Early Years Foundation Stage Profile

Collection and Submission of Results of the Assessments at the end of the Early Years Foundation Stage

Guidance Notes for the 2011 Assessments
## Version History

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1 INTRODUCTION

1.1 Purpose of this document

This document is provided for use by Local Authorities (LAs) who fund Early Years provision, so that relevant staff:

- can understand the rationale behind and purpose of the Early Years Foundation Stage Profile (EYFSP) (Section 1)
- are able to populate their systems with the required data for children and providers (Section 2)
- are able to complete the Early Years Foundation Stage Profile return for 2011 (Section 3)

It relates only to the collection of data from funded children.

This document is published on the DfE website and LAs may choose to use it directly with their providers or amend it to suit their local needs as appropriate. Software suppliers and developers of in-house systems may also find it a useful reference document.

For information, the Department is considering the findings of the Tickell review and will announce arrangements for EYFSP 2012 as early as possible.

1.2 Who is in the scope of the Early Years Foundation Stage Profile data collection?

All English providers of funded Early Years education in the maintained (including Academies), private, voluntary and independent (PVI) sectors are within the scope of the EYFSP data collection. Please note that those children not in receipt of government funding at the end of the EYFS are not within the scope of the EYFSP data collection.

LAs are required to collect and report to the DfE the results for all funded children at the end of the Early Years Foundation Stage (EYFS) in both maintained and PVI providers. Results for children in PVIs are only required to be reported to the DfE where the child is still in receipt of government funding at the end of the EYFS (the funding for a child in a PVI ceases in the term following the child's 5th birthday). For the purpose of the 2011 exercise, the children still eligible for funding in the PVI sector will be born between 1st April 2006 and 31st August 2006.
As mentioned above, Academies with funded children in the final year of the EYFS (i.e. reception age) are required by the EYFS statutory requirements to complete the EYFS profile for each child. Under the Childcare (Provision of Information about Young Children) Regulations 2009, the profile score is one of the pieces of information which a provider must submit to the LA, and in turn LAs pass this data to the Department. LAs should continue to request the data from all their settings, including Academies.

1.3 Rationale behind the Early Years Foundation Stage Profile

The Childcare Act 2006 places a duty on Local Authorities and their partners to improve outcomes for all children and reduce inequalities between them. Fulfilling this duty requires a broad and inclusive strategy, part of which focuses on ensuring that the provision of early learning and care is of the highest quality.

The EYFSP provides information at both national and Local Authority level on achievement outcomes at the end of the EYFS and the extent of the achievement inequality at local area level.

1.4 Statutory Basis of the EYFSP

The individual level data collection from maintained, private, voluntary and independent providers is a statutory requirement of providers and LAs through regulations made under section 99 of the Childcare Act 2006 (Statutory Instrument 2008 No. 1722 – The Childcare (Provision of Information About Young Children) (England) Regulations 2008) as amended.

By putting the collection of the EYFSP on a statutory basis:

- providers do not need to obtain consent for the provision of information from parents of individual children. They must, however, meet their obligations to Data Subjects under the Data Protection Act – see 1.5 below;

- providers and Local Authorities are protected from any legal challenge that they are breaching a duty of confidence; and

- it helps to ensure that returns are completed by providers.

Although LAs have the statutory power to collect EYFSP data from unfunded children, there has been no change to the data that the Department requires as part of the EYFSP data collection. The Department does not require data to be submitted for unfunded children. If your LA chooses to collect any data from these children for internal use, it should not be uploaded to the EYFSP COLLECT blade. Section 1.2 explains who is in the scope of the EYFSP collection and further details of the data items we require can be found in section 2.
1.5 Data Protection & Security

Data kept on children (in any medium, including within a MIS) are personal data. The data must be managed in accordance with the requirements of the Data Protection Act 1998. All staff who have access to personal data should be aware of their responsibilities under the Act. Local Authorities should advise providers about their responsibility to hold data in line with the Act.

1.6 Data quality

In order to properly ascertain the level that children in the EYFS are working at, it is important that the data collected by providers and Local Authorities, for onward transmission to the DfE, is both accurate and complete. In Section 2 there is a complete list of data items that are required to be submitted to the LA by funded providers, and then to DfE by the LA, together with an explanation of each of them.

