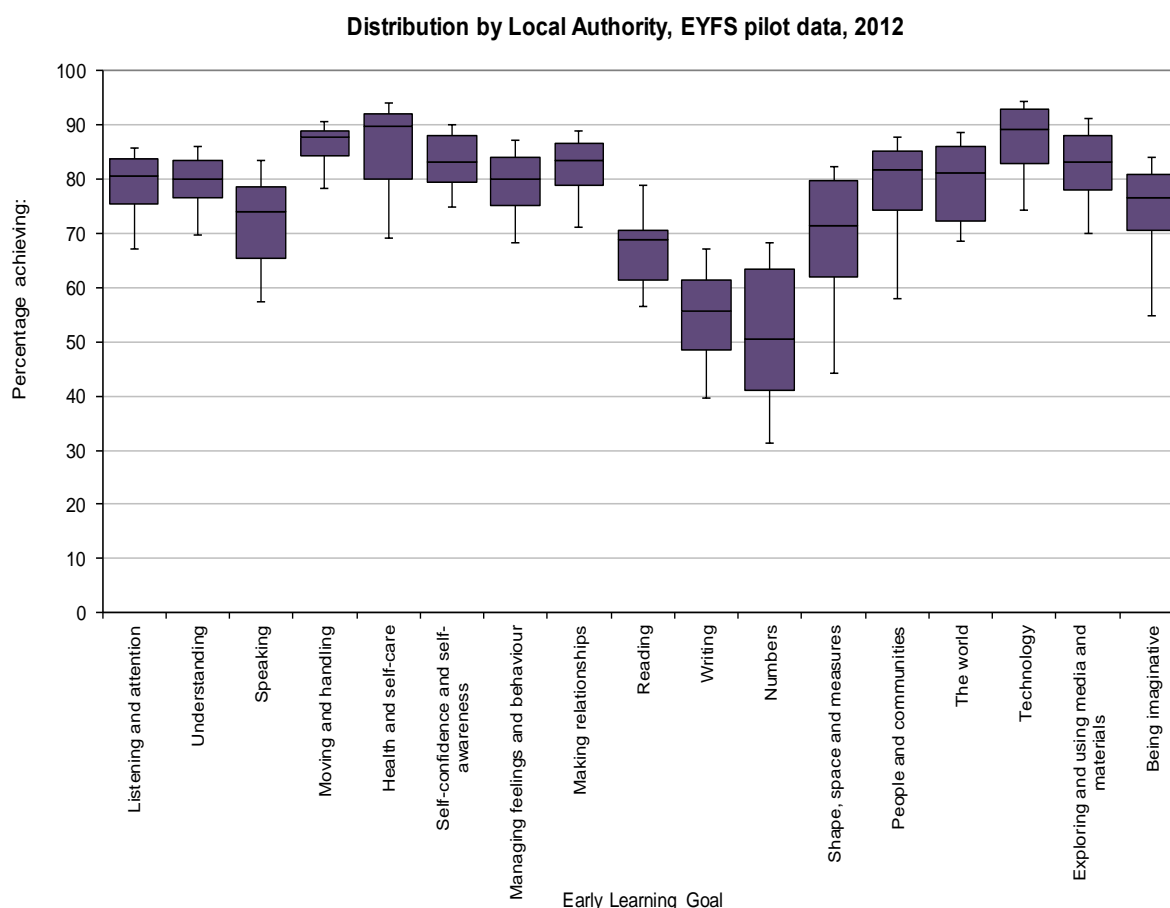
In this section performance in the 17 ELGs at the local authority level is considered in greater detail. Chart 3.5 shows the spread of performance within all of the 17 ELGs. The lowest value is the 5th percentile and the highest value is the 95th percentile.

Interestingly, the distribution was the widest for the ELGs where overall performance was lowest. This specifically includes *numbers* and *shape, space and measures*, but also *writing*. There was a percentage point gap of 38, 37 and 27 between the 5th and 95th percentile in each of these ELGs respectively. In addition, the distribution was wide for the *people and communities* and *being imaginative* ELGs where there was a percentage point gap of 30 and 29 between the 5th and 95th percentile respectively.

In contrast, the distribution was narrow in *moving and handling* and *self-confidence and self-awareness*, two of the ELGs where performance was amongst the highest. The percentage point gap between the 5th and 95th percentile was 12 and 15 respectively.

Across the 17 ELGs, the 5th percentile ranged from only 31% in *numbers* to 78% in *moving and handling*. The 95th percentile ranged from 67% in *writing* to 94% in *technology* and *health and self-care*. Finally, in terms of the proportion of children achieving across the LAs the median was the lowest for *numbers* and highest for *health and self-care*.

Chart 3.5 The distribution across the 17 ELGs at the local authority level. Source: EYFSP pilot data, 2012



4 The links between the old Profile and new Profile

Summary

- Analysis of the relationships between the old scales and the new ELGs showed that all of the old scales had statistically significant correlations with all of the new ELGs. Where the relationship between a scale and an ELG was particularly strong, we might expect the children that would have performed well in the old scale to also perform well in the new ELG.
- In the old Profile, the strongest relationship was between the *reading* and the *linking sounds and letters* scales. The weakest relationship was between *creative development* and *numbers* scales.
- Across the old and new Profile, the strongest relationship was between the two *reading* ELGs. The weakest relationships were between *technology* (new) and *emotional development* (old); and *technology* (new) and *creative development* (old).
- When performance in the old and new GLD was compared, children of a Black ethnicity were the most affected. Performance between the two measures differed by 32 percentage points with performance in the old GLD being higher. This compares to just 22 percentage points for children of a White ethnicity.
- In a measure constructed to replicate as closely as possible the old GLD measure, performance for all groups was lower in the modelled GLD than the old GLD.

4.1 Introduction

This chapter explores the links between the old EYFSP and new EYFSP. In this section, the sample was not weighted and children were only included in this analysis if they had both valid new assessment data and valid old assessment data for 2012.

This section begins by investigating the interdependencies between the scales within the old and the ELGs of the new Profile (section 4.2). This gives an indication of what the transition from the old to new Profile might look like. Section 4.3 examines the difference in performance between the old and new GLD.

4.2 Correlation

This section reports the results of the correlation analysis to assess the relationships between the old and new Profiles. Appendix F provides a full set of correlations for the 13 old and also the relationships between the 13 old and 17 new ELGs. All combinations of scales showed statistically significant¹⁹ correlations. The closer the correlation coefficient is to 1 the stronger the relationship. The closer the correlation coefficient is to 0 the weaker the relationship.

¹⁹ Significant at the 95% confidence level or higher.

The appendix shows that the strongest link in the 13 old scales occurred between *reading* and *linking sounds and letters* at 0.84. The weakest correlation with a coefficient of 0.57 occurred between *creative development* and *numbers*. Finally, the strongest relationship between the scales in the old EYFSP and the ELGs in the new Profile was between the two *reading* ELGs with a coefficient of 0.71. The joint weakest links with coefficients of 0.35 were between *technology* and *emotional development* and *technology* and *creative development*.

Table 4.1 The correlations between the 17 new ELGs and 13 old ELGs. Source: EYFSP pilot data and EYFSP National Pupil Database, 2012

New Early Learning Goal	Old Early Learning Goal	Correlation
L: Reading	CLL: Reading	0.71
L: Reading	CLL: Linking sounds and letters	0.70
L: Writing	CLL: Writing	0.70
L: Reading	CLL: Writing	0.69
L: Writing	CLL: Reading	0.64
L: Writing	CLL: Linking sounds and letters	0.63
L: Reading	PSRN: Calculating	0.63
CL: Speaking	CLL: Language for communication and thinking	0.62
CL: Understanding	CLL: Reading	0.61
CL: Understanding	CLL: Language for communication and thinking	0.61
CL: Listening and attention	CLL: Language for communication and thinking	0.59
PSED: Managing feelings and behaviour	PSE: Emotional development	0.59
CL: Listening and attention	CLL: Reading	0.59
CL: Understanding	CLL: Writing	0.59
CL: Listening and attention	CLL: Writing	0.59
CL: Listening and attention	PSE: Dispositions and attitudes	0.58
M: Numbers	PSRN: Calculating	0.58
L: Reading	PSRN: Numbers	0.58
M: Shape, space and measures	PSRN: Shape, space and measures	0.58
CL: Speaking	CLL: Reading	0.58
CL: Understanding	CLL: Linking sounds and letters	0.58
L: Reading	PSRN: Shape, space and measures	0.58
CL: Understanding	PSRN: Calculating	0.57
M: Shape, space and measures	PSRN: Calculating	0.57
M: Shape, space and measures	CLL: Reading	0.57
L: Writing	PSRN: Calculating	0.57
CL: Understanding	PSRN: Shape, space and measures	0.57
PSED: Self-confidence and self-awareness	CLL: Language for communication and thinking	0.56
M: Numbers	CLL: Reading	0.56
CL: Understanding	PSE: Dispositions and attitudes	0.56
PSED: Managing feelings and behaviour	PSE: Social development	0.56
CL: Listening and attention	CLL: Linking sounds and letters	0.56
M: Numbers	CLL: Writing	0.56
CL: Listening and attention	PSRN: Calculating	0.56
UW: People and communities	CLL: Language for communication and thinking	0.55
CL: Listening and attention	PSE: Emotional development	0.55
CL: Speaking	CLL: Writing	0.55
PSED: Making relationships	PSE: Emotional development	0.55
CL: Understanding	Knowledge and understanding of the world	0.55
L: Reading	CLL: Language for communication and thinking	0.55
PSED: Self-confidence and self-awareness	PSE: Dispositions and attitudes	0.55
CL: Speaking	PSRN: Shape, space and measures	0.55
M: Shape, space and measures	CLL: Writing	0.55

Table 4.1 above is a sub-set of the appendix, detailing the correlations between the 13 old and 17 new that were 0.55 or greater. As discussed above, the strongest relationship occurred between the two *reading* ELGs. Unsurprisingly, the links between most of the other ELGs in the communication, language and literacy (old) and **literacy** (new) areas of learning were also very strong. More interestingly, the new *reading* ELG correlated strongly with the old *calculating* ELG with a coefficient of 0.63. The ELGs in the new **communication and language** area of learning also correlated strongly with the old communication, language and literacy area of learning.

4.3 Performance in the old and new good level of development

Section 2.2.1 provides a detailed analysis of how children performed under the new GLD. This section, however, compares the differences between performance in the old²⁰ and new GLD²¹.

The old GLD was defined as the proportion of children that achieve six or more points across the seven personal, social and emotional development and communication, language and literacy scales and 78 or more points across all 13 scales. The new GLD has been defined as the proportion that achieve at least the expected level in the early learning goals in the prime areas of learning (**personal, social and emotional development; physical development; and communication and language**) and in the specific areas of **mathematics and literacy**.

Table 4.2 shows that the proportion of children that achieved the new GLD was 23 percentage points lower than the proportion that achieved the old GLD in 2012.

Table 4.2 Performance in the old and new GLD by characteristics. Source: EYFSP pilot data and EYFSP National Pupil Database, 2012

	% of children achieving:		Difference
	Old GLD	New GLD	
All children	64	41	23
Girls	73	48	25
Boys	55	34	21
Non FSM	67	45	22
FSM	48	24	24
Any Other	57	29	28
Asian	60	36	24
Black	61	29	32
Chinese	62	44	18
Mixed	64	38	26
White	65	43	22
Non EAL	65	43	22
EAL	56	30	26
Non SEN	68	44	24
All SEN	23	10	13
Autumn Born	73	52	21
Spring Born	64	41	23
Summer Born	53	30	23

²⁰ Figures based on the EYFS national population in 2012.

²¹ Figures based on pilot children.

In addition, the table shows that performance in the new GLD was lower than performance in the old GLD for all characteristics²². The greatest difference between the two was for children of a Black ethnicity where 61% of children achieved the old GLD and only 29% of children achieved the new GLD, a gap of 32 percentage points. In contrast, the smallest difference was for children with SEN with a gap of 13 percentage points. It should be noted, however, that performance for SEN children was low in both measures. The difference for children of a Chinese ethnicity was also small at 18 percentage points.

