

Toolkit to Support the Tracking of Attainment and Progress

This toolkit has been produced to support the tracking of attainment and progress through the EYFS for an individual child and for cohorts of children.

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Principles of Assessment

Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations.

(Statutory Framework for EYFS, 2014 DfE)

The following principles underpin reliable and accurate assessment:-

- Assessment is based primarily on the practitioner's knowledge of the child. Knowledge is gained predominantly from observation and interaction in a range of daily activities and events.
- Responsible pedagogy must be in place so that the provision enables each child to demonstrate their learning and development fully
- Embedded learning is identified by assessing what a pupil can do consistently and independently in a range of everyday situations.
- An effective assessment presents a holistic view of a pupil's learning and development
- Accurate assessments take account of contributions from a range of perspectives including the pupil, their parents and other relevant adults.

(Adapted from EYFS Profile Handbook 2016)

Summarising Assessment Judgements and Tracking Attainment and Progress

On-going (formative) assessment takes place as practitioners play and interact with a child, adapting language and modifying/scaffolding experiences on a moment-by-moment basis to support the child's development. In addition to this, many practitioners summarise a child's progress periodically and share this with parents to better understand the child's achievements, interests and learning styles. This in turn can support the shaping of learning experiences to meet the developing needs of the child in the setting and at home.

It is useful if summary assessments are collated to allow analysis of **attainment** data for different groups of children. For example, if leaders/practitioners collate attainment data for four-year-olds, this data can help identify aspects of learning where these children may need further support as a group. This information can then be used to support practitioners in considering appropriate changes to provision to promote better progress for these children.

Once a number of summary assessments have been made over a period of time, practitioners will be able to analyse **rates of progress** for individuals and for groups of children and use this to further improve provision for learning.

Making a professional 'Best Fit' judgement

Children learn and develop in different ways and at different rates. Development Matters in the EYFS provides guidance to support practitioners in identifying a typical range of development at different stages/ages. Every child is unique and as such, may not necessarily demonstrate patterns of attainment that are 'typical'.

This tracking document uses a 'best fit' approach to making judgements about a child's attainment.

This means that a child's key person makes a professional judgement about the level of development that best describes the child at that moment in time on their developmental journey. Professional knowledge required to accurately assess a child is gained predominantly from observation and interaction in a range of daily activities and events. It takes account of contributions from parents/carers about what the child does outside the setting. It does not necessitate highlighting or recording evidence for every single statement in Development Matters, although some written observations of significant learning may support practitioners in making professional judgements.

The tracker requires practitioners to consider whether a child is 'developing', 'secure' or 'high' within each developmental age/stage.

D - Developing The child is just beginning to work within the developmental age/stage

S - Secure The child is working within the developmental age/stage i.e. many of the statements describe how the child behaves

H - High Evidence of learning which is embedded for almost all statements within the age/stage

Use of the Typical Development Table included with the tracking documents can support identification of development that is above, typical or below that expected for any particular age.

Red		Below typical development expected for their age
Amber		Just below that typically expected for their age
Light Green		Typical development expected for their age
Dark Green		Above typical development expected for their age

Children might sometimes be demonstrating elements across different age/stages. The 'best fit' judgement, may not be 'developing' within the higher age/stage where there are significant gaps from the previous age/stages.

Tracking the Attainment and Progress of an Individual Child

Individual Child Development Matters

Children develop at their own rates and in their own way. The development statements and their order should not be taken as necessary steps for individual children. They should not be used as checklists. The age/stage bands overlap because these are not fixed age boundaries but suggest a typical range of development. (Development Matters in the EYFS, 2012)

The statements are provided to help practitioners understand and support each individual child's developmental journey. Practitioners may use this document to record on-going (formative) assessment and to support making 'best fit' professional judgements when summarising attainment. The document should be used and updated in an **on-going way**, and at least each half-term. Where a significant observation clarifies practitioner's knowledge of a child it may be useful to reference the observation date on the **Individual Child Development Matters**. It is not necessary to reference all written observations on this sheet.

Individual on-entry and termly reviews

Individual summaries of attainment provided in this tracking tool are:

On-entry Summary

Prime Areas – for children under 3 years

Prime and Specific Areas – for children aged 3+

Two Year Progress Check

Termly Review

Prime Areas – for children under 3 years

Prime and Specific Areas – for children aged 3+

On-entry Summary

Establishing a secure view of a child's skill, attitude and knowledge on-entry to the setting, is crucially important as it is this initial assessment that provides the starting point for future planning and teaching for the child and it also provides a baseline from which to measure progress. To use this tracking tool effectively, an **On-entry Summary** of a child's stage of development is completed, by the Key Person, within the child's first few weeks at the setting. If a child is two years old it may be appropriate to use the **Two Year Progress Check** (included in the tracking tool) as the on-entry summary.

Termly Review

Towards the end of each term, a **Termly Review** is completed summarising the child's progress and current stage of development. At each summary point, the Key Person is asked to provide an overview of the child as a learner using the Characteristics of Effective Learning and is asked to comment on the relevant areas of learning. To support comment on progression, the Key Person will need to consider previous on-entry and termly review information (see appendix 1 for further guidance and an example).