The Qualification and Curriculum Development Agency (QCDA) website also provides supporting information on EYFSP data quality and is available at: http://www.qcda.gov.uk/assessment/4363.aspx. LAs can download a copy of the EYFS Profile handbook and the assessment scales reference sheet from this website and find links to additional guidance for carrying out assessments, online exemplification materials to illustrate the different points on the scales and moderation to ensure that practitioner judgements are consistent with nationally agreed assessments.

Please note that the QCDA is closing as part of the Government's education reforms. The website is being updated to reflect their reduced remit until the site closes in autumn 2011.

Please be aware that analysis of the voluntary individual scale point data received in 2010 has shown that there are still some instances of invalid patterns of scoring being submitted to the Department. We ask that you note that points 1-3 on each scale should be attained before any of the points 4-8 on the scale, except in exceptional circumstances. This is because points 1-3 (the stepping stones) represent developmental steps leading to the attainment of scale points 4–8. If a practitioner thinks that a child should be recorded as achieving any of scale points 4-8 before points 1-3 then they should discuss this with the local authority moderation manager. If the moderation manager considers that the case meets the criteria, they must contact the QCDA, who will make a final decision on the case. If data is submitted to the Department where a child is recorded as scoring any of points 4-8 before all of 1-3, then this will be flagged as an error in the COLLECT system and we will seek confirmation that QCDA have approved the child’s Profile.

Similarly, all points 1-8 should be attained before point 9, as this represents a child who is working consistently beyond the early learning goals. If data is submitted to the Department where a child is recorded as scoring point 9 before all of 1-8 have
been achieved, then this will be flagged as an error in the COLLECT system and you will be asked to resolve it.
2.1 Data Required

Local Authority number

Establishment number of the school: for LA maintained schools and nursery schools. This is a 4-digit number.

Early Years URN (Unique Reference Number) of the school: for all other funded settings, including independent schools and private and voluntary settings. It is a 6-digit number (starting with a 5) as used for January 2011 Early Years' Census return.

Academic Year: This year will be 2010/11.

CTF Pupil Data

Child’s Surname

Child’s Forename

Child’s Gender

Child’s Date of Birth

UPN (Unique Pupil Number): This is a 13 character identifier.

Home postcode: This is used to identify children in the 30% most deprived areas.

There are 13 Scales covering aspects within all 6 Areas of Learning (AOL):

PSE (Personal, Social and Emotional Development):
- DA – Disposition and Attitudes
- SD – Social Development
- ED – Emotional Development

CLL (Communication, Language and Literacy):
- LCT – Language for Communication and Thinking
- LSL – Linking Sounds and Letters
- R – Reading
- W – Writing

MAT (Problem Solving, Reasoning and Numeracy):
(Now known as PSRN – Problem Solving, Reasoning and Numeracy, but remains labelled as MAT in the CTF for 2011)
- NLC – Numbers as Labels and for Counting
- C – Calculating
- SSM – Shape, Space and Measures
KUW – Knowledge and Understanding of the World area of learning score
PD – Physical Development area of learning score
CD – Creative Development area of learning score

Each scale has a possible score from 1-9, representing the total number of points achieved in each assessment scale. It can also be 0 (zero) where a child with special educational needs has been subject to an alternative assessment, or N if it has not been possible to make any judgements for a child against any scale (for instance if the child is newly arrived from abroad).

Each Area of Learning has a score from adding the scores of its constituent scales, so for example, Personal, Social and Emotional Development has a maximum score of 27.

**EYFSP (maximum score is 117):** an overall EYFSP score is calculated by adding the scores from all 13 scales.

### 2.2 Data Requested on a Voluntary Basis

Each of the 13 assessment scales on the EYFSP is made up of a further 9 individual scale points, each of which a child is judged to have achieved or not. If possible, settings and LAs are asked to return individual scale point data as set out below.

Points 1-3 (the stepping stones) represent working towards the Early Learning Goals (ELGs) in the EYFS. Points 4-8 represent the ELGs, these are not hierarchical and a child may achieve a later point without achieving all the earlier points. If a child attains any of the early learning goals (scale points 4-8), they should also have attained all scale points 1-3 as these are developmental steps leading to the attainment of scale points 4-8. However, there may be exceptional circumstances where this does not apply (as discussed in section 1.6). If a practitioner thinks that a child has attained some of points 4-8 before all of points 1-3, then they should discuss this with the local authority moderation manager. Point 9 indicates the child is working at a level above the ELGs. All other points on the scale have to be achieved before a score of 9 can be given.

