

The Early Years Foundation Stage (EYFS) is the regulatory and quality framework for the provision of learning, development and care for children between birth and the academic year in which they turn five (0-5).

All registered early years providers use the EYFS framework to complete an EYFS profile for each child at the end of the academic year in which they reach the age of five.

The primary purpose of the EYFS profile is to provide year 1 teachers and parents with reliable and accurate information about each child's level of development as they reach the end of the EYFS. This will enable the teacher to plan an effective, responsive and appropriate curriculum that will meet all children's needs, to support their continued achievement more fully.

Each child's development is recorded against 13 assessment scales, based on the early learning goals and divided between the six areas of learning and development.

(See table below.)

There are 13 scales, based on the early learning goals and divided between the six areas of development and learning. The scales are:



Knowledge and understanding of the world (KUW)  
 Physical development (PD)  
 Creative development (CD)

Each scale has nine assessment points. A summary listing of all scale points can be found on the separate *Assessment scales reference sheet*, published by NAA and available either as a hard copy or as a download from [naa.org.uk/eyfsp](http://naa.org.uk/eyfsp).

EYFS profile scale points and accumulative scale point scores are statutory assessments in their own right. They are not equivalent to any national curriculum levels or sub-levels and no such equation should be made.

Scale points 1-3	describe the attainment of a child who is still progressing towards the early learning goals.
Scale points 4-8	describe the attainment of a child in the context of the early learning goals. They are not hierarchical or linear, indeed some scale points require ongoing assessment over time and a child may achieve them in any order.
Scale point 9	describes the attainment of a child who has achieved scale points 1-8 and developed further, working consistently beyond early learning goals. This will be attained by children who have significant abilities in an area of learning. Its purpose is to identify these abilities to year 1 teachers and ensure that these children's specific development and learning needs will be met.