To summarise attainment, a child's key person makes a professional judgement about the level of development that best describes the child at a particular moment in time for each aspect of learning. This '**best fit**' judgement is noted on the **individual progress tracker** on the back of the **on-entry summary or termly review**. A colour code is used to identify whether the child's attainment in any area of learning is above, typical or below that expected for any particular chronological age.

Red		Below typical development expected for their age
Amber		Just below that typically expected for their age
Light Green		Typical development expected for their age
Dark Green		Above typical development expected for their age

The **Typical Development Table** provides a guide to colour coding attainment at different chronological ages. All seven areas of learning are included on the individual progress tracker. However where a child is under 3 years, it is not necessary to complete the data sheet for the Specific Areas of Learning.

Practitioners are asked to note how the child's individual learning needs may be supported both at home and in the setting. Where a child's development is 'just below' that typically expected for their age, it may be appropriate to monitor progress more closely. At other times, additional support/early intervention strategies may be more appropriate. Discussions with parent/carers at all stages are vital.

Once more than one summary of attainment has been completed for a child it is possible to consider the progress of the individual by referring back to previous individual summaries of attainment. The colour coding on each sheet gives an indication of whether attainment is below, typical or above that expected for the child's chronological age at the time the summary was completed. By considering how attainment changes over time in comparison with chronological age, practitioners can determine whether a child is making typical or rapid progress and this can also help identify when a child may be at risk of delay.

Tracking the Attainment and Progress of a Cohort of Children

Cohort Tracking for Leaders and Practitioners

Collating information about different groups of children enables leaders and practitioners to look for patterns (including gaps) across areas and aspects of learning and development. This type of information enables reflective leaders and practitioners to ask questions about the provision they offer, supporting them to consider, for example, the environment, resources or adult/child interaction. The information can be used to improve the quality of provision within the setting. Ofsted look for evidence that children's progress is effectively monitored and that the needs of individuals or groups of children are identified and supported.

The Cohort Tracker is an Excel spreadsheet which can support collation of attainment and progress information over a period of time for a cohort of children. A cohort consists of those children who will be in the same academic year when they start school. A separate sheet needs to be completed for each cohort of children at each data collection point.

The cohort tracker has columns to note specific contextual information about a child, e.g. gender, key person, English as an Additional Language (EAL), Gypsy Roma Traveller (GRT), and two blank columns to allow leaders/practitioners to input their own criteria if necessary.

Note

A setting with two, three and four-year-old children is likely to need at least two cohort sheets – one for children who are eligible to start the Reception class in the coming September and one for children eligible to start the following September and, perhaps if very young two-year-olds are in the setting, a further sheet for children eligible to start Reception Class the September after that.

Use of the Cohort Tracker

Prior to leaders/practitioners completing the cohort tracker, practitioners need to have completed the On-entry Summary, Two Year Check and/or Termly Reviews and recorded a 'best fit' judgement of attainment on the Individual Progress Tracker on the reverse of these documents for each of their Key Children.

On-entry

Following their first few weeks in the setting, for each child in the cohort, attainment data is recorded on one line of the Cohort Tracker. Attainment data can be transferred from the Individual Progress Tracker, found on the reverse of each On-entry Summary (or Two Year Progress Check).

Termly Review

Following completion of each Termly Review, a new sheet of the Cohort Tracker needs to be completed for each cohort using attainment data from the Individual Progress Tracker, found on the reverse of each Termly Review (or Two Year Progress Check).

This is likely to mean that four Cohort Tracking sheets will be completed for each cohort, each year e.g. towards the end of September, mid-December, end of March and end of June.

The tracker automatically assigns the appropriate colour to attainment by comparing the child's age in months with the 'best fit' judgement of attainment. This provides a visual picture of the attainment of

the cohort to support identification of groups of children operating above, typical or below that expected for their chronological age.

Analysis of attainment from the Cohort Tracker

Once a sheet of the Cohort Tracker contains all current attainment information for all children in the cohort, the tracker can be searched using the drop down boxes at the top. For example data can be sorted by gender, age or key person.

Considering information about different groups of children enables leaders and practitioners to look for patterns (including gaps) across areas and aspects of learning and development. Cohort tracking data is most effective when used alongside the more detailed information about each individual child noted in the On-entry Summary, Two Year Progress Check and Termly Reviews.

The data in the cohort tracker can be used by leaders and practitioners to:

- Establish whether there are any areas or aspects of learning and development where less/more progress is being made.
- Compare how well boys and girls are doing in each area of learning. If one gender out-performs the other, consider the reasons why this may be.
- Ascertain whether there are differences between younger and older children in the cohort as the tracker takes into account the child's chronological age in determining typically expected attainment.
- Consider the data for children who have SEND or who are entitled to Early Years Pupil Premium funding or who access(ed) a funded place as a two-year old, to ensure the provision in place is making a difference for these groups of children.
- Consider those children who have English as an Additional Language to ensure the children are accessing the full range of provision on offer and that staff are skilled in observing what children can do.

As part of this process, leaders can consider how well practitioners understand and use Development Matters to support each individual child's developmental journey.

- Is there consistency across the setting?
- Are there opportunities for practitioners to moderate assessments of children to support consistency?
- Do any practitioners need extra support, further training, expertise and knowledge to develop their understanding of how to support learning and development for all children?