In the CTF export, each point should be recorded as either ‘T’ if achieved, ‘F’ if not achieved, or ‘N’ if it has not been possible to assess the child. If a child is subject to an alternative assessment, all 9 scale points on the relevant scale should be recorded as ‘F’.

This information is not required by law, and so its submission to the Department is on a purely voluntary basis to help aid policy development. Some LAs have submitted these data to the Department in the past, and this has proved highly valuable in supporting analysis of children’s achievement to inform policy proposals on narrowing gaps in achievement.
For the last three years, the Department has been able to use the individual scale point data to publish 'Individual Scale Point Results for the Early Years Foundation Stage Profile', which has received positive feedback from LAs. The 2009/10 release of individual scale point data is available as an additional table at the link below:

DfE: Early Years Foundation Stage Profile Results in England, 2009/2010

We strongly encourage more LAs to return these data to the Department where possible – this will help us to get a full picture of children’s achievements across all areas, which would help us to target future policy initiatives where they are most needed.
This guidance is provided to outline the main requirements of the 2011 EYFSP data collection and submission arrangements. The Department is hoping to make the live 2011 EYFSP COLLECT system available on Monday 6th June 2011.

As in 2010, the Department will not be providing a COLLECT school blade. There will be a single blade that LAs can use to submit EYFSP data.

The Department will continue to collect full individual child level data.

COLLECT will be the means by which data is collected from local authorities. (See 3.1 below.)

### 3.1 Local Authority Data Reporting Format

Please note that the Department continues to have no requirement for data in aggregate forms (LA aggregate data, Sure Start aggregate data nor Super Output Area aggregate data); rather a single XML file for each school and setting, containing all eligible pupils, will be created by LAs’ central processing system software (i.e. Keypas, Capita-ONE, Tribal, or a bespoke LA system). The separate school XML files will need to be zipped (with any filename of the LA’s choosing – the only requirement is the .zip suffix) and imported into COLLECT LA EYFSP where the respective school/setting files will be extracted.

Successfully loaded data is subjected to validation. For more details of the specific validation rules that will be applied, please see the EYFSP Business Specification available at: [http://www.education.gov.uk/schools/adminandfinance/schooladmin/ims/datacollections/EYFS/a0065514/early-years-foundation-stage-profile-eyfsp-return-2011](http://www.education.gov.uk/schools/adminandfinance/schooladmin/ims/datacollections/EYFS/a0065514/early-years-foundation-stage-profile-eyfsp-return-2011)

After validation is complete you will be able to view your data return, observe the validation outcomes and decide if there is any further action on your part in response to the validations. For example, you may need to query something with a provider and return to COLLECT to make a change to the data. Ultimately you will need to “approve” the data so that the department can consider it to be finalised.

For the options available to you to create EYFSP data (i.e. MIS CTF; eProfile CTF; DfE spreadsheet and paper sheet) and marking individual scale point scores see section 3.5.
3.2 Data Collection Timetable

The Department is committed to providing LA and national level analysis of performance as quickly as possible. To this end, we are asking that Local Authorities continue to make their EYFSP submissions by **Wednesday 31st August 2011** – the departmental deadline – as normal. It is of utmost importance that the data we hold by the end of August 2011 are as complete and accurate as possible as the data received by this date will be taken as final and will be used to inform our main headline statistical release. Your co-operation in helping to achieve as complete and accurate a dataset by the end of August will be to our mutual benefit. Please note that as in 2010, the database will not remain open to capture any residual returns for longer than is necessary after the August deadline. LAs will be informed of when we expect to close the database in due course and should note that amendments will not be accepted after the database is closed.

3.3 Expected List of Schools/PVIs Submitting Results

For 2011, the Department will be providing LAs with expected lists of providers, taken from the Early Years Census (EYC) return, and the January School Census (SC) and SLASC. Please note that these lists will only contain information on the providers that we expect LAs to be making returns for, for use in informing the DSD Helpdesk (01325 392626 or DSD.Helpdesk@education.gsi.gov.uk) of any necessary amendments before the collection begins in June. They will not include any information on the number of children we expect results to be submitted for, although the Department will continue to use this information internally to flag any returns with numbers of children significantly different to what we would expect in COLLECT.

