

Foundation Stage Profile – Briefing for Practitioners

We know that there continues to be uncertainty about what early years practitioners have to do when they use the Foundation Stage Profile. This note summarises what practitioners are required to do and what is optional.

All good practitioners assess children's progress throughout the year. The Foundation Stage Profile provides a framework for summarising children's progress and learning needs at the end of the Foundation Stage. It is made up of 13 scales based on early learning goals.

Practitioners must assess children throughout the final year of the Foundation Stage in relation to the early learning goals. The end of Foundation Stage assessment must be completed by 30 June or two weeks before the end of term, whichever is earlier.

Schools must report a score for each child against each of the 13 scales to their Local Education Authority (LEA). This can be done via the school Management Information System (MIS) or another method agreed with the LEA.

It is for individual practitioners to use their professional judgement as to how much record keeping they want to do and how they keep the records.

Completion of the QCA Profile Scales booklet with the 117 scale points is not obligatory. It is provided as an optional guide for practitioners to use throughout the year to help them come to a view on how a child has progressed.

If their LEA is able to provide technical support, schools may also use the electronic Profile (eProfile) as a means of recording progress. It provides direct input into to MIS for submitting results to the LEA. A link to the software can be found on Teachernet at:

www.teachernet.gov.uk/management/tools/schoolsdataportal/eprofile/

Schools must provide parents with a written account of their child's progress for each of the 13 scales at the end of the Foundation Stage. Schools must also give parents an opportunity to discuss the Profile and its results with the practitioner at a parents evening or equivalent during the summer term or as soon as possible after.

Where a parent requests a copy of the practitioner's records of their child, the school must provide it. This can be their own Profile document or the QCA Profile scales booklet.

LEAs moderate the Profile assessments to ensure that there is consistency in judgements between practitioners, schools and settings. It is not expected that practitioners collect extensive portfolios of evidence for each individual child.

Further information can be found in the QCA Foundation Stage and Key Stage 1 Assessment and Reporting Arrangements sent to schools in October each year.

Support for practitioners in carrying out the Profile judgements is provided by LEA Early Years Advisers and Primary National Strategy consultants.