Once any patterns of attainment for groups of children or gaps in provision have been identified, the information can be used alongside sound knowledge of effective provision to support early learning, to inform improvements to provision and practice. For example, leaders and practitioners can consider addressing the needs of an individual child or group of children, though making changes to routines; the learning environment; adult/child and child/child interactions; adult-lead experiences or interventions in child-initiated experiences.

Using children's attainment data in this way and responding to the picture that emerges can help ensure that all children make good progress in the setting.

Information gathered through this process can also be used to inform the OFSTED Self Evaluation Form, your continuous quality improvement processes and provide focus for improvement planning.

Measuring Progress

Measuring Progress from Different Starting Points

Following completion of more than one tracking sheet for a cohort of children, leaders and practitioners can begin to analyse **rates of progress** (in addition to attainment) for individuals and for groups of children by referring back to cohort tracking sheets completed for the cohort earlier in the year or in a previous year.

Where on-entry assessments have been completed, progress can be measured from a child's individual starting point. A child who starts at a lower level of development than would be typical for their age is expected to catch up quickly. Monitoring of progress is needed to help ensure the attainment gap narrows for groups of children identified as being in need of support.

In considering individual rates of progress, practitioners need to take into account a child's starting point, individual needs, how long they have been in the setting and how often they attend.

In considering rates of progress for the whole cohort, or different groups of children, leaders and practitioners need to consider the proportions of children who have made typical progress or more from their starting points and identify those children or groups of children who are falling behind in their learning or who need additional support. This is to enable all children to make good progress and achieve well

Typical Progress

Where a child progresses steadily against what is a typical level of development for their age, they may be said to have made typical progress.

Rapid progress

A child who started at a lower level of development than is typical for their age and at a later review has development that is typical for their age, may be said to be making rapid progress

A child who started as typical for their age and goes on to progress through developmental stages to be above typical for their age might be said to have made rapid progress

Not enough progress

A child demonstrating typical development for their age on-entry who then at a late review has development below typical may be said to have not made enough progress.

A child starting at a higher level of development (than is typical for their age), who then does not continue to exceed may be said to have not made enough progress.

Summarising the progress of a cohort of children

On-going analysis of progress throughout a child's time in the setting ensures that a child not making enough progress can be quickly identified and action taken to support individual learning needs.

To measure the success of the setting in supporting learning it can also be useful to summarise progress for cohorts of children from their individual attainment on entry to the setting to their individual attainment on leaving. This may support a setting in identifying successful practice and also in identifying any gaps in practice or provision to support the attainment of future cohorts of children.

The summary sheet provided necessitates making a 'best fit' judgement of attainment for different areas of learning. For example, it is necessary to determine the child's overall attainment for Communication and Language by considering attainment across the aspects of Listening and Attention, Understanding and Speaking and make an overall 'best fit' judgement of attainment on entry and on-exit for each child. The 'typical development table' will support determining whether attainment is above, at or below age-related expectations.

A judgement can then be made to determine whether each child in the cohort made rapid, typical or not enough progress through their time in the setting.