For your information, the criteria we use to produce the expected lists is detailed below:

- **EYC** - all settings containing child level data from children born between 1st April 06 - 31st August 06 only. By default this includes funded children only.
- **SC/SLASC** - all settings (not including Independent schools) including children born 1st September 05 - 31st August 06. By default this includes funded children only.

We ask that you supply the Helpdesk with any amendments to your expected list as soon as possible and preferably before the start of the collection in June.

3.4 Home Postcodes

You will be aware of the importance of a child’s home postcode for analyses based on designated areas of deprivation. It is hoped, therefore, that LAs will ensure that postcodes are included in the EYFSP data submitted to the DfE for every child, except where there are legal or exceptional reasons why these data are not available (e.g. traveller children).
3.5 School/PVI Recording and Reporting Options

Schools and PVIs will have many of the same options for recording and reporting results that were available in 2010, i.e. (updated) school MIS, 2011 eProfile or 2011 DfE spreadsheet (or papersheet). The CTF should be exported to the LA, as there will be no COLLECT school blade for 2011. Please see Appendix 5 for a summary of the collection process in the form of a flowchart.

3.5.1 School Management Information System (MIS)

The school MIS will allow entry of EYFSP results. Schools can either mark each point attained in each assessment scale by the child (in which case the software will calculate the summary scale score) or can simply enter each summary scale score that it has manually calculated by totalling the number of points the child has achieved in each of the 13 assessment scales. **We strongly encourage marking the individual points within a scale** as this will provide the next teacher with invaluable information on a child’s abilities and will also provide data for both LA and DfE analysis to help with policy development. Guidance on how entries can be made is provided by the school MIS supplier.

The school will create a CTF export file for submission to the LA that will contain the child’s summary scale scores and, where entered, the individual points in the scales – each of the 9 points in the scale represented in sequence by “T” (true, i.e. marked) or “F” (false, i.e. not marked); or “N” where no scale assessment has been possible.

It is also possible to have an outcome of alternative assessment on a scale. Where a child has not achieved any of the points on a particular scale, a child should be subject to alternative assessment. A score of zero should be recorded for that particular scale and if individual scale points are recorded, they should all be recorded as “F”.

3.5.2 eProfile

Schools and PVIs using the eProfile will need to mark each point attained in each scale by the child to enable the eProfile software to calculate the summary scores. It is not possible to simply enter the summary scale score. The school will create a CTF export file for submission to the LA that will contain the child’s summary scale scores and the individual points in the scales – each of the 9 points represented in sequence by “T” (true, i.e. marked); “F” (false, i.e. not marked); or “N” (not assessed). The LA software will import the summary scale scores and individual points of attainment into their central system. As eProfile can export data in a range of formats, Local Authorities should provide schools with clear guidance in advance of data submission, to ensure that correct procedures are followed.
In eProfile, a child being subject to alternative assessment on a scale should be recorded by ticking the box for alternative assessment. It is not possible to record any of the scale points as being achieved if this box is ticked, and if none of the points on a scale are marked as being achieved then this box must be ticked. A score of zero will be recorded for that scale.

The latest version of eprofile (version 3.2,) is available on the eProfile website. Please note that if you are not using the latest version, you may experience difficulties in exporting a CTF file. We recommend that you download the latest version from the link below

http://www.eprofile.org.uk/

The eProfile is available for use by schools or PVIs but children must have a UPN in order to create the CTF export. If it is necessary to generate a UPN for a PVI, independent schools should use their 4-digit establishment number in the UPN generator; early years’ settings that only have a 6-digit URN should use a dummy establishment number in the range 3950-3999 in the calculator in place of their URN – the same dummy school number can be used for all settings in the LA provided each child is given a unique final 3 digits of the UPN; or each setting can use a different dummy school number provided there are no more than 50 such settings in the LA. It is recommended that the LA oversees the allocation of UPNs in PVIs. A copy of the current UPN calculator can be obtained by emailing DSD.Helpdesk@education.gsi.gov.uk or telephoning 01325 392626.

Schools/settings should initially seek support and guidance on the eProfile from their LA. Where support problems cannot be resolved, a help desk is available on:

QCDA telephone: 0300 303 3013 email: eprofilehelpdesk@qcda.gov.uk

Any other EYFS profile assessment and moderation enquiries

QCDA telephone: 0300 303 3013 email: eyfsplink@qcda.gov.uk.