Next, to determine whether the differences between achievement in the old and new ELGs has been caused by including a different set of ELGs in the new measure, this section models the results for a measure that most closely resembles the old GLD. This measure has been constructed to have a specific focus on the ELGs that are the most similar to the ELGs in the old GLD, for example, by including the communication ELGs but by omitting an emphasis on mathematics. The definition of this measure is *the percentage of children achieving at least 34 points²³ and at least the expected level in: communication and language; literacy; and personal, social and emotional development*. This measure also captures the points element using a similar principle as the old GLD. The 34 point threshold suggests children achieved all ELGs in the same way that the 78 point threshold suggests children were working securely (six or more points) within all ELGs, allowing for some counterbalancing.

Table 4.3 shows the proportion of children that achieved the newly constructed GLD and the old GLD²⁴ by gender and FSM. It is clear that for in all categories fewer children achieved the modelled GLD than the old GLD. The biggest difference was for FSM children, albeit only slightly. Finally, it is also worth noting that the proportion of children that achieved the new GLD (41%) and the modelled GLD (42%) was only 1 percentage point different.

Table 4.3 The differences between the proportion of children achieving the old GLD and modelled GLD.
Source: EYFSP pilot data and Early Years Foundation Stage pupil characteristics SFR, 2012

% of children achieving:	Modelled GLD	Old GLD	Difference
All children	42	64	22
Girls	51	73	22
Boys	34	55	21
Non FSM	46	67	21
FSM	25	48	23

²² Data taken from the *Early Years Foundation Stage Profile Attainment by Pupil Characteristics in England SFR, 2011/12* and the 2012 National Pupil Database.

²³ With a scoring system of emerging = one point, expected= two points and exceeding= three points.

²⁴ Defined as the percentage of children achieving six or more points across the seven personal, social and emotional development and communication, language and literacy scales and a total of 78 points across all 13 scales.

5 Teacher questionnaires and Reception/Year 1 teacher workshop

Summary

- Generally, the feedback from teachers responding to the questionnaires and participating in the workshop was positive:
 - Over half of the respondents agreed that they had been able to complete the assessment and the section on the characteristics of learning accurately.
 - Over half of the respondents found the EYFSP handbook useful in completing the assessment and just under half found the exemplification material helpful.
 - Over half of the respondents found it easy to decide whether children were at the emerging, expected or exceeding level.
 - When asked whether it was more difficult to make this judgment for any of the ELGs, between a fifth and a quarter of respondents said no. Almost a half said this was more difficult for the *numbers* ELG and between a fifth and a quarter said it was more difficult for the *writing, being imaginative* and *people and communities* ELGs. This was generally because respondents either felt there was too much content in the goals, the goals were too challenging, or because the content of the goals had not been taught this year.
 - Around six out of ten respondents felt that the new Profile provided them with a good basis for discussing children's development with parents and Year 1 teachers.
 - Between 50-60% of the Year 1 teachers thought that the information from the new Profile (the assessment against the goals and the information on the characteristics of learning) would be useful in planning for the children coming into their class, they tended to think that the Profile gave them a useful snapshot of children's development. As with Reception teachers there was some concern about being able to differentiate between pupils within each of the categories of emerging, expected and exceeding which did not give them enough information or enable them to identify gaps in learning and thus what their next steps should be.
- Where Reception teachers indicated a concern with the new Profile this tended to focus on uncertainty around making a best-fit assessment; how to use the information from the Profile to best inform parents and Year 1 teachers; and making the exemplification more accessible. Similarly Year 1 teachers, while generally positive, did raise concerns about the level of detail contained in the new Profile which meant that good transition conversations with the Reception teacher would be essential.

5.1 Introduction

Shortly after completing the new Profile assessments, we asked all Reception teachers and Year 1 teachers in our pilot schools to complete a short online questionnaire. We received questionnaire responses from 204 Reception class teachers and 39 Year 1 teachers. Respondents were overwhelmingly female, and from maintained schools. We received responses from teachers with a range of experience and from teachers across the country, although there was a low response rate from the London LAs (see tables 5.1 and 5.2).

Table 5.1 Respondents to the Reception class teacher questionnaire

	Number	Percentage
Gender		
Female	198	97
Male	4	2
Not stated	2	1
Type of school		
Maintained	185	91
Academy/Free School	11	5
Independent	2	1
Not stated	6	3
Length of time teaching		
Less than a year	2	1
1 year	11	5
2-5 years	52	26
6-9 years	37	18
10 years or more	102	50
Length of time as a Reception teacher		
Less than a year	4	2
1 year	22	11
2-5 years	89	44
6-9 years	44	22
10 years or more	42	21
Not stated	3	2
Region		
North East	3	2
North West	32	16
Yorkshire and the Humber	19	9
East Midlands	19	9
West Midlands	3	2
East of England	48	24
London	10	5
South East	37	18
South West	28	14
Not stated	5	23
TOTAL RESPONDENTS	204	

Table 5.2 Respondents to the Year 1 teacher questionnaire

	Number	Percentage
Gender		
Female	38	97
Male	1	3
Type of school		
Maintained	38	97
Academy/Free School	1	3
Independent	0	0
Length of time teaching		
Less than a year	0	0
1 year	2	5
2-5 years	15	39
6-9 years	6	15
10 years or more	16	41
Length of time as a Year 1 teacher		
Less than a year	2	5
1 year	7	18
2-5 years	21	54
6-9 years	6	15
10 years or more	3	8
Region		
North East	6	15
North West	8	21
Yorkshire and the Humber	7	18
East Midlands	6	15
West Midlands	2	5
East of England	6	15
London	1	3
South East	4	10
South West	3	8
TOTAL RESPONDENTS	39	

To complement the data gathered from the online questionnaires we held a feedback session with 19 teachers (10 Reception teachers and 9 Year 1 teachers) where we gathered more detailed feedback about the new Profile and its link with the curriculum for Year 1.

5.2 Views on the new assessment

Nearly all of the respondents stated that it took less than an hour to complete the assessment for each child, and over two thirds said that it took them half an hour or less. Less than 5% of respondents said it took them an hour or more.

Table 5.3 Time taken, on average, to complete the assessment per child

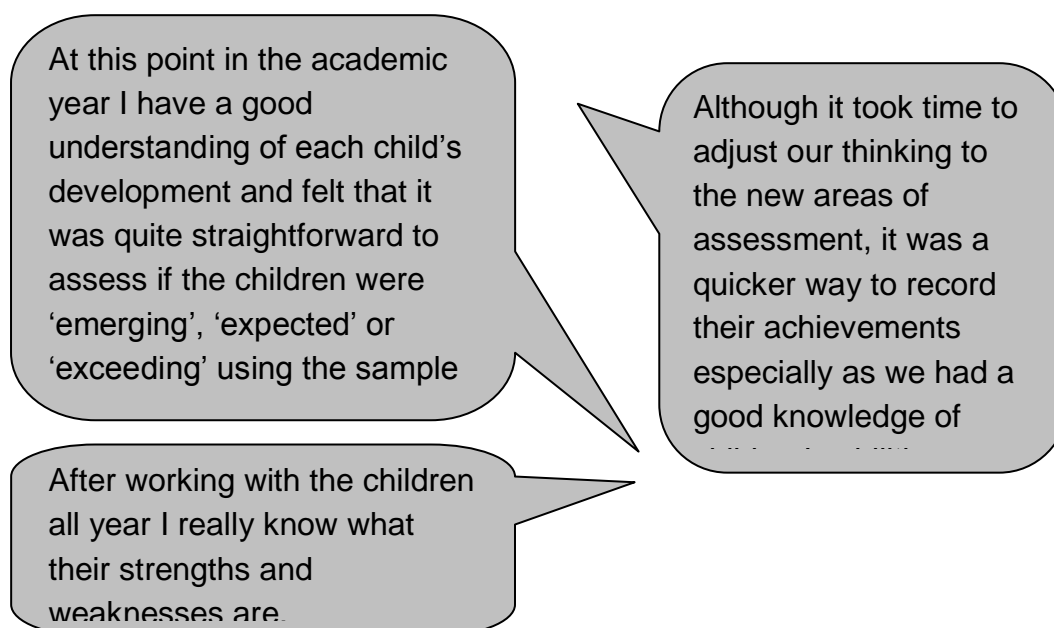
Time taken to complete assessment for one child	Percentage	Cumulative percentage
Up to 10 minutes	20.1	20.1
10-20 minutes	0.0	20.1
20-30 minutes	48.5	68.6
30-40 minutes	18.1	86.8
40-50 minutes	4.4	91.2
50-60 minutes	5.4	96.6
More than 60 minutes	3.4	100

This was supported by feedback from the teachers' workshop where the majority of teachers said that the assessment against the 17 ELGs had taken them in the range of 10-20 minutes per child. Many commented that they got quicker as they got used to the new Profile. Many commented that the section on the Characteristics of Learning had taken them longer.

We asked respondents whether they had been able to accurately complete the assessments (see Q2 in appendix G). Over half of respondents to this question agreed that they were able to complete the assessment accurately (54% agreed and 4% strongly agreed). Around a fifth of respondents disagreed that they could accurately complete the assessment (20% disagreed and 2% strongly disagreed) and a further fifth neither agreed nor disagreed.

190 respondents commented further. 43% of comments included a positive remark about the accuracy of the assessment. Many of these comments related to the knowledge that teachers had built up of the children in their class, which made it relatively easy to assess their development.

Figure 5.4 Teachers views of the assessment.



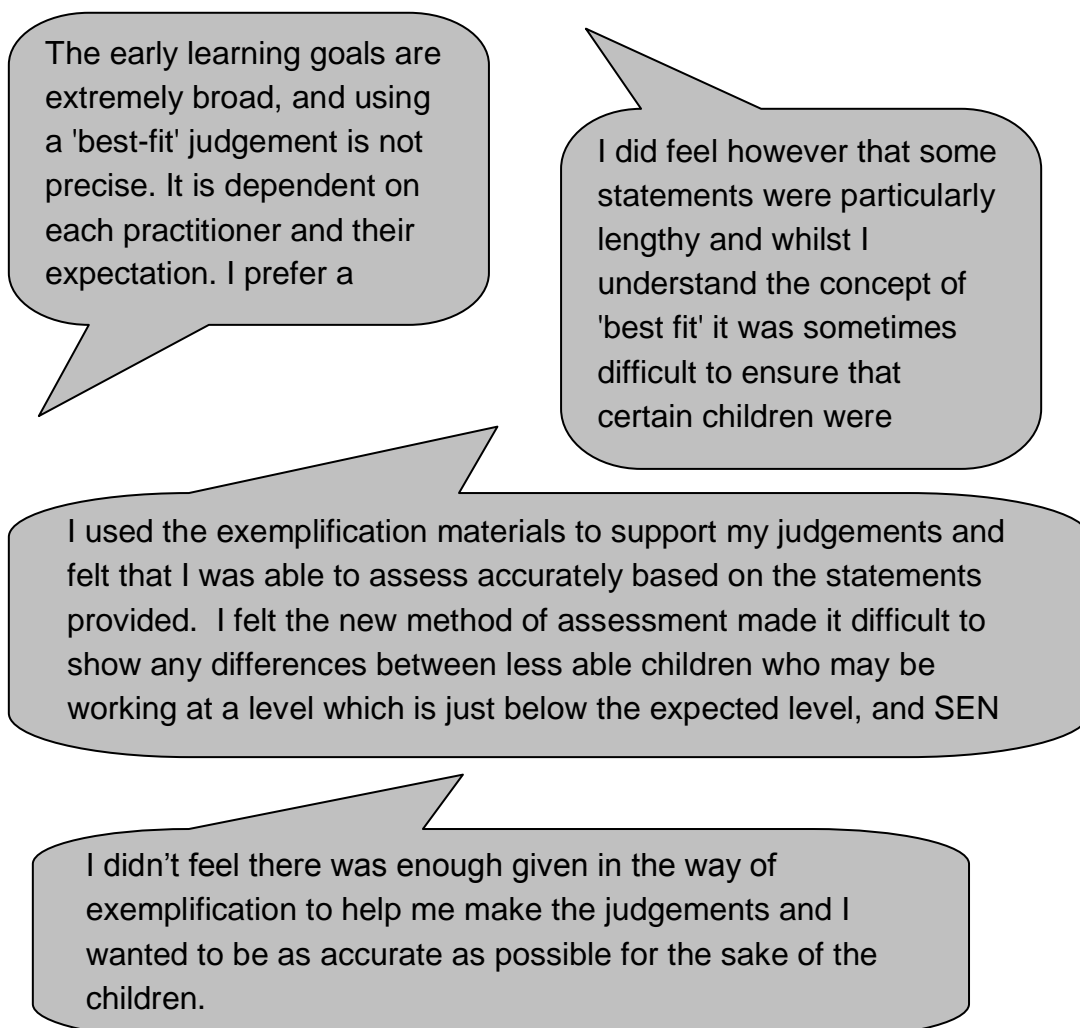
Just over one in ten of the comments (12% n = 23) were regarding the best-fit approach. Comments generally focussed on the subjective nature of a best-fit judgement. Some commented that this meant that the data was less consistent and less precise and others commented that they were unsure about the threshold for deciding if a child had achieved the ELG. Many teachers in the workshop were generally happy with the best-fit approach. They liked the freedom this gave them but they did raise concerns with the accuracy and consistency of the data resulting from this approach.