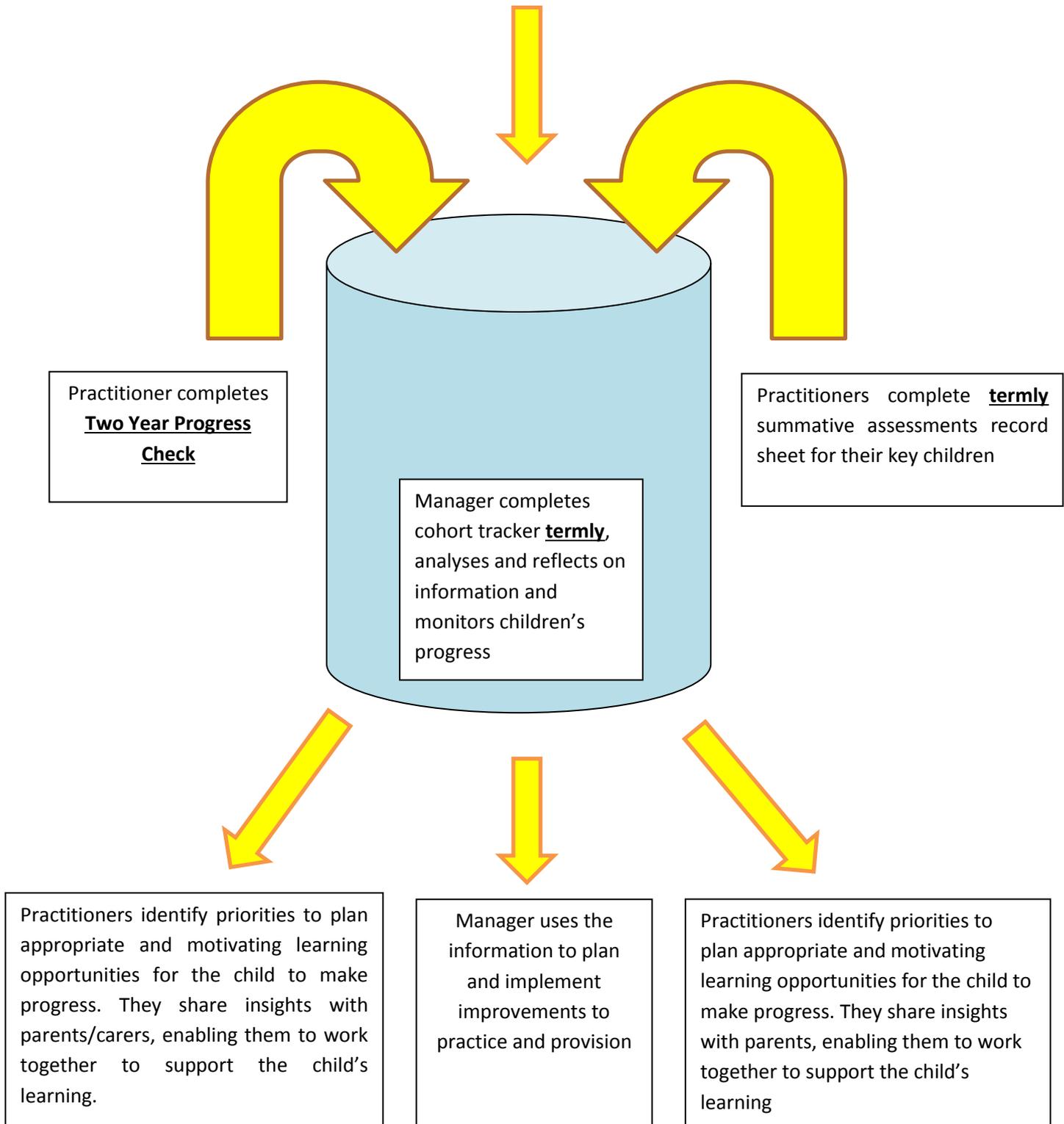
Further notes on progress

It is sometimes also necessary to provide further notes regarding progress. For example where attainment on entry is below age-related expectations and attainment on exit is also below age-related expectations, it is still necessary to determine whether the child's progress is typical, rapid or 'not enough'. The child may be beginning to 'catch up' or may be falling further behind age-related expectations and different approaches may be necessary.

It can also be useful to annotate contextual information, i.e. how many terms a child has been in the setting, whether they were funded as two year olds, or had any identified needs. (See appendix 4 for a blank proforma and a completed example)

Tracking Children's Progress

Practitioner completes **initial** observation summary, taking into account parent's comments. This informs the on-entry assessment which gives a summary of children's starting points and identifies priorities to plan appropriate and motivating learning opportunities for the child to make progress.



Appendix 1

Individual Child Development Matters

Individual Child Development Matters

Personal Social and Emotional Development

	Making relationships	Self-confidence and self-awareness	Managing feelings and behaviour
Birth – 11 months	<ul style="list-style-type: none"> • Enjoys the company of others and seeks contact with others from birth. • Gazes at faces and copies facial movements. e.g. sticking out tongue, opening mouth and widening eyes. • Responds when talked to, for example, moves arms and legs, changes facial expression, moves body and makes mouth movements. • Recognises and is most responsive to main carer's voice: face brightens, activity increases when familiar carer appears. • Responds to what carer is paying attention to, e.g. following their gaze. • Likes cuddles and being held: calms, snuggles in, smiles, gazes at carer's face or strokes carer's skin. 	<ul style="list-style-type: none"> • Laughs and gurgles, e.g. shows pleasure at being tickled and other physical interactions. • Uses voice, gesture, eye contact and facial expression to make contact with people and keep their attention. 	<ul style="list-style-type: none"> • Is comforted by touch and people's faces and voices. • Seeks physical and emotional comfort by snuggling in to trusted adults. • Calms from being upset when held, rocked, spoken or sung to with soothing voice. • Shows a range of emotions such as pleasure, fear and excitement. • Reacts emotionally to other people's emotions, e.g. smiles when smiled at and becomes distressed if hears another child crying.
8 – 20 months	<ul style="list-style-type: none"> • Seeks to gain attention in a variety of ways, drawing others into social interaction. • Builds relationships with special people. • Is wary of unfamiliar people. • Interacts with others and explores new situations when supported by familiar person. • Shows interest in the activities of others and responds differently to children and adults, e.g. may be more interested in watching children than adults or may pay more attention when children talk to them. 	<ul style="list-style-type: none"> • Enjoys finding own nose, eyes or tummy as part of naming games. • Learns that own voice and actions have effects on others. • Uses pointing with eye gaze to make requests, and to share an interest. • Engages other person to help achieve a goal, e.g. to get an object out of reach. 	<ul style="list-style-type: none"> • Uses familiar adult to share feelings such as excitement or pleasure, and for 'emotional refuelling' when feeling tired, stressed or frustrated. • Growing ability to soothe themselves, and may like to use a comfort object. • Cooperates with caregiving experiences, e.g. dressing. • Beginning to understand 'yes', 'no' and some boundaries.
16 – 26 months	<ul style="list-style-type: none"> • Plays alongside others. • Uses a familiar adult as a secure base from which to explore independently in new environments, e.g. ventures away to play and interact with others, but returns for a cuddle or reassurance if becomes anxious. • Plays cooperatively with a familiar adult, e.g. rolling a ball back and forth. 	<ul style="list-style-type: none"> • Explores new toys and environments, but 'checks in' regularly with familiar adult as and when needed. • Gradually able to engage in pretend play with toys (support child to understand their own thinking may be different from others). • Demonstrates sense of self as an individual, e.g. wants to do things independently, says "No" to adult. 	<ul style="list-style-type: none"> • Is aware of others' feelings, for example, looks concerned if hears crying or looks excited if hears a familiar happy voice. • Growing sense of will and determination may result in feelings of anger and frustration which are difficult to handle, e.g. may have tantrums. • Responds to a few appropriate boundaries, with encouragement and support. • Begins to learn that some things are theirs, some things are shared, and some things belong to other people.