3.5.3 DFE spreadsheet and paper sheet

Schools and PVIs that are unable to use either their MIS or eProfile for recording and reporting EYFSP results can use the DfE 2011 EYFSP spreadsheet or paper sheet. If your LA wishes to request a copy of either the spreadsheet or the paper sheet, please contact the DSD Helpdesk at DSD.Helpdesk@education.gsi.gov.uk or on 01325 392626. Release of the spreadsheet/paper score sheet to schools/PVIs is at the discretion of the LA. The 2010 version of the spreadsheet should not be used and should be discarded.
The spreadsheet “Export” option creates a CSV file containing the relevant pupil contextual data and the 13 individual scale scores that have been entered (the spreadsheet automatically calculates the Area of Learning and Total EYFSP scores) for loading into the LA’s central processing system. Please be aware that this CSV file cannot be imported into COLLECT School EYFSP and needs to be loaded into the LA central software.

If the spreadsheet is used to return data to the LA, the spreadsheet needs to be transferred securely following the LAs local procedures.

If any schools/PVIs complete a paper return, the LA will need to enter these results into its central processing system or transfer the data into the DfE spreadsheet and create a CSV export file to load into its central processing system. Again, the paper sheet should be returned to the LA in a secure way.

### 3.6 Pupils for Whom EYFSP Results Are Required

EYFSP results are **not** required for children who are non-funded at the end of the EYFS – that is, children who do not receive funding from the local authority in relation to the free early education entitlement for eligible three and four year olds.

LAs are required to collect and report to the DfE the summary results for:

- all children at the end of the EYFS in their maintained schools and nurseries.
- children in PVIs where the child is still in receipt of government funding at the end of the EYFS (the funding for a child in a PVI ceases in the term following the child’s 5th birthday).

The LA software will only include in the XML files for importing into COLLECT LA EYFSP children in PVI settings who are still in receipt of funding. Any children no longer in receipt of funding who were included in the return submitted by the PVI will be ignored. For the purpose of the 2011 exercise, the children still eligible for funding in the PVI sector will have been born between 1st April 2006 and 31st August 2006.

### 3.7 Use of COLLECT

#### 3.7.1 Live system

The Department is hoping to make the live 2011 EYFSP COLLECT system **available on Monday 6th June 2011**. Further notifications will be emailed to the relevant LA officers nearer the time, as will any further EYFSP/COLLECT updated information as necessary.
As previously mentioned, the COLLECT School EYFSP upload CTF option will not be available. S2S is available as an alternative or LAs can continue to use AVCO or bespoke school-to-LA transfer systems if these methods are preferred.

### 3.7.2 Screenshots

Screenshots of COLLECT with notes are available to the appropriate LA officers if required. If any Local Authority would like a copy of the 2011 screenshots, please email DSD.Helpdesk@education.gsi.gov.uk

### 3.7.3 User names and passwords

Individual user names will shortly be issued to the LA officers who have informed the DSD Helpdesk they require access to COLLECT. There is no restriction on the number of LA users that can be given access permission.

### 3.7.4 General Issues

If you have any COLLECT or EYFSP queries of a general nature, please contact the DSD Helpdesk on 01325 392626 or by email to: DSD.Helpdesk@education.gsi.gov.uk

We have every confidence the 2011 EYFSP data collection exercise will be successful in this 5th year of full child level reporting using COLLECT. We know you will do all you can to ensure its success, as you always do with each year’s EYFSP collection. So, very many thanks for your anticipated co-operation. Your efforts will be really appreciated.

DSD HELPDESK
### APPENDIX 1: Code sets for Data items

#### Local Authority codes

**NORTH EAST**
- 841 Darlington
- 840 Durham
- 390 Gateshead
- 805 Hartlepool
- 806 Middlesbrough
- 391 Newcastle upon Tyne
- 929 Northumberland
- 807 Redcar and Cleveland
- 393 South Tyneside
- 808 Stockton-on-Tees
- 394 Sunderland

