EYFS Profile Outcomes: Sense-check and guide for benchmarking

This guidance can be used to support you in sense-checking your EYFS profile outcomes prior to submission, including the national and local benchmarks for easy reference, areas to explore where there are significant differences and the tools for calculating the 3 key measures.

3 key national measures for EYFS Profile data

- Good Level of Development (calculated as a percentage)
- Average Total Point Score
- Attainment Gap (calculated as a percentage)

It is important to know the outcome for all of these measures to be able to sense-check the EYFSP data.

Comparative 2017 tables for reference and benchmarking

<table>
<thead>
<tr>
<th>Good Level of Development (GLD) 2017</th>
<th>Lower Quartile (Bottom 25%)</th>
<th>Median</th>
<th>Upper Quartile (Top 25%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ealing</td>
<td>67.9%</td>
<td>72%</td>
<td>78.3%</td>
</tr>
<tr>
<td>London</td>
<td>69.2%</td>
<td>73.1%</td>
<td>77.1%</td>
</tr>
<tr>
<td>England</td>
<td>66%</td>
<td>70.7%</td>
<td>75.3%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Good Level of Development (GLD) average %</th>
<th>Average Total Point Score (ATPS)</th>
<th>Attainment Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>2018 approx. (based on average increases year on year)</td>
<td>2017</td>
</tr>
<tr>
<td>England</td>
<td>70.7%</td>
<td>34.5</td>
</tr>
<tr>
<td>London</td>
<td>73.2%</td>
<td>34.9</td>
</tr>
<tr>
<td>Ealing</td>
<td>71.5%</td>
<td>34.7</td>
</tr>
<tr>
<td>Your school</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If your outcomes are significantly different to the benchmarks, below are some areas to sense-check to ensure the outcomes are as accurate as possible.
Good Level of Development checks

Use the EYFSP Handbook 2018 pattern of outcomes to check if largely the outcomes make sense for typical child development, e.g. If expected for Shape, Space, Measure typically at least expected in Understanding.

Are there early learning goals which have a much higher number of children at emerging/exceeding which doesn’t align to general observations throughout the year (e.g. listening and attention, self-confidence and self-awareness – usually quite evident in brief learning walks for cohort generalisation)?

If the nursery and/or reception on-entry data was significantly below typical child development, how was this moderated within and beyond the school for rigour and comparative sense-check?

Average Total Point Score checks

If the GLD is in line or above benchmarks, yet the ATPS is not, this may indicate lower attainment in Understanding the World and Expressive Arts and Design, which could be due to insufficient breadth of curriculum on offer or on observations in these areas. It may also be reflective of low exceeding attainment across the areas of learning and cohort.

If the GLD is below benchmarks, but the ATPS is in line or above, it may indicate a significant gap between the most able (with exceeding attainment) and the average attainment for the cohort.

Attainment Gap checks

A shift of the Average Total Point Score will impact on this, therefore, if sufficient challenge has supported children in attaining exceeding in some areas, while a significant group of children (ie the lowest attaining 20%) are not making expected levels in many areas, the gap will widen. Nationally the trend reversed last year and the gap widened, while in Ealing this gap has been widening for 2 years and is a key focus.

If the attainment gap is wider than benchmarks but GLD is in line, it could be due to significant exceeding attainment levels, and/or a high number of children with emerging in many areas. It is unusual for a child to be attaining emerging across all ELGs, unless they have significant SEND. 54 children in Ealing were assessed at emerging in all areas last year yet were not identified with any SEND and most were not new to the school, which is not typical.

FORMULAS FOR CALCULATING THE 3 KEY NATIONAL MEASURES

Calculating the Good Level of Development

The Good Level of Development is the percentage of children achieving at least the expected level in the prime areas of learning and in the specific areas of literacy and mathematics. Groups are usually split by gender to show the gap between girls and boys, and across a 3 year trend.

Calculating the Average Total Point Score

Average Total Point Score is calculated by adding all children’s total points across all 17 early learning goals, and dividing by the total number of children to provide an average. A child is assigned one point for an emerging ELG, two points for an expected ELG and three points for an exceeding ELG. The lowest total is 17 (emerging in all 17 ELGs), the average is 34 (expected in all 17 ELGs) and the highest is 51 (exceeding in all ELGs).

