

EYFS Revised Exemplification Materials 2022

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- The DfE has published [exemplification materials](#) to provide support for schools when completing the Early Years Foundation Stage Profile (EYFSP) assessment for children at the end of reception year. These are a collection of case study videos that demonstrate teachers and leaders having professional discussions about individual children's development and their EYFSP judgements.

- The videos are designed to help schools understand and use the new early learning goals (ELGs) and profile assessment under the 2021 EYFS framework. Schools do not need to replicate the discussions held in the videos. The videos include a combination of children who have met and not met the expected levels of development across the ELGs, with teachers discussing how they came to those judgements. The [**EYFSP handbook**](#) sets out the statutory requirements for the EYFSP assessment in the 2021/22 academic year.

- DfE have deliberately taken a different approach to these exemplification materials to be clear that teachers, schools and settings should move away from excessive tracking and evidence collection and to avoid giving schools additional criteria to consider when completing the EYFSP, beyond what is set out in the new goals themselves. The exemplification materials demonstrate how, over the course of the reception year, practitioners build their knowledge and understanding of what children know, understand and can do. Practitioners show how they can draw on this knowledge and their own expert professional judgement to make an accurate summative assessment at the end of the year. This is sufficient to assess a child's individual level of development in relation to each of the ELGs.

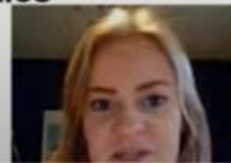
- Teachers are **not** expected to record evidence for each of the ELGs or provide proof of the child's level of development for the purposes of completing the EYFSP. What matters most is providing information to parents/carers and Key Stage 1 teachers in order to support each child's development and next steps. Local authorities will also still collect the data to form the national dataset on early years children's outcomes.

- A [vodcast for schools, multi-academy trusts and local authorities](#) has also been published alongside the videos to explain the changes and what is different this year.

Early Years Foundation Stage Profile (EYFSP) assessment following the EYFS reforms

Vodcast for teachers, school leaders and local authorities

March 2022



**Early Years
Foundation Stage Profile:
exemplification videos**

Case study 1

Thoughts on Case Study 1...

- Am I maximising opportunities for back and forth talk?
- Am I maximising opportunities for talk partner time?
- Am I maximising opportunities for explicitly teaching vocabulary i.e. for each area of provision?
- Am I happy with the songs, rhymes, poems that I am planning?
- Am I continuing to keep purposeful, meaningful records/ assessments that are making a real difference to childrens' learning and letting go of ones that aren't?

**Early Years
Foundation Stage Profile:
exemplification videos**

Case study 2

**Early Years
Foundation Stage Profile:
exemplification videos**

Case study 3

Thoughts on Case Study 2...

- Am I still using child-initiated learning to enthuse my children?
- Am I repeating the vocabulary that I am teaching enough and in a range of contexts and am I re-visiting it throughout the year?
- Am I maximising the use of stem sentences in maths?
- Am I maximising the teaching of composition of number?
- Am I maximising opportunities for my children to practise and re-call number bonds to make it automatic?

Thoughts on Case Study 3...

- Am I maximising the use of small world/ role play areas to use to re-tell stories?
- Am I using hot seating activities?
- Am I maximising the opportunities for children to use scaffolds in their learning to facilitate deeper understanding?

**Early Years
Foundation Stage Profile:
exemplification videos**

Case study 4

Thoughts on Case Study 4...

- Am I happy and confident that my curriculum is maximising the opportunities for adults to be interacting with the children and progressing their learning?
- Am I happy and confident that all of my team understand high-quality adult child interactions and can I see this in my provision?
- Am I planning in repetition of books and looking at reading in different ways throughout the week i.e. in small groups?

**Early Years
Foundation Stage Profile:
exemplification videos**

Case study 5

The main content of the slide is presented on a white, crumpled paper background that is torn at the right edge, revealing a brown, textured surface underneath. The text is written in a bold, blue, sans-serif font.

**Early Years
Foundation Stage Profile:
exemplification videos**

Case study 6

Early Years Foundation Stage Profile: exemplification videos

Case study 7

Thoughts on Case Study 5...

- Am I maximising opportunities of explicitly modelling PSED skills to my children and being that role model?
- Am I clear in what self-regulation means and how it presents itself in children?
- Is my team aware of how self-regulation comes from us acting as sensitive, well-attuned co-regulators?
- Am I still maximising the use of technology to support the childrens' learning, despite the removal of the ELG?

Thoughts on Case Study 6...

- Am I confident that – given the high priority given to speech, language and vocabulary development – I am providing the right kind and amount of support for my children who need it?
- Am I maximising opportunities to teach poems/ poetry?
- Am I maximising home-school links to involve parents and carers in learning for our children?
- Am I confident that I know how my curriculum feeds into Y1 to allow my children to support and further develop their skills? Is my Y1 team clear of interventions that some of my children will need?

Thoughts on Case Study 7...

- Is my team aware of how self-regulation comes from us acting as sensitive, well-attuned co-regulators?
- Am I maximising opportunities to foster and develop emotional awareness and awareness of self?