**WEST MIDLANDS**
- 311 Havering

**NORTH WEST**
- 889 Blackburn with Darwen
- 890 Blackpool
- 350 Bolton
- 351 Bury
- 895 Cheshire East
- 896 Cheshire West and Chester
- 909 Cumbria
- 876 Halton
- 340 Knowsley
- 888 Lancashire
- 341 Liverpool
- 352 Manchester
- 353 Oldham
- 354 Rochdale
- 355 Salford
- 343 Sefton
- 342 St. Helens
- 356 Stockport
- 357 Tameside
- 358 Trafford
- 877 Warrington
- 359 Wigan
- 344 Wirral

**EAST OF ENGLAND**
- 921 Isle of Wight

**SOUTH EAST**
- 867 Bracknell Forest

**YORKSHIRE AND HUMBER**
- 370 Barnsley
- 380 Bradford
- 381 Calderdale
- 371 Doncaster
- 811 East Riding of Yorkshire
- 810 Kingston Upon Hull, City of
- 382 Kirklees
- 383 Leeds
- 812 North East Lincolnshire
- 813 North Lincolnshire
- 815 North Yorkshire
- 372 Rotherham
- 373 Sheffield
- 384 Wakefield
- 816 York

**EAST MIDLANDS**
- 831 Derby
- 830 Derbyshire
- 856 Leicester
- 855 Leicestershire
- 925 Lincolnshire
- 928 Northamptonshire
- 892 Nottingham
- 891 Nottinghamshire
- 857 Rutland

**WEST MIDLANDS**
- 330 Birmingham
- 331 Coventry
- 332 Dudley
- 884 Herefordshire
- 333 Sandwell
- 893 Shropshire
- 334 Solihull
- 860 Staffordshire
- 861 Stoke-on-Trent
- 894 Telford and Wrekin
- 335 Walsall
- 937 Warwickshire
- 336 Wolverhampton
- 885 Worcestershire

**EAST MIDLANDS**
- 301 Barking and Dagenham
- 302 Barnet
- 303 Bexley
- 304 Brent
- 305 Bromley
- 306 Croydon
- 307 Ealing
- 308 Enfield
- 203 Greenwich
- 310 Harrow
- 311 Havering
- 312 Hillingdon
- 313 Hounslow
- 314 Kingston upon Thames
- 315 Merton
- 317 Redbridge
- 318 Richmond upon Thames
- 319 Sutton
- 320 Waltham Forest

**SOUTH EAST**
- 867 Bracknell Forest

**INNER LONDON**
- 201 City of London
- 202 Camden
- 204 Hackney
- 205 Hammersmith and Fulham
- 309 Haringey
- 206 Islington
- 207 Kensington and Chelsea
- 208 Lambeth
- 209 Lewisham
- 210 Southwark
- 211 Tower Hamlets
- 212 Wandsworth
- 213 Westminster
SOUTH WEST
800 Bath and North East Somerset
837 Bournemouth
801 Bristol, City of
908 Cornwall
878 Devon
835 Dorset
916 Gloucestershire
420 Isles of Scilly
802 North Somerset
879 Plymouth
836 Poole
933 Somerset
803 South Gloucestershire
866 Swindon
880 Torbay
865 Wiltshire

702 Service Children’s Education Authority
APPENDIX 2: Links to relevant websites


2. The QCDA website section on the EYFSP, available at:


LAs can download a copy of the EYFS Profile handbook and the assessment scales reference sheet from this website and there are also links to additional guidance for carrying out assessments, online exemplification materials to illustrate the different points on the scales and to moderation to ensure that practitioner judgements are consistent with nationally agreed assessments:

3. EYFSP statistics:

The 2011 ‘Early Years Foundation Stage Profile Results in England’ Statistical First Release, containing headline figures from the data collection will be published in October 2011. For reference, the 2010 publication can be accessed at:

DfE: Early Years Foundation Stage Profile Results in England, 2009/2010
### COLLECT
COLLECT is a web based data collection tool. It has been developed and made available by the DfE and facilitates the data collection process. It enables the transfer of census data between LAs and the Department. It supports the management of the collection process, with various reports that monitor the quality and completeness of the return. Validation checking and error reporting is also built into COLLECT.

### CSV
A CSV format data file is a text file consisting of a number of text records. Text values are separated by a comma and can optionally be enclosed in double quotes.

### CTF
A Common Transfer File is a file that contains statutory information about a child that should be transferred when they move schools and includes UPN, Surname, Forename, Date of Birth, Gender together with other information for example, Assessments (End of Key Stage), Attendance, SEN and Contacts. A complete list of fields can be found in the CTF Guidance Notes.