The same proportion of comments (12%, n=22) related to the exemplification materials. 14 people commented that the exemplification material had not helped them compared to 7 people who thought the exemplifications were helpful.

The same proportion of comments related to the categories of emerging, expected and exceeding being very broad. There was some concern that the three categories are too broad to give an accurate description of individual children's abilities and do not allow teachers to differentiate between the children in each group. This was echoed by some of the teachers in the workshop.

Some teachers in the workshop also noted that because the goals tended to emphasise talking and speaking, this made it harder to award children an expected level if they used other forms of communication, especially SEN or children with a first language other than English.

Figure 5.5 Teachers views of the assessment



We asked respondents whether they had been able to accurately complete the section on the characteristics of learning (see Q3 in appendix G). Over half of the teachers responding to this question agreed that they had been able to do this accurately (48% agreed and 9% strongly agreed). Only just over one in ten respondents did not agree (13% disagreed and 1% strongly disagreed).

We asked respondents how easy they found it to decide whether children were at the emerging, expected or exceeding level (table 5.6). Over half of teachers responding to this question agreed that they had found this easy (49% fairly easy, 8% very easy) and under a quarter said they had found it difficult (21% fairly difficult, 3% very difficult).

Teachers in the workshop noted that completing this section took longer than the assessment against the 17 ELGs, but generally they liked this section. They commented that it allowed for more differentiation between children and thought that it would be useful for Year 1 teachers.

We then asked whether there were any particular early learning goals where this decision had proved more difficult. Just over a fifth of respondents did not tick any of the goals. The *numbers* goal received the most responses (49%, n=100), followed by *writing* (24%); *being imaginative*; and *people and communities* (both 20%). This was supported by teachers in the workshop, many of whom felt that some of the new ELGs were more challenging, especially *numbers*, *writing*, *listening and attention* and *being imaginative*.

Table 5.6 Assessing children against the 17 early learning goals

	Number of respondents	Percentage
Generally, across the 17 ELGs, how easy did you find it to decide whether a child was at the emerging, expected or exceeding level?		
Very easy	15	8
Fairly easy	99	49
Neither easy nor difficult	40	20
Fairly difficult	42	21
Very difficult	5	3
TOTAL	201	100
Were there any ELGs where this proved particularly difficult?		
Numbers	100	49
Writing	49	24
Being imaginative	41	20
People and communities	40	20
The world	35	17
Shape, space and measures	33	16
Exploring and using media and materials	29	14
Moving and handling	28	14
Reading	27	13
Technology	23	11
Speaking	18	9
Understanding	16	8
Making relationships	16	8
Health and self-care	15	7
Listening and attention	14	7

Managing feelings and behaviour	12	6
Self-confidence and self-awareness	11	5
None	46	23

152 respondents made further comments on this. Table 5.7 shows the types of responses received most often.

Table 5.7 Why was it difficult to decide whether children were emerging, expected or exceeding (free text response)?

	Number of comments	Percentage of comments (N=104)
Content of goals was too much/too broad/ambiguous making the best-fit assessment hard	46	30
Content of goal was more/too challenging	41	27
Content of goals was not taught this year	29	19
Difficult to decide whether children were expected or exceeding	16	11
Comment about specific element of a goal	13	9
Need more guidance exemplification	9	6
3 categories does not allow enough differentiation	7	5
Comment about SEN/first language	7	5

Between a quarter and a third of the comments (30%, n=46) raised the issue that they had struggled because of the best-fit approach (figure 5.8). Some felt there was too much content in the goals and others struggled to know what the threshold was for achieving the goal.

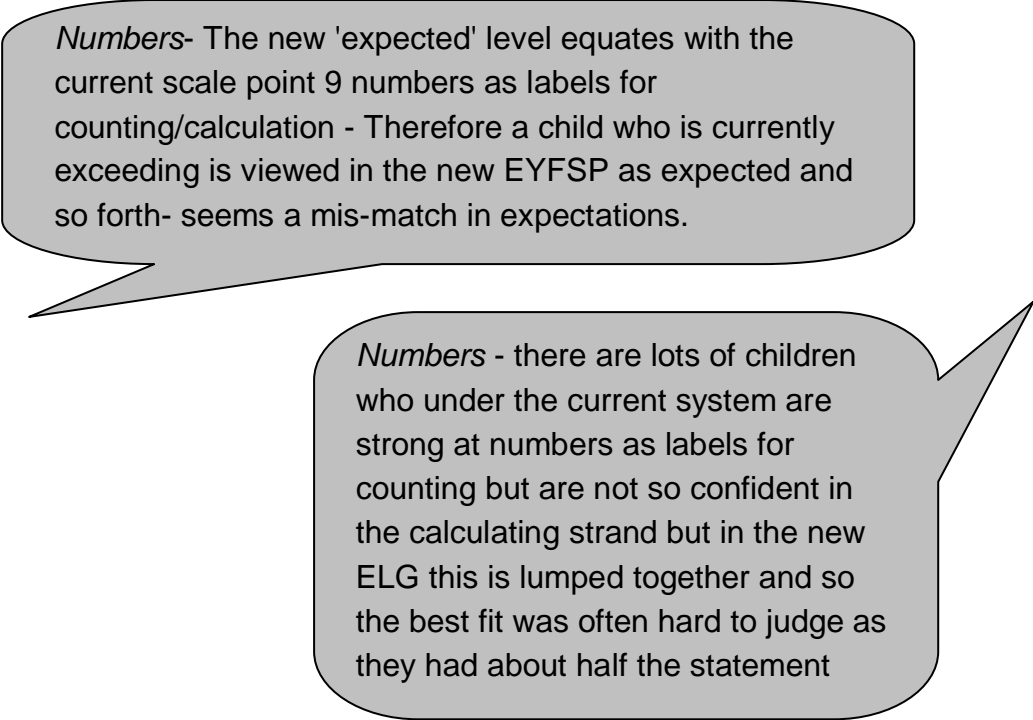
Figure 5.8 Views on the best fit approach.

The idea of 'best-fit' is a complete contrast to what we have been used to, and I think it will be difficult to moderate.

The new early learning goals seem to have taken the many small steps that children could make on the old Profile and simply joined them together. Given that we are not allowed to use this as a checklist, how do we decide if a child is emerging, expected or exceeding? If they have achieved half of the early learning goal statements are they

A similar proportion of comments related to the level of challenge of the new early learning goals – and numbers in particular (27%, n=41). Teachers in this category remarked that the level of challenge seemed higher which meant that fewer children were achieving expected on the new Profile than were achieving scale point 6 or more on the old Profile, and that fewer children were expected in this goal than in the other goals (figure 5.9).

Figure 5.9 Views on the new early learning goals



Numbers- The new 'expected' level equates with the current scale point 9 numbers as labels for counting/calculation - Therefore a child who is currently exceeding is viewed in the new EYFSP as expected and so forth- seems a mis-match in expectations.

Numbers - there are lots of children who under the current system are strong at numbers as labels for counting but are not so confident in the calculating strand but in the new ELG this is lumped together and so the best fit was often hard to judge as they had about half the statement

In addition just under a fifth (19% n = 29) of the comments raised the issue that it was hard to assess children in the areas where expectations had changed as teachers had not necessarily covered these areas in that academic year.

5.3 Discussing the output of the Profile with parents

Although fewer than one in ten respondents had actually discussed the results of the new Profile with any parents, just under two thirds of teachers said that they thought the new Profile would provide them with a good basis for discussing each child's development with parents (62%) compared with just over two thirds of teachers who did not (38%).

Of the 15 teachers who had discussed the new Profile with parents, 4 said that it was very/fairly easy compared to 7 who said it was very/fairly difficult. Opinions varied about why teachers found it difficult. Some teachers said the new profile did not provide enough detail and some said that parents hadn't understood how the new assessment worked.

As with teachers responding to the survey, not many of the teachers in the workshop had discussed the new Profile with parents. Many felt that the new Profile provided a sound basis for discussion although there was a general agreement that parents would need more information than just the 17 outcomes in order to understand their child's attainment, and that the information may not be as easy to understand or digest as the scores against the old scales. They felt that the report/discussions with parents would be more difficult where a child was assessed as emerging against the goals, and that as parents evening was typically about celebrating children's progress, this might be more difficult with the new Profile.

5.4 Discussing the output of the Profile with Year 1 teachers

60 per cent of respondents felt that the new assessment would provide them with a good basis for discussing each child's development with Year 1 teachers, compared to 40 per cent who did not. Over half of the teachers (60%) had actually discussed the new Profile with their Year 1 teachers. Of these 119 teachers, just over half (53%) said they had found it very/fairly easy, compared to a quarter of teachers who found it very/fairly difficult. A similar proportion said they found it neither easy nor difficult (see Q17-Q19 in appendix G).

Just over 100 teachers made a further comment about this issue and opinion was generally divided between those who did not like the fact that the assessment generated less information and those that did. Around a third of comments (n=37) related to concerns that the broad categories of emerging, expected and exceeding did not allow enough differentiation of the level of development reached by children and did not give Year 1 teachers enough detail about the child. A number of teachers in the workshop also commented on this. One teacher commented that in the new Profile it will be easy to identify high-fliers and lower-ability children but that there will be a big group of children in the expected category with a wide range of skills and abilities, who, on face value, will all look the same on the assessment. Teachers in the workshop felt that transition conversations between Reception and Year 1 teachers would become even more important with the new Profile. They were concerned that in schools where this is not standard practice, children may suffer. Some suggested that there should be a specific section in the guidance for Year 1 teachers which encouraged them to engage with Reception teachers and informed them about how to make the best use of the information from the new Profile to plan and support children's development.

A quarter of the comments (n=26) referred to teachers being generally happy with using the new assessment to report to Year 1 teachers. There were references to the fact that there were fewer statements to report on, and the fact that it gave a concise summary of children's achievement. One in ten of the comments also referred to Year 1 teachers liking the characteristics of learning section.

Figure 5.10 The usefulness of the new Profile when reporting to Year 1 teachers

It was difficult as the children who are working in one area are still very different. A child who is emerging can be a higher level than another child who is emerging. The levels are too vast!

They liked that there were less statements. They liked the learning characteristics as it gave detailed individual feedback of each child. They felt that it gave a clearer view of where each child was academically. They asked lots of questions and we were able to look through the examples given.

5.5 Year 1 teachers' views on the new Profile

The majority of Year 1 teachers (90%, n=35) stated that the Reception class teacher had discussed the results of the new Profile with them and just over half (56%, n=22) said they had been involved in discussions about whether to categorise children as exceeding in any of the ELGs.

