

## Briefing for Headteachers

### What is the Foundation Stage Profile (FSP)?

The Foundation Stage Profile is a way of summing up a child's progress and learning across the six areas of learning at the end of the foundation stage. The Profile is made up of 13 scales based on the early learning goals and stepping stones set out in *Curriculum guidance for the foundation stage*. The *Foundation Stage Profile Handbook* provides guidance for practitioners on how to make assessments on the basis of their observations and knowledge of the whole child.

Full details of what practitioners need to do can be found in the Foundation Stage Profile section of the *Foundation Stage and Key Stage 1 Assessment and Reporting Arrangements 2005* (<http://www.qca.org.uk/9974.html>)

A child's attainment on the 13 scales can be recorded in a *Foundation Stage Profile booklet* or the eProfile. These are optional - schools and settings may want to use their own systems. Whichever is used there is no need for extensive collections of evidence for individual children and no need to complete more than one record.

### What are the purposes of the Foundation Stage Profile?

- To summarise children's achievement at the end of the foundation stage

The *Profile* provides valuable information about a child's progress, achievements and future learning needs at the end of the foundation stage.

- To provide information to help plan next steps in children's learning as they enter year 1

A child's *Profile* needs to be passed on to their new teacher before the start of year 1 as it will help them plan the next steps in the child's learning. A setting or school may want to supplement the profile with additional information such as portfolios of 'work' or early learning records of achievement

- As a basis for reporting to parents

The *Profile* also provides the basis for reporting to parents. Schools and settings may choose to use the *Foundation Stage Profile booklet* or *eProfile* as a means of reporting to parents, or they can design their own report or booklet which describes what the child knows, understands and can do across the six areas of learning. Parents, however, must be shown their child's *Profile* if requested.

- To provide data to LEAs

Schools and settings must submit to their LEA the 13 *Profile summary scores* for each child on the software provided. The deadline for submitting this data will be determined by the LEA. LEAs usually consult their schools on the ways to use this data to analyse children's achievement and plan appropriate learning and teaching. The LEA will use the data for its own monitoring of achievement across the LEA and to refine and develop the training and support offered to schools.

- To provide aggregate data for the DfES

Each LEA submits to the DfES the numbers of children who achieve each of the Foundation Stage Profile points 0-9 and a 10% sample of complete individual pupil data. Individual school data are not passed on to the DfES.

### **Using the stepping stones and early learning goals**

The stepping stones and early learning goals are used throughout the foundation stage for planning and assessing learning. The stepping stones (non-statutory) show the kinds of knowledge, skills, understanding and attitudes that children are expected to need if they are to achieve the early learning goals. The early learning goals, which are statutory, establish the expectations for most children by the end of the foundation stage.

*Curriculum guidance for the foundation stage* provides examples of 'what children do' that will help practitioners identify how children in their setting are progressing. The guidance note *What does the practitioner need to do?* shows how the practitioner can use this information to support and consolidate the child's learning and help them to make progress.

### **Fit with Key Stage 1**

The Foundation Stage areas of learning can be mapped on to the subject-based KS1 curriculum. The links are clearly shown in *What does the practitioner need to do?* for each of the early learning goals. How schools organise the curriculum in KS1 is for them to decide and there is sufficient flexibility for schools to adapt the content and pedagogy to their children's needs. The National Assessment Agency (NAA) is developing guidance for teachers on using the Foundation Stage profile data to plan for children's progression in year 1.

### **What support is available?**

The DfES has

- asked the NAA to establish a programme for overseeing LA moderation to ensure it does not impose an unreasonable burden on schools
- produced an e-version of the FSP, the e-profile, available to schools through their LEA. We are providing technical support to LEAs in the use of this software

Through the Primary National Strategy (PNS) the DfES is also:

- Providing examples on the PNS web-site of completed profiles which report on children's progress at the end of the Foundation Stage and in transition to KS1;
- Providing training materials which show how assessment information to complete the FSP can be gathered through day to day teaching activities; providing funding for additional training for reception and year 1 teachers in using the FSP
- Moderation guidance for LEAs including clear messages to LEAs that they should not require schools to complete additional assessments.

The DfES has also written to LEAs asking them not to require schools to complete additional assessments, explaining that the Profile will be reviewed as part of plans to create a new 0-5 quality framework by 2007.

Further information is available on the QCA and Primary National Strategy web-sites:  
[www.qca.org.uk](http://www.qca.org.uk)      [www.standards.dfes.gov.uk/primary/foundation\\_stage/](http://www.standards.dfes.gov.uk/primary/foundation_stage/)