Individual Child Development Matters **Personal Social and Emotional Development**

	Making relationships	Self-confidence and self-awareness	Managing feelings and behaviour
22 – 36 months	<ul style="list-style-type: none"> Interested in others' play and starting to join in. Seeks out others to share experiences. Shows affection and concern for people who are special to them. May form a special friendship with another child. 	<ul style="list-style-type: none"> Separates from main carer with support and encouragement from a familiar adult. Expresses own preferences and interests. 	<ul style="list-style-type: none"> Seeks comfort from familiar adults when needed. Can express their own feelings such as sad, happy, cross, scared, worried. Responds to the feelings and wishes of others. Aware that some actions can hurt or harm others. Tries to help or give comfort when others are distressed. Shows understanding and cooperates with some boundaries and routines. Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do. Growing ability to distract self when upset, e.g. by engaging in a new play activity.
30 – 50 months	<ul style="list-style-type: none"> Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. Initiates play, offering cues to peers to join them. Keeps play going by responding to what others are saying or doing. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. 	<ul style="list-style-type: none"> Can select and use activities and resources with help. Welcomes and values praise for what they have done. Enjoys responsibility of carrying out small tasks. Is more outgoing towards unfamiliar people and more confident in new social situations. Confident to talk to other children when playing, and will communicate freely about own home and community. Shows confidence in asking adults for help. 	<ul style="list-style-type: none"> Aware of own feelings, and knows that some actions and words can hurt others' feelings. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. Can usually adapt behaviour to different events, social situations and changes in routine.
40 – 60+ months	<ul style="list-style-type: none"> Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others. Takes steps to resolve conflicts with other children, e.g. finding a compromise. <p>Early Learning Goal Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>	<ul style="list-style-type: none"> Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities. <p>Early Learning Goal Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p>	<ul style="list-style-type: none"> Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. Aware of the boundaries set, and of behavioural expectations in the setting. Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. <p>Early Learning Goal Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p>

Individual Child Development Matters

Physical Development

	Moving and Handling	Health and self-care
Birth – 11 months	<ul style="list-style-type: none"> • Turns head in response to sounds and sights. • Gradually develops ability to hold up own head. • Makes movements with arms and legs which gradually become more controlled. • Rolls over from front to back, from back to front. • When lying on tummy becomes able to lift first head and then chest, supporting self with forearms and then straight arms. • Watches and explores hands and feet, e.g. when lying on back lifts legs into vertical position and grasps feet. • Reaches out for, touches and begins to hold objects. • Explores objects with mouth, often picking up an object and holding it to the mouth. 	<ul style="list-style-type: none"> • Responds to and thrives on warm, sensitive physical contact and care. • Expresses discomfort, hunger or thirst. • Anticipates food routines with interest.
8 – 20 months	<ul style="list-style-type: none"> • Sits unsupported on the floor. • When sitting, can lean forward to pick up small toys. • Pulls to standing, holding on to furniture or person for support. • Crawls, bottom shuffles or rolls continuously to move around. • Walks around furniture lifting one foot and stepping sideways (cruising), and walks with one or both hands held by adult. • Takes first few steps independently. • Passes toys from one hand to the other. • Holds an object in each hand and brings them together in the middle, e.g. holds two blocks and bangs them together. • Picks up small objects between thumb and fingers. • Enjoys the sensory experience of making marks in damp sand, paste or paint. • Holds pen or crayon using a whole hand (palmar) grasp and makes random marks with different strokes. 	<ul style="list-style-type: none"> • Opens mouth for spoon. • Holds own bottle or cup. • Grasps finger foods and brings them to mouth. • Attempts to use spoon: can guide towards mouth but food often falls off. • Can actively cooperate with nappy changing (lies still, helps hold legs up). • Starts to communicate urination, bowel movement.
16 – 26 months	<ul style="list-style-type: none"> • Walks upstairs holding hand of adult. • Comes downstairs backwards on knees (crawling). • Beginning to balance blocks to build a small tower. • Makes connections between their movement and the marks they make. 	<ul style="list-style-type: none"> • Develops own likes and dislikes in food and drink. • Willing to try new food textures and tastes. • Holds cup with both hands and drinks without much spilling. • Clearly communicates wet or soiled nappy or pants. • Shows some awareness of bladder and bowel urges. • Shows awareness of what a potty or toilet is used for. • Shows a desire to help with dressing/undressing and hygiene routines.