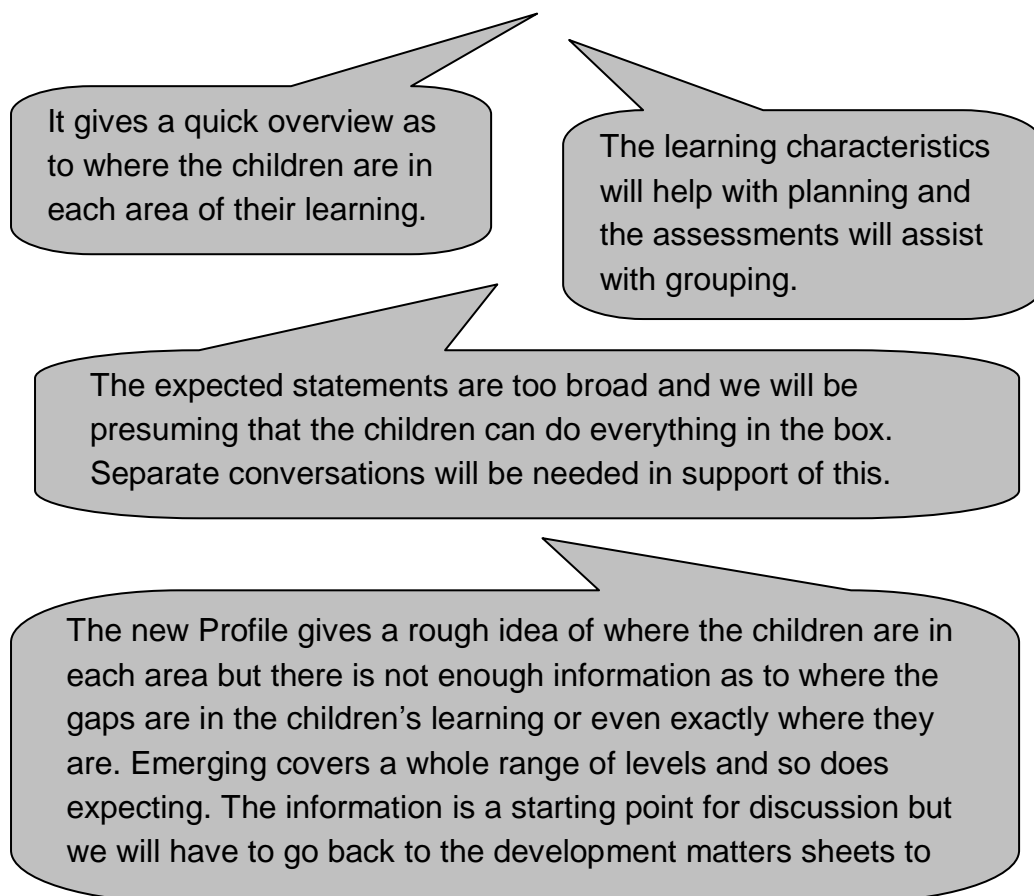
We asked Year 1 teachers what they thought about the information resulting from the new Profile, compared to the current Profile. Two thirds thought there was less information than in the current Profile and half thought that the information was less useful than the current Profile, compared to a quarter who thought it was more useful and a quarter who thought it was the same.

Half of the Year 1 teachers agreed that the information from the new Profile will be useful in planning for, and supporting the learning and development of children coming into their class next year (5% strongly agreed, 46% agreed), while a third who disagreed (18% strongly disagreed, 15% disagreed).

35 teachers commented further on this. Between a quarter and a third (29%, n=10) commented that they were generally happy with the information from the new Profile, there was a roughly equal split between those who said the report offered a useful summary or snapshot of where children were in their development (n=5), and those who especially liked the characteristics of learning (n=3). Around a fifth of comments were about the categories of emerging, expecting and exceeding being very broad and teachers were concerned that this did not allow them to differentiate sufficiently between the children in each group. Another fifth thought that the Profile

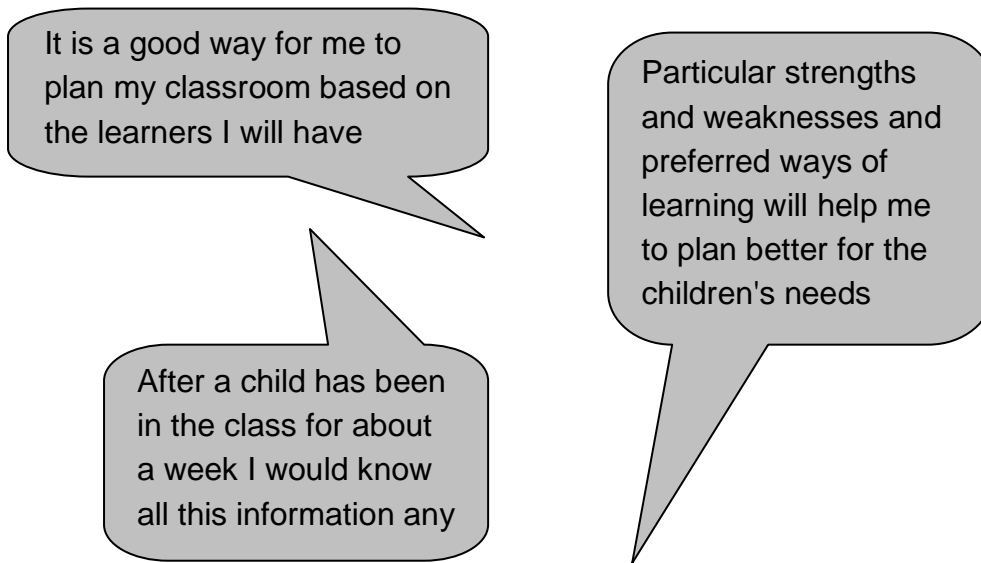
did not give them enough information and just under a fifth (17%) were concerned that the Profile did not enable them to identify gaps in children's learning or identify the next steps for them.

Figure 5.11 Year 1 teachers' views on the new Profile



Six out of ten of the Year 1 teachers agreed that the information on children's characteristics of learning would be useful in planning for the children coming into their class next year (10% strongly agreed, 51% agreed) and only 15% disagreed (5% strongly disagreed, 10% disagreed). 34 teachers commented further on this. Six out of ten of the comments echoed the responses to the previous questions, talking about how this section gave them useful additional information about the children which they could use for planning purposes. Between a tenth and a fifth of comments reported that they did not think this information would be useful to them.

Figure 5.12 Year 1 teachers' views on the new Profile 2



This was supported by feedback from the Year 1 teachers who attended the workshop. Key points arising from this were that:

- The fact that there is less detail in the new Profile, and much broader categories, makes transition conversations essential in order to elicit further information about the child.
- The teachers agreed that the new Profile was better aligned with the National Curriculum and felt that the new expectations at the end of EYFS helped to close the gap between Reception and Year 1, which, traditionally has always seemed quite a big leap for children.

5.6 Views on guidance and exemplification

We asked teachers whether they had everything they needed to complete the assessment. Around two thirds of respondents said they had everything they needed (62%, n=125) compared to just over a third who did not (38%, n=77). Of those who said they did not have everything they needed, 74 people made a further comment about this. Just over a third of the comments (n=25) mentioned the need for improved exemplification. Over a quarter of the comments (n=21) mentioned the need for descriptions or exemplification for the exceeding and emerging categories. More than one in ten of the comments (n=12) also said that some examples of the characteristics of learning assessment would have been helpful (see Q4-Q5 in appendix G).

We asked respondents whether they thought the draft EYFSP Handbook was useful in completing the assessment (see Q6 in appendix G). Over half of the respondents agreed that it had been helpful (9% strongly agree, 47% agree) and only 17% did not think it had been helpful (2%

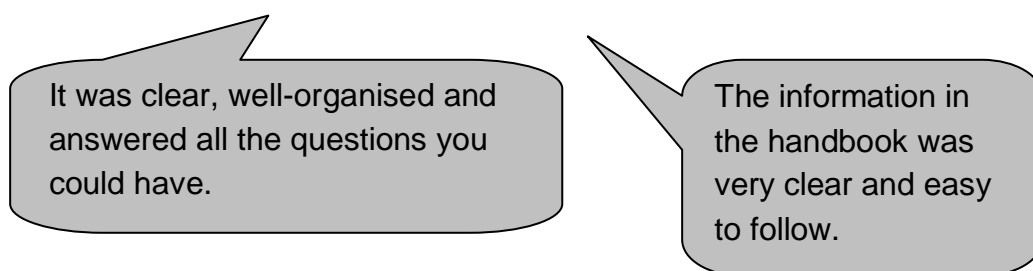
strongly disagree, 15% agree). 167 respondents made further comments about the Handbook and table 6 sets out the types of comments made.

Table 5.13 Views on the EYFSP Handbook

	Number of comments	Percentage comments (N=167)
Generally happy with the Handbook	77	46.1
Comment relates to exemplification	30	18.0
Did not use the Handbook	18	10.8
Would like guidance and exemplification all in one place	10	6.0
Needs to be more detailed	8	4.8

The comments received back up the earlier finding, with 46% of the comments indicating that teachers were generally happy with the handbook, with respondents remarking that it was clear, concise, well set-out and informative. 18% of the comments actually referred to the exemplification rather than the Handbook and just over 10% said they had not used the Handbook, for various reasons.

Figure 5.14 Comments on the EYFSP handbook



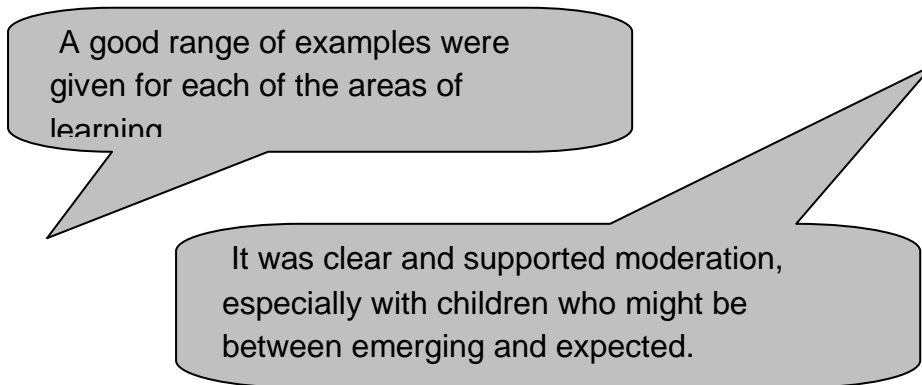
This was supported by teachers in the workshop who generally thought the Handbook was user-friendly and concise. They offered some specific suggestions for improvements, including:

- Section on how to use *Development Matters* to plan teaching and measure progress;
- The handbook needs to emphasise the importance of transition dialogue between Reception and Year 1 teachers (perhaps with case studies);
- Further clarification on how to make a best-fit judgement (perhaps with examples/case studies);
- Examples of how to collate information from other professionals involved with the child's development.

Half of the respondents agreed that the exemplification material had been helpful in completing the assessment (10% strongly agreed, 40% agreed), compared to 28% of respondents who did not

agree (8% strongly disagreed, 20% disagreed). 190 Respondents made further comments about the exemplification (see table 5.17). A third of the comments (36% n=72) remarked that the exemplification had been useful, including that it had been useful in ensuring consistency and that it had included a good range of examples and gave practitioners confidence in their assessments.

Figure 5.15 Comments on the EYFSP handbook



Around a quarter of comments (23%, n=47) raised concerns about the layout and accessibility of the exemplification, a concern also raised by the workshop participants. There were calls for hard copies of the exemplification (from survey respondents and workshop participants) as practitioners had found it difficult to use the exemplification in its present format. Many also thought that there was too much material; again this was echoed by some of the workshop participants. Just over 10% of comments referred to the coverage of the exemplification – many said that they would have liked to see examples of children’s work at the emerging and exceeding levels, and to see examples from SEN children. Workshop participants also said that exemplification of exceeding would be helpful, and some asked for further demarcation of the expected category, with examples of work that was just within expected, compared to work that was well within expected.