Average total point score =

\[ \text{[Total point score for all children in cohort across all 17 Early learning goals]} \]

\[ \text{[Total number of children in the cohort]} \]
Calculating the Inequality Gap in Achievement in EYFSP

This is the percentage inequality gap between the lowest achieving 20% and all children. The calculation of the achievement gap is carried out as follows:

\[
\text{Percentage inequality gap in achievement} = \left( \frac{\text{Median total point score} - \text{Mean total point score for lowest 20 per cent of performers}}{\text{Median total point score}} \right) \times 100
\]

For example, in England, the median score is 34 and the mean score for the lowest 20 per cent of children is 23.2. The absolute gap in achievement is 10.8 points which expressed as a percentage of the median score (34 points) is 31.7 per cent.

The lowest 20% of children are selected by sorting all eligible child records in ascending order by total EYFS Profile score and then selecting children up to the 20th percentile i.e. the first fifth of children. The number of children in the first fifth is calculated by taking the total number of children, dividing by five and then rounding down if the number returned is not a whole number. For example: (a) if a local authority had 500 children then the lowest 20% would be the first 100 children listed (b) if a local authority had 259 children, then the lowest 20% would be the first 51 children listed.

This approach is taken even if the child ranked next in the list after the 20% cut-off point has the same score as a child included in the lowest 20%. For example, if it was calculated that the first 100 children in an LA would be included in the lowest 20% but both the 100th and the 101st child in the list had a total EYFS Profile score of 30, this would not change the cut-off point. The 101st child would not be included in the lowest 20%.

EYFSP results in England 2016/17 Technical Document

EYFSP HANDBOOK 2018 – PATTERNS AND LEVEL SETTING

Pattern of outcomes for an individual child (pg. 47/48)

It is important that settings carry out a ‘sense-check’ of outcomes for all children for whom they have made EYFS profile judgements. This helps to make sure parents and year 1 teachers are given an accurate picture of their learning and development.

Consideration of any EYFS profile outcome must include:

- the judgements made against the ELG statement of the level of development expected at the end of the EYFS.
- the narrative record of the child’s characteristics of effective learning.

Practitioners should use the information in the narrative to put patterns of attainment in context and evaluate the accuracy of EYFS profile outcomes.

Any exploration of patterns of attainment should take into account the contextual information for individual children which underpin accurate assessment. For example, you should remember that children with specific educational needs and development may be assessed in relation to their ability to communicate without the need for speech.
Statements to support level setting (pg. 51/52)

Each child’s pattern of attainment will reflect their learning and development outcomes so an unexpected pattern of attainment doesn’t necessarily mean that their EYFS profile outcome is inaccurate. These prompts may provide a starting point for a conversation with the practitioner who made the judgement, if a pattern doesn’t match what was anticipated.

Statement 1

A child’s outcomes consistently exceed the ELGs but the characteristics of effective learning describe a child who lacks interest and excitement to learn. This scenario is possible; however high attainment is often associated with interest in learning. It is essential that the commentary within the characteristics of effective learning is linked to the attainment of the ELGs.

Statement 2

A child’s ability to communicate effectively threads through many of the ELGs. A child whose outcome for ‘Speaking’ is at the ‘emerging’ level may also show emerging attainment for those ELGs with a significant communication element.

These include:

- self-confidence and self-awareness
- understanding
- people and communities
- shape, space and measures
- knowledge of the world
- managing feelings and behaviour
- knowledge of the world
- managing feelings and behaviour
- knowledge of the world

Statement 3

A child meets the level of development expected at the end of EYFS for ‘Reading’ but not for ‘Listening and attention’. This is despite the ‘Reading’ ELG including elements which rely on a child using significant skills relating to ‘Listening and attention’.

Statement 4

A child meets the level of development expected at the end of the EYFS for ‘Writing’ but not physical development (‘Moving and handling’). The ability to hold and manipulate a pencil effectively is only part of the physical ELG. Therefore a child whose physical development in relation to fine motor movements is at the ‘emerging’ level may not be a confident and independent writer as expressed by the ‘Writing’ ELG.

Statement 5

Some elements of the expressive arts ELGs depend on a child’s physical ability to explore and manipulate media with confidence, including construction materials. A child with emerging physical (‘Moving and handling’) skills may not attain the level of development expected at the end of the EYFS in relation to these creative ELGs.

Statement 6

A child who is at the ‘expected’ level for ‘Shape, space and measures’ and ‘Knowledge of the world’ is likely to be using the skills and attributes which would contribute towards attainment of the ‘expected’ level for ‘Understanding’.