*Common transfer file (CTF) - The Department for Education*

### Data Sharing Protocol
In February 2004 the DfE and its partner organisations signed the Data Sharing protocol, which committed them to four principles. These are that:

- Data should be collected once and used many times
- Collection and sharing of data should be fully automated
- The value of any data collected should demonstrably outweigh the costs
- Personal data on individuals should be properly protected

The full text of the protocol can be found on:

*Protocol on Data Sharing and Rationalisation in the Schools Sector - Revised edition October 2005 : The Department for Education*

### Privacy Notices
Data controllers (those who collect and hold data) have to provide “data subjects” (individuals who are the subject of personal data) with details of who they are, the purposes for which they process the personal data, and any other information that is necessary to make the processing of the personal data fair, including any third parties to whom the data may be passed on. This is referred to as a “Privacy Notice”.

### MIS
Management Information System(s) – propriety software system(s) used by schools and LAs to collect, validate, store, and analyse a range of pupil, school, and workforce data.
| **S2S** | s2s is a website, freely accessible by password to schools and LAs in England and Wales, enabling the secure transfer of data files within the sector. These include CTF transfer facilities and generic file transfer facilities for any safe filetypes using filename convention. More information can be found at:

s2s (School to School) - The Department for Education |
| **SEN** | Special Educational Needs. Assessment of a child as having SEN should only be carried out by a qualified teacher. More information is available at:-

Special educational needs (SEN) - The Department for Education |
| **Department for Education website** | The Department for Education's website aims to bring together all information into a single location and offer a richer user experience. The web-address is as follows:

Department for Education website |
| **XML** | XML is the EXtensible Markup Language. It improves the functionality of the web by letting you identify your information in a more accurate, flexible, and adaptable way. XML contains a Header followed by a repeating group of data. Government Interoperability Framework encourages the use of XML for data. |
APPENDIX 4: The paper sheet being used in 2011 to return data

This spreadsheet shows the data that is required to be returned. Data can also be returned to the LA using the school MIS, eProfile, or the DFE spreadsheet.

2011 EARLY YEARS FOUNDATION STAGE PROFILE SUMMARY SCALE SCORES PAPER SHEET

See notes for guidance on entering data.

Name of school or setting

<table>
<thead>
<tr>
<th>No.</th>
<th>Child’s Surname</th>
<th>Child’s Forename</th>
<th>UPN</th>
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APPENDIX 5: EYFSP 2011 Data Collection Flowchart

EYFSP 2011 DATA COLLECTION FLOWCHART

Option 1
School/PVI enters results into MIS & exports CTF file to LA
OR
LA imports CTF/CSV into its central or Keypas database
Data validated by LA software
LA corrects any errors in database
LA creates school/PVI XML files
LA imports XML files into COLLECT LA EYFSP
LA runs reports in COLLECT as necessary
If required for own purposes, LA exports XML or CSV file from COLLECT to load into its central database/Keypas

Option 2
School/PVI enters results into eProfile & exports CTF file to LA
OR
LA imports CTF/CSV into its central or Keypas database
Data validated by LA software
LA corrects any errors in database
LA creates school/PVI XML files
LA imports XML files into COLLECT LA EYFSP
LA runs reports in COLLECT as necessary
DSD creates datasets for internal and published analysis
DSD runs reports in COLLECT and queries results with LAs as necessary

Option 3
School/PVI enters results directly into DFE spreadsheet and exports CSV file to LA
LA keys results directly into database
LA exports CSV
LA enters results into DFE spreadsheet
LA creates school/PVI XML files
LA imports XML files into COLLECT LA EYFSP
LA runs reports in COLLECT as necessary
LA corrects errors in central database/Keypas and validates
DSD creates datasets for internal and published analysis
DSD runs reports in COLLECT and queries results with LAs as necessary

Option 4
School/PVI enters results on to paper sheet and forwards to LA
LA enters results into DFE spreadsheet
LA exports CSV
LA enters results into DFE spreadsheet
LA keys results directly into database
LA exports CTF file to LA & exports CSV file to LA
LA corrects any errors in database
LA creates school/PVI XML files
LA imports XML files into COLLECT LA EYFSP
LA runs reports in COLLECT as necessary
DSD creates datasets for internal and published analysis
DSD runs reports in COLLECT and queries results with LAs as necessary