Figure 5.16 Comments on the EYFSP handbook

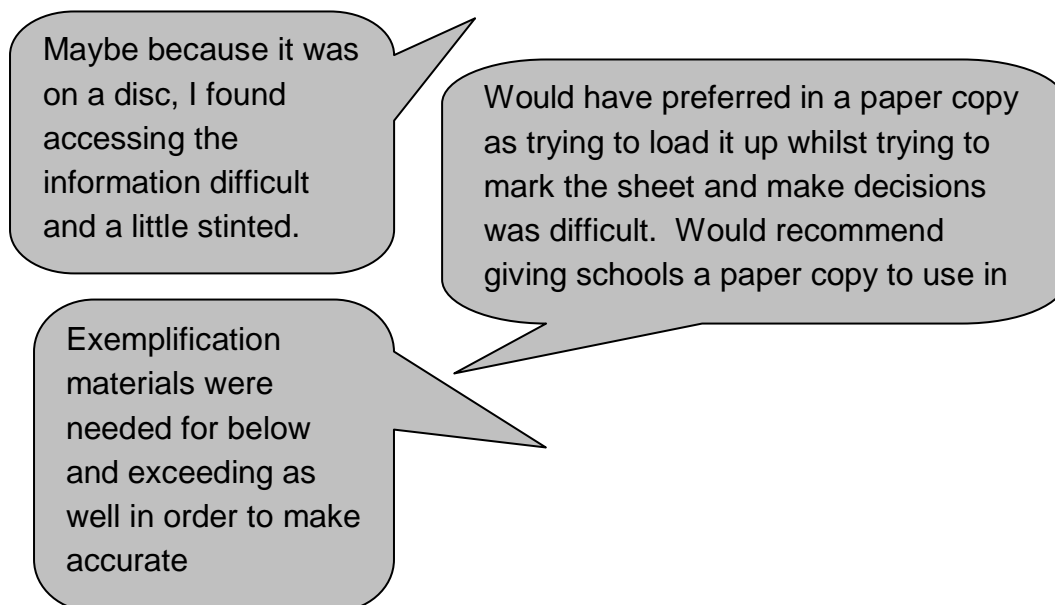


Table 5.17 Free-text responses on exemplification

	Number of comments	Percentage of comments (N=190)
Found it useful	72	36.2
Did not like organisation/content/layout/accessibility	47	23.6
Issue about coverage (emerging/exceeding/SEN etc.)	26	13.1
Did not find it useful	13	6.5

The Department sent out descriptors of exceeding development for the new ELGs to all pilot schools. Three quarters of respondents to the survey had used these descriptors to make their assessment and the vast majority of these (84%, n=127) found them helpful.

A third of respondents (33.3%, n=65) said that they had used any further materials to complete the assessments. A quarter of those who had used additional material said they had used Development Matters. Just under a fifth (17%, n=11) mentioned using National Curriculum level descriptors or Programmes of Study, and the same proportions mentioned using information from training or from colleagues, or using their own professional experience. Just over 10% (12%, n=8) mentioned using other assessment information (such as the current Profile) and just under 10% (9% n=6) specifically mentioned assessing pupil progress (APP).

6 Results from the moderation sub-sample

Summary

- Teachers' first impressions of the new EYFSP (prior to them carrying out the new assessments) were broadly positive. The percentage of broadly positive responses to each of the five questions on the first impressions questionnaire (see appendix I) ranged from 56% in relation to whether the Profile would provide an accurate picture of a child's learning and development at the end of EYFS, through 66% for the usefulness of Profile as a means of providing information for parents, to 84% in relation to whether the Profile would be manageable. Responses to the three follow-up questions at the detailed feedback events were a lot less positive, indicating that having had chance to complete the assessment using the draft handbook and exemplification materials, there were some elements of the Profile that needed further clarification and development.
- In the detailed feedback events, positive responses indicated that the revised Profile does provide a snapshot of whether children are ready to begin the Year 1 curriculum (delegates specifically mentioned the effective characteristics of effective learning) and many agreed that the change to a best-fit assessment gave scope to re-emphasise the importance of practitioner knowledge. Aspects of concern about the new Profile included its applicability for children whose attainment is likely to be emerging in the majority of the early learning goals. Practitioners felt that the move from detailed scale points to three outcome categories did not give much room to recognise the achievements of these children. Delegates felt that on its own the new Profile did not provide the depth of information needed to provide adequate transition information, as the breadth of the outcome bands hides important detail about children's learning and development. Delegates also felt that the best-fit method of assessment and the wording of some of the goals could be interpreted differently by different practitioners, potentially resulting in a loss of consistency and accuracy.
- Delegates were largely positive about the draft handbook although many felt further instruction on how to make a 'best-fit' judgement would be useful. Views on the exemplification materials were more mixed. Some delegates felt that the exemplification represented unrealistic expectations for children at the end of EYFS. On the positive side, delegates felt that the materials illustrated the range of evidence that practitioners could use in making their assessments. All delegates felt that the CD_ROM version of the exemplification materials was not accessible as there were too many documents to look at which was hard to navigate.
- The responses received from moderators to the revised process were broadly positive, with some common themes about issues which should be addressed. Feedback suggests that the validation of judgements in the moderation of the revised Profile relies less on physical evidence and appears to value the expertise and knowledge of practitioners. However, one of the concerns raised by moderators was the issues of the best-fit judgements being more open to interpretation. The majority of practitioners were positive about the moderation process and welcomed the renewed focus on their knowledge of the child. There were

concerns however about elements of the process, including a loss of confidence in the outcomes of moderation at times due to limited use of the exemplification materials and inconsistent thresholds between the expected and exceeding outcomes.

6.1 Introduction

Local Authorities nominated 118 Reception class teachers to be included in a sub-sample whose judgements on the new Profile would be moderated and who would take part in detailed feedback events to evaluate the effectiveness of the draft EYFSP handbook, the exemplification materials and the moderation arrangements. Local Authorities were asked to select teachers with a range of experience and from a range of schools in a range of circumstances. As well as having a sample of their new Profile judgements moderated, this sub-sample were asked to complete a first impressions questionnaire (see appendix I) prior to carrying out the assessments and to attend a detailed feedback event. The aim of these feedback events was to:

- Evaluate whether the revised Profile ensures that practitioners are able to make accurate and consistent judgements about the attainment of children.
- Evaluate the exemplification and guidance on the new Profile provided to practitioners
- Evaluate whether the revised moderation arrangements are fit for purpose

Results pertaining to each of these aims are discussed separately below.

In all, 264 responses were received to the first impressions questionnaire and 136 delegates attended feedback events, this included reception teachers and moderators.

6.2 Results from the first impressions questionnaire

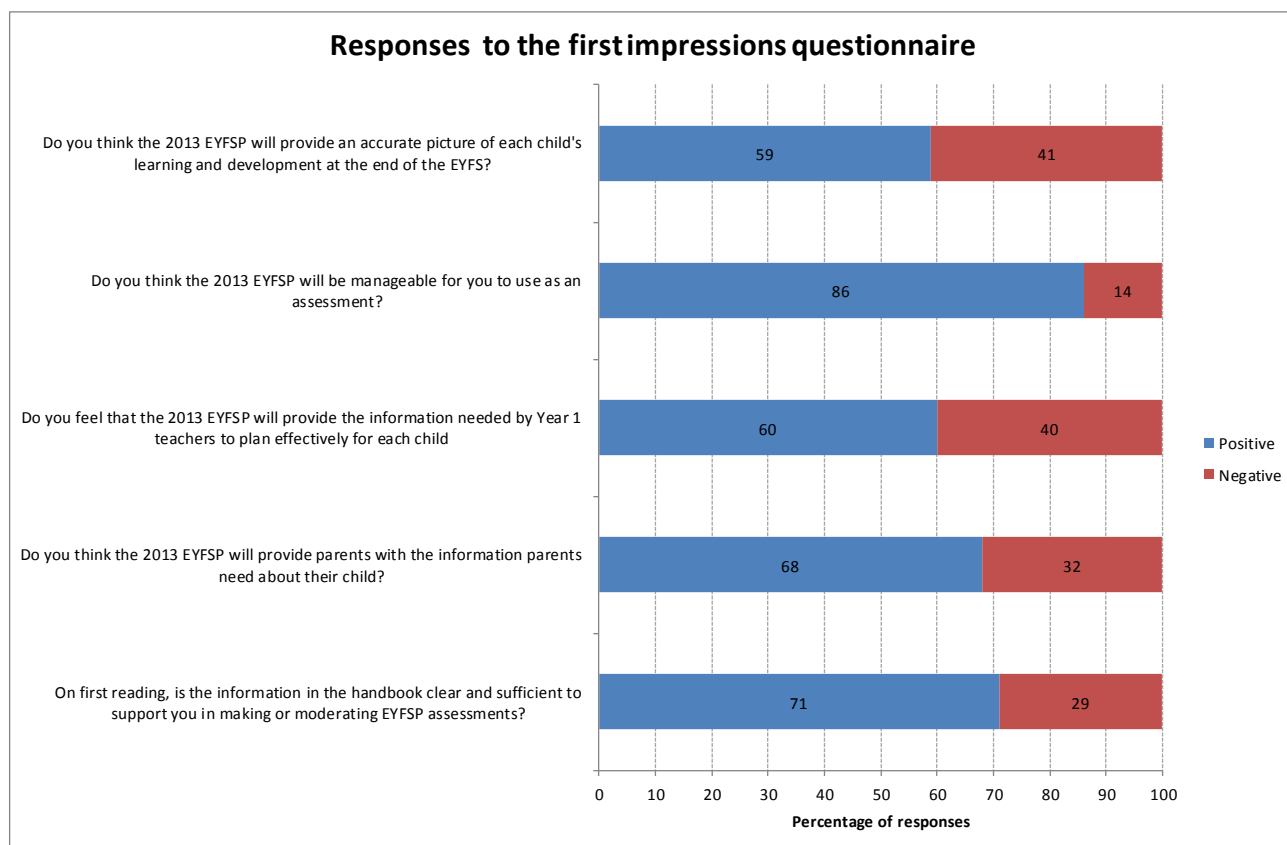
We received 264 responses to the first impressions questionnaire (see table 6.1). The number of responses received was greater than the number of teachers in the sub-sample (n=118) because some LAs chose to open up the questionnaire to all teachers in the sample. As the questionnaire was completed under the same circumstances by all participants – during a local launch event, using material produced by STA – all responses have been included in the analysis.

Responses to the questionnaire (see appendix I), which was completed prior to teachers carrying out their assessments, were largely positive (see chart 6.2). The percentage of broadly positive responses to each of the five questions ranged from 56% in relation to whether the Profile would provide an accurate picture of a child's learning and development at the end of EYFS, through 66% for the usefulness of Profile as a means of providing information for parents, to 84% in relation to whether the Profile would be manageable.

Table 6.1 Respondents to the First Impressions Questionnaire

Characteristic	Number of confirmed respondents	Comments
EYFS practitioner	229	Dual roles possible
EYFS Profile moderator	48	
Experienced with EYFS Profile	202	Some moderators provided this information
Experienced teacher but new to EYFS	19	
Newly qualified teacher	13	
Maintained school	187	No PV providers included as LAs not in a position to know which providers would have children for whom a Profile must be completed at the time the sample was agreed
Special school	12	
Academy	13	
Independent school	5	
Free school	0	
PV provider	0	
Inner city catchment	63	
Urban catchment	103	
Rural catchment	65	
Single age class	165	
Mixed age class	65	
Children with SEND	191	
Children with EAL	138	

Chart 6.2 Responses to the first impressions questionnaire



Additional commentary from both broadly positive and negative respondents suggests that most concerns focused on the need for additional information or activity around the core EYFSP in order to address the following issues;

- The breadth of learning and development covered by each of the three outcome bands
- The need to ensure the Profile sits within an effective transition process
- The tracking of progress of individual children within the Reception year; and
- The need to support parents in understanding their child's learning and development, especially where the child has special educational needs or disabilities.

At the detailed feedback events the sub-sample were asked a series of follow-up questions to see whether their opinions had changed after having completed the assessment. The degree of confidence expressed by delegates following assessment and moderation was significantly lower than on first impression. Some of this loss of confidence may be accounted for by the detailed nature of the provisos attached to the majority of the first impressions questionnaires. However, it should be noted that at three of the four feedback events, there were no positive responses to the three follow-up questions below.

- Do you think the 2013 EYFSP will provide an accurate picture of each child's learning and development at the end of EYFS?

- Do you feel that the 2013 EYFSP will provide the information needed by Year 1 teachers to plan effectively for each child?
- Do you think the 2013 EYFSP will provide the information parents need about their child?