	Moving and Handling	Health and Self Care
22 – 36 months	<ul style="list-style-type: none"> • Runs safely on whole foot. • Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. • Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. • Can kick a large ball. • Turns pages in a book, sometimes several at once. • Shows control in holding and using jugs to pour, hammers, books and mark-making tools. • Beginning to use three fingers (tripod grip) to hold writing tools • Imitates drawing simple shapes such as circles and lines. • Walks upstairs or downstairs holding onto a rail two feet to a step. • May be beginning to show preference for dominant hand. 	<ul style="list-style-type: none"> • Feeds self competently with spoon. • Drinks well without spilling. • Clearly communicates their need for potty or toilet. • Beginning to recognise danger and seeks support of significant adults for help. • Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt. • Beginning to be independent in self-care, but still often needs adult support.
30 – 50 months	<ul style="list-style-type: none"> • Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. • Mounts stairs, steps or climbing equipment using alternate feet. • Walks downstairs, two feet to each step while carrying a small object. • Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. • Can stand momentarily on one foot when shown. • Can catch a large ball. • Draws lines and circles using gross motor movements. • Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. • Holds pencil between thumb and two fingers, no longer using whole-hand grasp. • Holds pencil near point between first two fingers and thumb and uses it with good control. • Can copy some letters, e.g. letters from their name. 	<ul style="list-style-type: none"> • Can tell adults when hungry or tired or when they want to rest or play. • Observes the effects of activity on their bodies. • Understands that equipment and tools have to be used safely. • Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. • Can usually manage washing and drying hands. • Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.
40 – 60+ months	<ul style="list-style-type: none"> • Experiments with different ways of moving. • Jumps off an object and lands appropriately. • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • Travels with confidence and skill around, under, over and through balancing and climbing equipment. • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. • Uses simple tools to effect changes to materials. • Handles tools, objects, construction and malleable materials safely and with increasing control. • Shows a preference for a dominant hand. • Begins to use anticlockwise movement and retrace vertical lines. • Begins to form recognisable letters. • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. <p>Early Learning Goal Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p>	<ul style="list-style-type: none"> • Eats a healthy range of foodstuffs and understands need for variety in food. • Usually dry and clean during the day. • Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. • Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. • Shows understanding of how to transport and store equipment safely. • Practices some appropriate safety measures without direct supervision. <p>Early Learning Goal Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>

Individual Child Development Matters

Communication and Language

	Listening and attention	Understanding	Speaking
Birth – 11 months	<ul style="list-style-type: none"> • Turns toward a familiar sound then locates range of sounds with accuracy. • Listens to, distinguishes and responds to intonations and sounds of voices. • Reacts in interaction with others by smiling, looking and moving. • Quietens or alerts to the sound of speech. • Looks intently at a person talking, but stops responding if speaker turns away. • Listens to familiar sounds, words, or finger plays. • Fleeting Attention – not under child's control, new stimuli takes whole attention. 	<ul style="list-style-type: none"> • Stops and looks when hears own name. • Starts to understand contextual clues, e.g. familiar gestures, words and sounds. 	<ul style="list-style-type: none"> • Communicates needs and feelings in a variety of ways including crying, gurgling, babbling and squealing. • Makes own sounds in response when talked to by familiar adults. • Lifts arms in anticipation of being picked up. • Practises and gradually develops speech sounds (babbling) to communicate with adults; says sounds like 'baba, nono, gogo'.
8 – 20 months	<ul style="list-style-type: none"> • Moves whole bodies to sounds they enjoy, such as music or a regular beat. • Has a strong exploratory impulse. • Concentrates intently on an object or activity of own choosing for short periods. • Pays attention to dominant stimulus – easily distracted by noises or other people talking. 	<ul style="list-style-type: none"> • Developing the ability to follow others' body language, including pointing and gesture. • Responds to the different things said when in a familiar context with a special person (e.g. 'Where's Mummy?', 'Where's your nose?'). • Understanding of single words in context is developing, e.g. 'cup', 'milk', 'daddy'. 	<ul style="list-style-type: none"> • Uses sounds in play, e.g. 'brrrm' for toy car. • Uses single words. • Frequently imitates words and sounds. • Enjoys babbling and increasingly experiments with using sounds and words to communicate for a range of purposes (e.g. teddy, more, no, bye-bye.) • Uses pointing with eye gaze to make requests, and to share an interest. • Creates personal words as they begin to develop language.
16 – 26 months	<ul style="list-style-type: none"> • Listens to and enjoys rhythmic patterns in rhymes and stories. • Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations. • Rigid attention – may appear not to hear. 	<ul style="list-style-type: none"> • Selects familiar objects by name and will go and find objects when asked, or identify objects from a group. • Understands simple sentences (e.g. 'Throw the ball.') 	<ul style="list-style-type: none"> • Copies familiar expressions, e.g. 'Oh dear', 'All gone'. • Beginning to put two words together (e.g. 'want ball', 'more juice'). • Uses different types of everyday words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot). • Beginning to ask simple questions. • Beginning to talk about people and things that are not present.