When the qualifying comments from the first impressions questionnaires are considered in conjunction with both sets of responses, it can be seen that there is strong and consistent opinion that the 2013 Profile and its associated materials required some development activity and additional guidance in order to deliver its stated purposes.

6.3 Results from the detailed feedback events

6.3.1 Views on the new assessment

A key focus of these events was to assess whether the new Profile ensures that practitioners are able to make accurate and consistent judgements about the attainment of children. This question needs to be set in the context of the purposes and uses of the revised Profile, as agreed with Ofqual:

“The primary purpose of EYFS Profile is to provide a reliable, valid and accurate assessment of individual children at the end of the EYFS.

*“The **primary purpose** of EYFS Profile is to provide a reliable, valid and accurate assessment of individual children at the end of the EYFS.*

*The following **primary uses** of EYFS Profile data should apply (and these have informed the development of the Profile):*

- *To inform parents/carers about their child’s development against the ELGs and the characteristics of their learning;*
- *To support a smooth transition to Key Stage 1 by informing the professional dialogue between EYFS and KS1 teachers; and*
- *To help Year 1 teachers plan an effective, responsive and appropriate curriculum that will meet the needs of all children.*

*In addition DfE consider that a **secondary purpose** of the assessment is to provide an accurate national data set relating to levels of child development at the end of the EYFS which can be used to monitor changes in levels of children’s development/school readiness nationally and locally”*

(Source: p6, Draft EYFSP handbook, STA, 2012)

Throughout the varied feedback recorded in response to questions about the Profile some common themes can be noted in relation to these purposes and uses:

- Positive responses indicated that the revised Profile does provide a snapshot of whether children are ready to begin the Year 1 curriculum, and it is felt likely that some parents will be happy with the approach taken, especially those who will be reassured that their child's learning and development is in line with national expectations. The narrative relating to the characteristics of effective learning will be useful and informative, and there is scope to re-emphasise the importance of practitioner knowledge in the making of best-fit judgements. Delegates also agreed that the expected standards for mathematics and literacy have 'raised the bar' in terms of children's learning and development.
- There was also a consistent and sizeable body of opinion about those aspects of EYFSP implementation which give rise to concern. The revised Profile is seen as being of very limited applicability and relevance for children with special educational needs or disabilities (SEND), and reporting to parents viewed as very difficult for children with a majority of outcomes in the emerging band. There was evidence of incipient disengagement of practitioners whose class includes many or all children with SEND. The emerging band was felt to disadvantage these children by failing to recognise their learning or to discriminate between children with very different characteristics of learning and development.
- On its own the revised Profile is judged as not able to provide the information needed for transition purposes for any child, as the breadth of the outcome bands hides important detail about children's learning and development. In addition, the best-fit method of assessment and the wording of some ELGs allowed for individual local interpretation and application of the ELGs descriptors with consequent loss of accuracy and consistency. The key purpose of the learning characteristic narrative was also questioned, as this would be significantly different if designed for parents or as part of the transition information for Year 1 teachers.
- Delegates felt that the outcomes of the revised Profile would be influenced by home circumstances to a greater extent than at present, and that quiet children and those who's learning and development exceeds an ELG but is not captured by the associated exceeding descriptor, would be disadvantaged. The wording of some ELGs is seen as heavily biased towards spoken language rather than a child's understanding or ability in that area of learning; this also hinders the implementation of guidance around the assessment of children with communication difficulties.
- There is felt to be a lack of consistency in the pitch of some ELGs at the expected level, and the exceeding descriptors are seen as inconsistent in terms of their relationship with the expected level and current National Curriculum levels where these exist. The method of implementation of the exceeding descriptions is unclear, and practitioner delegates report some localised disaggregation of bands and ELGs into elements and sub-levels in order to add detail to the picture of the child.

6.3.2 Views on the draft EYFSP handbook

The handbook was welcomed by delegates and there was much consistency in their responses to this aspect of the pilot. In particular the principled approaches to assessment, continuing emphasis

on practitioners' professional knowledge of children's learning and development and the inclusion of guidance on a range of aspects of implementation were seen as positive steps towards accurate and consistent judgement. Information relating to responsibilities was felt to be clear, though further information was felt to be needed for newly qualified teachers and Year 1 colleagues who were less familiar with current practice.

Delegates felt that further work was needed around instructions for making 'best-fit' judgements, especially some perceived conflicts between this methodology and ELG wording, and the implementation of the Profile for children with SEND. Definitions of terminology were welcomed, and additional clarification requested, especially where wording within the ELG is not sufficiently specific for consistency of judgement.

Disquiet was expressed across the board at the differing order of the ELGs in the Profile and Development Matters. Overwhelmingly delegates wanted a single guidance document as a source of reference, with greater detail about the individual ELGs and some exemplification within the handbook itself. The ability to have a printed hard copy of this material was also strongly expressed.

6.3.3 Views on the exemplification materials

Responses by delegates to the exemplification were mixed, though there were some significant areas of agreement and some of the variation of response appears to be linked to the outcomes attained by children in the delegate's class.

It should be noted that all the exemplification material had come from, and been moderated by, a working party of practitioners and local authority moderation managers with extensive EYFS experience. However some delegates reported that they felt the exemplification was 'not real' and represented an unrealistic level of child development for children at the end of EYFS. Some felt there was a lack of matching of the exemplification to the pitch of some of the ELGs; this could be resolved by the addition of 'blurb' to further clarify key points within each ELG. Others welcomed the content of the exemplification as illustrating the range of evidence which could contribute to accurate assessment, especially the inclusion of post-it notes, parental comments and handwritten anecdotal observations.

There was consistency around attitudes to the accessibility of the exemplification; this was seen as time consuming, difficult to navigate and unworkable in normal classroom circumstances. Local restrictions on downloading and printing were frequently mentioned as barriers to the effective use of exemplification and hence the accurate benchmarking of judgements. Accessibility problems were especially noted in relation to moderation where navigation to a specific piece of exemplification would be useful to illustrate or clarify a judgement.

Whilst there was recognition that in many cases, the characteristic of a child (especially with respect to SEND and first language) did not impact upon how they demonstrated attainment, a wider range of exemplification from these groups of children would be welcomed, alongside further detail about making accurate judgements in these circumstances.

Exemplification materials were viewed as vital for developing the knowledge of teaching assistants and colleagues less familiar with the assessment of children in EYFS. Improved accessibility and enhancement with additional material and information would be welcomed in support of the development of local internal moderation and training processes seen as critical for the successful implementation of the revised Profile.

6.3.4 Moderation process and guidance

Feedback on the moderation process for the revised Profile was sought from practitioners and moderators separately as the differing experience of each group was felt to be important to the evaluation of both the Profile and the proposed moderation model.

6.3.4.1 Moderator feedback

The responses received from Moderators to the revised process were broadly positive, with some common themes about issues which should be addressed. Responses also highlighted some lack of consistency in the use and interpretation of the revised sampling model and the moderation requirements booklet as a whole, with implications for the practical questions of document production and publication.

Feedback suggests that the validation of judgements in the moderation of the revised Profile relies less on physical evidence and appears to value the expertise and knowledge of practitioners. Whilst some felt that moderation was very time consuming, it was generally agreed that this would improve as familiarity with the revised Profile, exemplification material and moderation process developed. The provision of a moderation 'note of visit' format was welcomed as a starting point for further local development. The characteristics of effective learning were viewed very positively in terms of their contribution to the holistic picture of a child which underpins accurate and valid assessment and effective moderation.

The main areas of concern expressed by moderators are as follows:

- the concept of best fit is open to interpretation between local authorities, resulting in inconsistent judgements and data
- there is a lack of consistency between documents in the order of the ELGs
- time implications for moderating large multiple form entry schools and settings
- difficulty in moderating judgements in the exceeding band due to insufficient guidance and exemplification, and inconsistent thresholds between the expected and exceeding levels
- a need for further clarification around the moderation of outcomes for children with SEND as individuals, and of special schools in particular. Special schools present a very distinct challenge with regard to moderation, in that, where all children are judged to be at the

emerging level of development, the outcomes may often be very easily validated – however the usefulness of this process and the value of the Profile in such circumstances, were almost universally questioned

- an inability to use the exemplification materials effectively during moderation due to difficulties of access and navigation
- the data resulting from the Profile will not provide the level of detail for analysis by local authorities needed to support and challenge schools

6.3.4.2 Practitioner feedback

The majority of delegates reported some confidence when taking part in the moderation of their judgements using the revised Profile, especially as the focus on a professional dialogue exploring their professional knowledge was seen to be highlighted. The renewed focus on practitioners' knowledge of the child was welcomed, and a wide range of supporting evidence, gathered from normal classroom practice, was mentioned as providing additional information to support the validation of judgements.

The learning characteristic information was viewed positively within the context of moderation, providing invaluable information to support the validation of judgements. This was especially so for children with SEND for whom the majority (if not all) of their Profile outcomes were at the emerging level. In some cases, discussion of the learning characteristic information was the only focus for discussion, where outcomes of emerging were very clear cut.

It should be noted that a wide range of sampling methods were noted amongst participating local authorities, and it is clear that the principles on which the moderation process rests, especially around sampling, have not been consistently understood or followed. In addition, the exemplification materials proved inaccessible in many moderation visit circumstances, and practitioners were frustrated by the problems this caused for the matching of children's attainment to the ELG. The lack of exemplification for the exceeding band was also keenly felt by many delegates.

The concerns shared by the majority of practitioner delegates are as follows:

- problems with sampling in special schools and multiple form entry schools where it was considered that a degree of flexibility should be advocated in the guidance material
- limited use of the exemplification materials during moderation visits due to the difficulties of access under visit conditions; this led to a reduction in confidence in the outcomes of moderation
- inconsistent thresholds between the expected and exceeding levels leading to a loss of confidence at times during the moderation dialogue
- difficulty in making and describing judgements for number and being imaginative, due to the amount of content in these ELGs, some of which was new to the EYFS curriculum
- conflicting interpretations of ELG wording which could result in the production of inconsistent and inaccurate data

- unease around the lack of detail and usefulness of the emerging band, though this was considered easy to moderate.

Appendices

Appendix A: Expected level descriptors

The prime areas

Communication and language

Listening and attention: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding: children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking: children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Physical development

Moving and handling: children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Health and self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Personal, social and emotional development

Self-confidence and self-awareness: children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Managing feelings and behaviour: children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Making relationships: children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

The specific areas

Literacy

Reading: children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Writing: children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Mathematics

Numbers: children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

Shape, space and measures: children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Understanding the world

People and communities: children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

The world: children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Technology: children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Expressive arts and design

Exploring and using media and materials: children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being imaginative: children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

Appendix B: Participating local authorities

Barnsley
Blackpool
Bolton
Buckinghamshire
Croydon
Darlington
East Riding of Yorkshire
Hertfordshire
Knowsley
Lambeth
Lewisham
Lincolnshire
London Borough of Barking & Dagenham
Oldham
Plymouth
Portsmouth
Shropshire
Southampton
Swindon

Appendix C: Performance in the old scales

Scale	% of children achieving 6 or more points
Personal, social and emotional development: Dispositions and attitudes	92
Personal, social and emotional development: Social development	88
Personal, social and emotional development: Emotional development	85
Communication, language and literacy: Language for communication and thinking	87
Communication, language and literacy: Linking sounds and letters	83
Communication, language and literacy: Reading	79
Communication, language and literacy: Writing	71
Problem solving, reasoning and numeracy: Numbers as labels and for counting	91
Problem solving, reasoning and numeracy: Calculating	80
Problem solving, reasoning and numeracy: Shape, space and measures	86
Knowledge and understanding of the world	86
Physical development	92
Creative development	85