Individual Child Development Matters

Communication and Language

	Listening and attention	Understanding	Speaking
22 – 36 months	<ul style="list-style-type: none"> • Listens with interest to the noises adults make when they read stories. • Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door. • Shows interest in play with sounds, songs and rhymes. • Single channelled attention. Can shift to a different task if attention fully obtained – using child's name helps focus. 	<ul style="list-style-type: none"> • Identifies action words by pointing to the right picture, e.g., <i>"Who's jumping?"</i> • Understands more complex sentences, e.g. <i>'Put your toys away and then we'll read a book.'</i> • Understands 'who', 'what', 'where' in simple questions (e.g. <i>Who's that/can? What's that? Where is.?</i>). • Developing understanding of simple concepts (e.g. <i>big/little</i>). 	<ul style="list-style-type: none"> • Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. • Holds a conversation, jumping from topic to topic. • Learns new words very rapidly and is able to use them in communicating. • Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying <i>'I have it'</i>. • Uses a variety of questions (e.g. <i>what, where, who</i>). • Uses simple sentences (e.g. <i>'Mummy gonna work.'</i>) • Beginning to use word endings (e.g. <i>going, cats</i>).
30 – 50 months	<ul style="list-style-type: none"> • Listens to others one to one or in small groups, when conversation interests them. • Listens to stories with increasing attention and recall. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Focusing attention – still listen or do, but can shift own attention. • Is able to follow directions (if not intently focused on own choice of activity). 	<ul style="list-style-type: none"> • Understands use of objects (e.g. <i>"What do we use to cut things?"</i>) • Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. • Responds to simple instructions, e.g. to get or put away an object. • Beginning to understand 'why' and 'how' questions. 	<ul style="list-style-type: none"> • Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>). • Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>). • Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. • Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i>. • Uses a range of tenses (e.g. <i>play, playing, will play, played</i>). • Uses intonation, rhythm and phrasing to make the meaning clear to others. • Uses vocabulary focused on objects and people that are of particular importance to them. • Builds up vocabulary that reflects the breadth of their experiences. • Uses talk in pretending that objects stand for something else in play, e.g. <i>'This box is my castle.'</i>
40 – 60+ months	<ul style="list-style-type: none"> • Maintains attention, concentrates and sits quietly during appropriate activity. • Two-channelled attention – can listen and do for short span. <p>Early Learning Goal Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p>	<ul style="list-style-type: none"> • Responds to instructions involving a two-part sequence. • Understands humour, e.g. nonsense rhymes, jokes. • Able to follow a story without pictures or props. • Listens and responds to ideas expressed by others in conversation or discussion. <p>Early Learning Goal Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	<ul style="list-style-type: none"> • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • Uses language to imagine and recreate roles and experiences in play situations. • Links statements and sticks to a main theme or intention. • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. • Introduces a storyline or narrative into their play. <p>Early Learning Goal Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>

Individual Child Development Matters

Literacy

	Reading	Writing
Birth – 11 months	<ul style="list-style-type: none">• Enjoys looking at books and other printed material with familiar people.	<p><i>Children's later writing is based on skills and understandings which they develop as babies and toddlers. Before they can write, they need to learn to use spoken language to communicate. Later they learn to write down the words they can say. (See the roots of Writing in Communication and language).</i></p> <p><i>Early mark-making is not the same as writing. It is a sensory and physical experience for babies and toddlers, which they do not yet connect to forming symbols which can communicate meaning. (See roots of mark-making and handwriting in Playing and exploring and Physical Development).</i></p>
8 – 20 months	<ul style="list-style-type: none">• Handles books and printed material with interest.	See above
16 – 26 months	<ul style="list-style-type: none">• Interested in books and rhymes and may have favourites	See above

Individual Child Development Matters

Literacy

	Reading	Writing
22 – 36 months	<ul style="list-style-type: none"> • Has some favourite stories, rhymes, songs, poems or jingles. • Repeats words or phrases from familiar stories. • Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'. 	<ul style="list-style-type: none"> • Distinguishes between the different marks they make.
30 – 50 months	<ul style="list-style-type: none"> • Enjoys rhyming and rhythmic activities. • Shows awareness of rhyme and alliteration. • Recognises rhythm in spoken words. • Listens to and joins in with stories and poems, one-to-one and also in small groups. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Beginning to be aware of the way stories are structured. • Suggests how the story might end. • Listens to stories with increasing attention and recall. • Describes main story settings, events and principal characters. • Shows interest in illustrations and print in books and print in the environment. • Recognises familiar words and signs such as own name and advertising logos. • Looks at books independently. • Handles books carefully. • Knows information can be relayed in the form of print. • Holds books the correct way up and turns pages. • Knows that print carries meaning and, in English, is read from left to right and top to bottom. 	<ul style="list-style-type: none"> • Sometimes gives meaning to marks as they draw and paint. • Ascribes meanings to marks that they see in different places.
40 – 60+ months	<ul style="list-style-type: none"> • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together and knows which letters represent some of them. • Links sounds to letters, naming and sounding the letters of the alphabet. • Begins to read words and simple sentences. • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Enjoys an increasing range of books. • Knows that information can be retrieved from books and computers. <p>Early Learning Goal Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p>	<ul style="list-style-type: none"> • Gives meaning to marks they make as they draw, write and paint. • Begins to break the flow of speech into words. • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together. • Links sounds to letters, naming and sounding the letters of the alphabet. • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Writes own name and other things such as labels, captions. • Attempts to write short sentences in meaningful contexts. <p>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>