Appendix D: The old Profile

Scale point	Personal, social and emotional development			Communication, language and literacy				Problem solving reasoning and numeracy			Knowledge and understanding of the world	Physical development	Creative development
	Dispositions and attitudes	Social development	Emotional development	Language for communication and thinking	Linking sounds and letters	Reading	Writing	Numbers as labels and for counting	Calculating	Shape, space and measures			
1	Shows an interest in classroom activities through observation or participation	Plays alongside others	Separates from main carer with support	Listens and responds	Joins in with rhyming and rhythmic activities	Is developing an interest in books	Experiments with mark making, sometimes ascribing meaning to the marks	Says some number names in familiar contexts, such as nursery rhymes	Responds to the vocabulary involved in addition and subtraction in rhymes and games	Experiments with a range of objects and materials showing some mathematical awareness	Shows curiosity and interest by exploring surroundings	Moves spontaneously, showing some control and coordination	Explores different media and responds to a variety of sensory experiences. Engages in representational play
2	Dresses, undresses and manages own personal hygiene with adult support	Builds relationships through gesture and talk	Communicates freely about home and community	Initiates communication with others, displaying greater confidence in more informal contexts	Shows an awareness of rhyme and alliteration	Knows that print conveys meaning	Uses some clearly identifiable letters to communicate meaning	Counts reliably up to three everyday objects	Recognises differences in quantity when comparing sets of objects	Sorts or matches objects and talks about sorting	Observes, selects and manipulates objects and materials. Identifies simple features and significant personal events	Moves with confidence in a variety of ways, showing some awareness of space	Creates simple representations of events, people and objects and engages in music-making
3	Displays high levels of involvement in self-chosen activities	Takes turns and shares with adult support	Expresses needs and feelings in appropriate ways	Talks activities through, reflecting on and modifying actions	Links some sounds to letters	Recognises a few familiar words	Represents some sounds correctly in writing	Counts reliably up to six everyday objects	Finds one more or one less from a group of up to five objects	Describes shapes in simple models, pictures and patterns	Identifies obvious similarities and differences when exploring and observing. Constructs in a purposeful way, using simple tools and techniques	Usually shows appropriate control in large- and small-scale movements	Tries to capture experiences, using a variety of different media
4	Dresses and undresses independently and manages own personal hygiene	Works as part of a group or class, taking turns and sharing fairly	Responds to significant experiences, showing a range of feelings when appropriate	Listens with enjoyment to stories, songs, rhymes and poems, sustains attentive listening and responds with relevant comments, or actions questions	Links sounds to letters, naming and sounding letters of the alphabet	Knows that, in English, print read from left to right and top to bottom	Writes own name and other words from memory	Says number names in order	Relates addition by combining two groups	Talks about, recognises and recreates simple patterns	Investigates places, objects, materials and living things by using all the senses as appropriate. Identifies some features and talks about the features s/he likes and dislikes	Moves with confidence, imagination and in safety. Travels around, under, over and through balancing and climbing equipment. Shows awareness of space, of self and others	Sings simple songs from memory
5	Selects and uses activities and resources independently	Forms good relationships with adults and peers	Has a developing awareness of own needs, views and feelings and is sensitive to the needs, views and feelings of others	Uses language to imagine and recreate roles and experiences	Hears and says sounds in words	Shows an understanding of the elements of stories, such as main character, sequence of events and openings	Holds a pencil and uses it effectively to form recognisable letters, most of which are correctly formed	Recognises numerals 1 to 9	Relates subtraction to taking away	Uses everyday words to describe position	Asks questions about why things happen and how things work, looks closely at similarities, differences, patterns and change	Demonstrates fine motor control and coordination	Explores colour, texture, shape, form and space in two or three dimensions
6	Continues to be interested, motivated and excited to learn	Understands that there need to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously	Has a developing respect for own culture and beliefs and those of other people	Interacts with others in a variety of contexts, negotiating plans and activities and taking turns in conversation	Blends sounds in words	Reads a range of familiar and common words and simple sentences independently	Attempts writing for a variety of purposes, using features of different forms	Counts reliably up to 10 everyday objects	In practical activities and discussion, begins to use the vocabulary involved in adding and subtracting	Uses language such as 'circle' or 'bigger' to describe the shape and size of solids and flat shapes	Finds out about past and present events in own life, and in those of family members and other people s/he knows. Begins to know about own culture and beliefs and those of other people	Uses small and large equipment, showing a range of basic skills	Recognises and explores how sounds can be changed. Recognises repeated sounds and sound patterns and matches movements to music
7	Is confident to try new activities, initiate ideas and speak in a familiar group	Understands that people have different needs, views, cultures and beliefs that need to be treated with respect	Considers the consequences of words and actions for self and others	Uses talk to organise, sequence and clarify thinking, ideas, feelings and events, exploring the meanings and sounds of new words	Uses phonic knowledge to read simple regular words	Retells narratives in the correct sequence, drawing on language patterns of stories	Uses phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words	Orders numbers up to 10	Finds one more or one less than a number from 1 to 10	Uses language such as 'greater', 'smaller', 'heavier' or 'lighter' to compare quantities	Finds out about and identifies the uses of everyday technology and uses information and communication technology and programmable toys to support her/his learning	Handles tools, objects, construction and malleable materials safely and with basic control	Uses imagination in art and design, music, dance, imaginative and role play and stories. Responds in a variety of ways to what s/he sees, hears, smells, touches and feels
8	Maintains attention and concentrates	Understands that s/he can expect others to treat their needs, views, cultures and beliefs with respect	Understands what is right, what is wrong, and why	Speaks clearly with confidence and control, showing awareness of the listener	Attempts to read more complex words, using phonic knowledge of the listener	Shows an understanding of how information can be found in non-fiction texts to answer questions about where, who, why and how	Begins to form captions and simple sentences, sometimes using punctuation	Uses developing mathematical ideas and methods to solve practical problems	Uses developing mathematical ideas and methods to solve practical problems	Uses developing mathematical ideas and methods to solve practical problems	Builds and constructs with a wide range of objects, selecting appropriate resources, tools and techniques, adapting her/his work where necessary	Recognises the importance of keeping healthy and those things that contribute to this. Recognises the changes that happen to her/his body when s/he is active	Expresses and communicates ideas, thoughts and feelings using a range of materials, suitable tools, imaginative and role play, movement, designing and making, and a variety of songs and musical instruments
9	Sustains involvement and perseveres, particularly when trying to solve a problem or reach a satisfactory conclusion	Takes into account the ideas of others	Displays a strong positive sense of self-identity and is able to express a range of emotions fluently and appropriately	Talks and listens confidently and with control, consistently showing awareness of the listener by including relevant detail. Uses language to work out and clarify ideas, showing control of a range of appropriate vocabulary	Uses knowledge of letters, sounds and words when reading and writing independently	Reads books of own choice with some fluency and accuracy	Communicates meaning through phrases and simple sentences with some consistency in punctuating sentences	Recognises, counts, orders, writes and uses numbers up to 20	Uses a range of strategies for addition and subtraction, including some mental recall of number bonds	Uses mathematical language to describe solid (3D) objects and flat (2D) shapes	Communicates simple planning for investigations and constructions and makes simple records and evaluations of her/his work. Identifies and names key features and properties, sometimes linking different experiences, observations and events. Begins to explore what it means to belong to a variety of groups and communities	Repeats, links and adapts simple movements, sometimes commenting on her/his work. Demonstrates coordination and control in large and small movements, and in using a range of tools and equipment	Expresses feelings and preferences in response to artwork, drama and music and makes some comparisons and links between different pieces. Responds to own work and that of others when exploring and communicating ideas, feelings and preferences through art, music, dance, role play and imaginative play

Appendix E: The weight values

Groups	Nationally		Sample		Weight value rounded (2.d.p)
	Number of children	Proportion of children	Number of children	Proportion of children	
non FSM, non SEN, non EAL, Other ethnicity and female	745	0.14	22	0.13	1.11
non FSM, non SEN, non EAL, Other ethnicity and male	863	0.12	11	0.06	1.97
non FSM, non SEN, non EAL, Asian ethnicity and female	5695	1.06	147	0.84	1.27
non FSM, non SEN, non EAL, Asian ethnicity and male	5579	1.04	133	0.76	1.37
non FSM, non SEN, non EAL, Black ethnicity and female	5117	0.95	222	1.26	0.76
non FSM, non SEN, non EAL, Black ethnicity and male	4761	0.89	192	1.09	0.81
non FSM, non SEN, non EAL, Chinese ethnicity and female	184	0.03	8	0.05	0.75
non FSM, non SEN, non EAL, Chinese ethnicity and male	153	0.03	6	0.03	0.84
non FSM, non SEN, non EAL, Mixed ethnicity and female	8100	1.51	294	1.67	0.90
non FSM, non SEN, non EAL, Mixed ethnicity and male	8018	1.50	258	1.47	1.02
non FSM, non SEN, non EAL, White ethnicity and female	143877	26.63	4857	27.64	0.97
non FSM, non SEN, non EAL, White ethnicity and male	142278	26.53	4748	27.02	0.98
FSM, non SEN, non EAL, Black ethnicity and female	2184	0.41	70	0.40	1.02
FSM, non SEN, non EAL, Black ethnicity and male	1985	0.37	67	0.38	0.97
FSM, non SEN, non EAL, Mixed ethnicity and female	3295	0.61	101	0.57	1.07
FSM, non SEN, non EAL, Mixed ethnicity and male	2938	0.55	96	0.55	1.00
FSM, non SEN, non EAL, White ethnicity and female	28966	5.40	1024	5.83	0.93
FSM, non SEN, non EAL, White ethnicity and male	26581	4.96	873	4.97	1.00
non FSM, SEN, non EAL, Black ethnicity and female	343	0.06	17	0.10	0.66
non FSM, SEN, non EAL, Black ethnicity and male	916	0.17	45	0.26	0.67
non FSM, SEN, non EAL, Mixed ethnicity and female	442	0.08	10	0.06	1.45
non FSM, SEN, non EAL, Mixed ethnicity and male	994	0.19	32	0.18	1.02
non FSM, SEN, non EAL, White ethnicity and female	7517	1.40	252	1.43	0.98
non FSM, SEN, non EAL, White ethnicity and male	17695	3.30	593	3.37	0.98
non FSM, non SEN, EAL, Other ethnicity and female	2481	0.46	44	0.25	1.85
non FSM, non SEN, EAL, Other ethnicity and male	2531	0.47	45	0.26	1.84
non FSM, non SEN, EAL, Asian ethnicity and female	17329	3.23	515	2.93	1.10
non FSM, non SEN, EAL, Asian ethnicity and male	17043	3.18	487	2.77	1.15
non FSM, non SEN, EAL, Black ethnicity and female	4121	0.77	169	0.96	0.80
non FSM, non SEN, EAL, Black ethnicity and male	3540	0.66	132	0.75	0.88
non FSM, non SEN, EAL, Chinese ethnicity and female	736	0.14	17	0.10	1.42
non FSM, non SEN, EAL, Chinese ethnicity and male	710	0.13	21	0.12	1.11
non FSM, non SEN, EAL, Mixed ethnicity and female	1946	0.36	56	0.32	1.14
non FSM, non SEN, EAL, Mixed ethnicity and male	1856	0.35	70	0.40	0.87
non FSM, non SEN, EAL, White ethnicity and female	10080	1.88	341	1.94	0.97
non FSM, non SEN, EAL, White ethnicity and male	9916	1.85	367	2.09	0.89
FSM, SEN, non EAL, Black ethnicity and female	270	0.05	15	0.09	0.59
FSM, SEN, non EAL, Black ethnicity and male	589	0.11	14	0.08	1.38
FSM, SEN, non EAL, Mixed ethnicity and female	333	0.06	15	0.09	0.73
FSM, SEN, non EAL, Mixed ethnicity and male	726	0.14	14	0.08	1.70
FSM, SEN, non EAL, White ethnicity and female	4235	0.79	139	0.79	1.00
FSM, SEN, non EAL, White ethnicity and male	8037	1.50	281	1.60	0.94
FSM, non SEN, EAL, Other ethnicity and female	868	0.16	13	0.07	2.19
FSM, non SEN, EAL, Other ethnicity and male	875	0.16	7	0.04	4.10
FSM, non SEN, EAL, Black ethnicity and female	2816	0.53	77	0.44	1.20
FSM, non SEN, EAL, Black ethnicity and male	2508	0.47	71	0.40	1.16
FSM, non SEN, EAL, Mixed ethnicity and female	494	0.09	13	0.07	1.25
FSM, non SEN, EAL, Mixed ethnicity and male	471	0.09	13	0.07	1.19
FSM, non SEN, EAL, White ethnicity and female	1246	0.23	35	0.20	1.17
FSM, non SEN, EAL, White ethnicity and male	1131	0.21	20	0.11	1.85
non FSM, SEN, EAL, Black ethnicity and female	354	0.07	5	0.03	2.32
non FSM, SEN, EAL, Black ethnicity and male	816	0.15	27	0.15	0.99
non FSM, SEN, EAL, Mixed ethnicity and male	302	0.06	12	0.07	0.82
non FSM, SEN, EAL, White ethnicity and male	1384	0.26	41	0.23	1.11
FSM, SEN, EAL, Black ethnicity and female	324	0.06	7	0.04	1.52
FSM, SEN, EAL, Black ethnicity and male	680	0.13	25	0.14	0.89
FSM, non SEN, non EAL, Chinese or Asian or Other ethnicity and female	968	0.18	20	0.11	1.59
FSM, non SEN, non EAL, Chinese or Asian or Other ethnicity and male	943	0.18	22	0.13	1.40
non FSM, SEN, non EAL, Other or Asian or Chinese ethnicity and female	327	0.06	8	0.05	1.34
non FSM, SEN, non EAL, Chinese or Other or Asian ethnicity and male	759	0.14	21	0.12	1.18
FSM, SEN, non EAL, Other, Chinese, Asian ethnicity and female or male	302	0.06	5	0.03	1.98
FSM, non SEN, EAL, Chinese or Asian ethnicity and female or male	2950	0.55	80	0.46	1.21
non FSM, SEN, EAL, Chinese or Other or Asian ethnicity and female	1594	0.30	33	0.19	1.58
FSM, SEN, EAL, Other or Chinese or Asian or Mixed or White ethnicity and female	591	0.11	13	0.07	1.49
FSM, SEN, EAL, Chinese or Other or Asian ethnicity and male	807	0.15	18	0.10	1.47
FSM, non SEN, EAL, Chinese or Asian ethnicity and male	2879	0.54	62	0.35	1.52
non FSM, SEN, EAL, Other or Chinese or Asian ethnicity and male	3143	0.59	68	0.39	1.51
non FSM, SEN, EAL, Mixed or White ethnicity and female	809	0.15	22	0.13	1.20
FSM, SEN, EAL, Mixed or White ethnicity and male	389	0.07	13	0.07	0.98
Totals	536,235	100.00	17,571	100.00	

Appendix F: Correlations between the old scales and new early learning goals

	Old Early Learning Goals													New Early Learning Goals																		
	PSE: Dispositions and attitudes	PSE: Social development	PSE: Emotional development	CLL: Language for communication and thinking	CLL: Linking sounds and letters	CLL: Reading	CLL: Writing	PSRN: Numbers	PSRN: Calculating	PSRN: Shape, space and measures	Knowledge and understanding of the world	Physical development	Creative development	CL: Listening and attention	CL: Understanding	CL: Speaking	PD: Moving and handling	PD: Health and self-care	PSED: Self-confidence and self-awareness	PSED: Managing feelings and behaviour	PSED: Making relationships	L: Reading	L: Writing	M: Numbers	M: Shape, space and measures	UW: People and communities	UW: The world	UW: Technology	EADM: Exploring and using media and materials	EADM: Being imaginative		
Old Early Learning Goals	PSE: Dispositions and attitudes	1.00																														
	PSE: Social development	0.72	1.00																													
	PSE: Emotional development	0.72	0.81	1.00																												
	CLL: Language for communication and thinking	0.75	0.72	0.74	1.00																											
	CLL: Linking sounds and letters	0.65	0.61	0.61	0.69	1.00																										
	CLL: Reading	0.68	0.65	0.65	0.74	0.84	1.00																									
	CLL: Writing	0.66	0.62	0.62	0.69	0.82	0.82	1.00																								
	PSRN: Numbers	0.63	0.58	0.58	0.64	0.74	0.75	0.71	1.00																							
	PSRN: Calculating	0.65	0.62	0.62	0.70	0.77	0.79	0.75	0.80	1.00																						
	PSRN: Shape, space and measures	0.67	0.63	0.65	0.73	0.73	0.77	0.71	0.75	0.81	1.00																					
New Early Learning Goals	Knowledge and understanding of the world	0.68	0.65	0.67	0.74	0.65	0.71	0.63	0.64	0.70	0.74	1.00																				
	Physical development	0.68	0.63	0.64	0.67	0.61	0.65	0.64	0.61	0.63	0.65	0.67	1.00																			
	Creative development	0.66	0.64	0.64	0.69	0.59	0.64	0.63	0.57	0.61	0.65	0.71	0.66	1.00																		
	CL: Listening and attention	0.58	0.54	0.55	0.59	0.56	0.59	0.59	0.51	0.56	0.54	0.52	0.49	0.48	1.00																	
	CL: Understanding	0.56	0.53	0.53	0.61	0.58	0.61	0.59	0.53	0.57	0.57	0.55	0.49	0.49	0.76	1.00																
	CL: Speaking	0.53	0.51	0.50	0.62	0.54	0.58	0.55	0.48	0.54	0.55	0.53	0.47	0.49	0.68	0.74	1.00															
	PD: Moving and handling	0.46	0.42	0.42	0.45	0.44	0.45	0.50	0.41	0.43	0.44	0.42	0.54	0.43	0.53	0.52	0.48	1.00														
	PD: Health and self-care	0.48	0.45	0.46	0.49	0.45	0.48	0.48	0.44	0.46	0.47	0.47	0.49	0.44	0.57	0.57	0.53	0.61	1.00													
	PSED: Self-confidence and self-awareness	0.55	0.48	0.48	0.56	0.47	0.51	0.49	0.45	0.48	0.49	0.49	0.45	0.46	0.62	0.63	0.63	0.52	0.55	1.00												
	PSED: Managing feelings and behaviour	0.53	0.56	0.59	0.53	0.46	0.49	0.49	0.43	0.47	0.46	0.45	0.45	0.44	0.64	0.59	0.56	0.49	0.55	0.60	1.00											
	PSED: Making relationships	0.50	0.54	0.55	0.49	0.42	0.44	0.45	0.39	0.42	0.43	0.42	0.43	0.42	0.57	0.55	0.52	0.47	0.51	0.56	0.72	1.00										
	L: Reading	0.51	0.48	0.46	0.55	0.70	0.71	0.69	0.58	0.63	0.58	0.49	0.46	0.44	0.60	0.62	0.59	0.46	0.47	0.52	0.49	0.44	1.00									
	L: Writing	0.50	0.47	0.45	0.62	0.63	0.64	0.70	0.52	0.57	0.53	0.45	0.44	0.45	0.56	0.58	0.56	0.46	0.45	0.48	0.48	0.44	0.75	1.00								
	M: Numbers	0.44	0.41	0.39	0.46	0.54	0.56	0.56	0.54	0.58	0.52	0.43	0.40	0.38	0.51	0.54	0.52	0.41	0.46	0.45	0.43	0.38	0.62	0.64	1.00							
	M: Shape, space and measures	0.47	0.44	0.44	0.51	0.54	0.57	0.55	0.51	0.57	0.58	0.48	0.44	0.42	0.55	0.58	0.57	0.44	0.50	0.49	0.47	0.43	0.60	0.59	0.69	1.00						
	UW: People and communities	0.50	0.51	0.51	0.55	0.49	0.54	0.51	0.45	0.50	0.51	0.53	0.45	0.47	0.58	0.61	0.60	0.46	0.54	0.55	0.55	0.51	0.52	0.52	0.50	0.58	1.00					
	UW: The world	0.48	0.46	0.46	0.54	0.49	0.53	0.49	0.46	0.51	0.52	0.54	0.44	0.47	0.56	0.61	0.60	0.44	0.52	0.55	0.50	0.46	0.52	0.52	0.51	0.59	0.70	1.00				
	UW: Technology	0.39	0.36	0.35	0.41	0.40	0.43	0.41	0.39	0.42	0.43	0.43	0.37	0.35	0.44	0.46	0.44	0.40	0.46	0.43	0.41	0.39	0.42	0.43	0.45	0.51	0.52	0.56	1.00			
EADM: Exploring and using media and materials	0.45	0.41	0.42	0.46	0.41	0.44	0.45	0.37	0.41	0.42	0.44	0.43	0.53	0.49	0.50	0.49	0.47	0.46	0.49	0.46	0.44	0.42	0.46	0.41	0.48	0.54	0.53	0.46	1.00			
EADM: Being imaginative	0.45	0.43	0.42	0.48	0.41	0.44	0.45	0.37	0.41	0.42	0.45	0.42	0.54	0.49	0.51	0.52	0.44	0.45	0.48	0.45	0.43	0.42	0.47	0.43	0.49	0.55	0.54	0.44	0.70	1.00		

Old to old - strongest links dark blue, weakest links light blue/white
 New to old - strongest links dark green, weakest links light green/white
 New to new - strongest links purple, weakest links light purple/white

Appendix G: Questions in the online questionnaire for Reception teachers

1. On average, how long did it take you to complete the assessment for one child?
2. Please indicate whether you agree or disagree with the following statement: *I was able to accurately complete the assessment*
Please explain your answer.
3. Please indicate whether you agree or disagree with the following statement: *I was able to accurately complete the section on the characteristics of learning.*
4. Did you have everything you needed in order to complete the assessment accurately?
5. If no, what else did you need?
6. Please indicate whether you agree or disagree with the following statement: *I found the EYFS Profile Handbook useful in helping me to complete the assessments.*
Why was this?
7. Please indicate whether you agree or disagree with the following statement: *I found the exemplification material useful in helping me to complete the assessments.*
Why was this?
8. Did you use the exceeding descriptions?
9. If yes, did you find them helpful?
10. Did you use any other guidance?
11. If yes, what other guidance did you use?
12. Generally, across the 17 ELGS, how easy did you find it to decide whether a child was at the emerging, expected or exceeding level?
13. Were there any early learning goals where this proved particularly difficult? (Respondents could tick all goals that applied).
Why was this?

14. In your opinion, does the new assessment provide you with a good basis for discussing each child's development with their parents?
15. Did you discuss the results of the new Profile with any parents?
16. How easy did you find it to discuss the new Profile with parents?
Why was this?
17. In your opinion, does the new assessment provide you with a good basis for discussing each child's development with Year 1 teachers?
18. Did you discuss the results of the new Profile with any Year 1 teachers?
19. How easy did you find it to discuss the new Profile with Year 1 teachers?
Why was this?
20. How many years have you been teaching?
21. How long have you been a Reception class teacher?
22. Gender?
23. Current Local Authority?
24. Type of school you currently work in?

Appendix H: Questions in the online questionnaire for Year 1 teachers

1. Did your Reception class teacher(s) discuss the results of the new EYFSP with you?
2. Were you involved in discussions with Reception class teacher(s) about whether to categorise children as exceeding any of the early learning goals?
3. What is your opinion on the:
 - a. amount of information generated from the assessment?
 - b. usefulness of the information from the assessment?
4. Please indicate whether you agree or disagree with the following statement: *The information from the new Profile will be useful in planning and supporting the learning and development of children coming into my class next year.*
Why do you think this is?
5. Please indicate whether you agree or disagree with the following statement: *The information on children's characteristics of learning will be useful in planning and supporting the learning and development of children coming into my class next year.*
Why do you think this is?
6. How many years have you been teaching?
7. How long have you been a Year 1 teacher?
8. Gender?
9. Current Local Authority?
10. Type of school you currently work in?

Appendix I: Questions in the first impressions questionnaire for the moderation sub-sample

1. Do you think the 2013 EYFSP will provide an accurate picture of each child's learning and development at the end of EYFS?
2. Do you think the 2013 EYFSP will be manageable for you to use as an assessment?
3. Do you feel that the 2013 EYFSP will provide the information needed by Year 1 teachers to plan effectively for each child?
4. Do you think the 2013 EYFSP will provide the information parents need about their child?
5. On first reading, is the information in the handbook clear and sufficient to support you in making or moderating EYFSP assessments?



Department
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