Individual Child Development Matters

Mathematics

	Numbers	Shape, space and measure
Birth – 11 months	<ul style="list-style-type: none"> • Notices changes in number of objects/images or sounds in a group of up to 3. 	<p><i>Babies' early awareness of shape, space and measure grows from their sensory awareness and opportunities to observe objects and their movements, and to play and explore.</i></p> <p><i>See Characteristics of Effective Learning - Playing and Exploring, and Physical Development.</i></p>
8 – 20 months	<ul style="list-style-type: none"> • Develops an awareness of number names through their enjoyment of action rhymes and songs that relate to their experience of numbers. • Has some understanding that things exist, even when out of sight. 	<ul style="list-style-type: none"> • Recognises big things and small things in meaningful contexts. • Gets to know and enjoy daily routines, such as getting-up time, mealtimes, nappy time, and bedtime.
16 – 26 months	<ul style="list-style-type: none"> • Knows that things exist, even when out of sight. • Beginning to organise and categorise objects, e.g. putting all the teddy bears together or teddies and cars in separate piles. • Says some counting words randomly. 	<ul style="list-style-type: none"> • Attempts, sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles. • Uses blocks to create their own simple structures and arrangements. • Enjoys filling and emptying containers. • Associates a sequence of actions with daily routines. • Beginning to understand that things might happen 'now'

	Numbers	Shape, space and measure
22 – 36 months	<ul style="list-style-type: none"> • Selects a small number of objects from a group when asked, for example, <i>'please give me one'</i>, <i>'please give me two'</i>. • Recites some number names in sequence. • Creates and experiments with symbols and marks representing ideas of number. • Begins to make comparisons between quantities. • Uses some language of quantities, such as <i>'more'</i> and <i>'a lot'</i>. • Knows that a group of things changes in quantity when something is added or taken away. 	<ul style="list-style-type: none"> • Notices simple shapes and patterns in pictures. • Beginning to categorise objects according to properties such as shape or size. • Begins to use the language of size. • Understands some talk about immediate past and future, e.g. <i>'before'</i>, <i>'later'</i> or <i>'soon'</i>. • Anticipates specific time-based events such as mealtimes or home time.
30 – 50 months	<ul style="list-style-type: none"> • Uses some number names and number language spontaneously. • Uses some number names accurately in play. • Recites numbers in order to 10. • Knows that numbers identify how many objects are in a set. • Beginning to represent numbers using fingers, marks on paper or pictures. • Sometimes matches numeral and quantity correctly. • Shows curiosity about numbers by offering comments or asking questions. • Compares two groups of objects, saying when they have the same number. • Shows an interest in number problems. • Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. • Shows an interest in numerals in the environment. • Shows an interest in representing numbers. • Realises not only objects, but anything can be counted, including steps, claps or jumps. 	<ul style="list-style-type: none"> • Shows an interest in shape and space by playing with shapes or making arrangements with objects. • Shows awareness of similarities of shapes in the environment. • Uses positional language. • Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. • Shows interest in shapes in the environment. • Uses shapes appropriately for tasks. • Beginning to talk about the shapes of everyday objects, e.g. <i>'round'</i> and <i>'tall'</i>.
40 – 60+ months	<ul style="list-style-type: none"> • Recognise some numerals of personal significance. • Recognises numerals 1 to 5. • Counts up to three or four objects by saying one number name for each item. • Counts actions or objects which cannot be moved. • Counts objects to 10, and beginning to count beyond 10. • Counts out up to six objects from a larger group. • Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. • Counts an irregular arrangement of up to ten objects. • Estimates how many objects they can see and checks by counting them. • Uses the language of <i>'more'</i> and <i>'fewer'</i> to compare two sets of objects. • Finds the total number of items in two groups by counting all of them. • Says the number that is one more than a given number. • Finds one more or one less from a group of up to five objects, then ten objects. • In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. • Records, using marks that they can interpret and explain. • Begins to identify own mathematical problems based on own interests and fascinations. <p>Early Learning Goal Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p>	<ul style="list-style-type: none"> • Beginning to use mathematical names for <i>'solid'</i> 3D shapes and <i>'flat'</i> 2D shapes, and mathematical terms to describe shapes. • Selects a particular named shape. • Can describe their relative position such as <i>'behind'</i> or <i>'next to'</i>. • Orders two or three items by length or height. • Orders two items by weight or capacity. • Uses familiar objects and common shapes to create and recreate patterns and build models. • Uses everyday language related to time. • Beginning to use everyday language related to money. • Orders and sequences familiar events. • Measures short periods of time in simple ways. <p>Early Learning Goal Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>

Individual Child Development Matters

Understanding the World

	People and communities	The world	Technology
Birth – 11 months	<p><i>The beginnings of understanding of People and communities lie in early attachment and other relationships.</i></p> <p><i>See Personal, Social and Emotional Development and Communication and Language.</i></p>	<ul style="list-style-type: none"> • Moves eyes, then head, to follow moving objects. • Reacts with abrupt change when a face or object suddenly disappears from view. • Looks around a room with interest; visually scans environment for novel, interesting objects and events. • Smiles with pleasure at recognisable playthings. • Repeats actions that have an effect, e.g. kicking or hitting a mobile or shaking a rattle. <p><i>See also Characteristics of Effective Learning – Playing and Exploring, and Physical Development</i></p>	<p><i>The beginnings of understanding technology lie in babies exploring and making sense of objects and how they behave.</i></p> <p><i>See Characteristics of Effective Learning - Playing and Exploring and Creating and Thinking Critically</i></p>
8 – 20 months	<p><i>See above</i></p>	<ul style="list-style-type: none"> • Closely observes what animals, people and vehicles do. • Watches toy being hidden and tries to find it. • Looks for dropped objects. • Becomes absorbed in combining objects, e.g. banging two objects or placing objects into containers. • Knows things are used in different ways, e.g. a ball for rolling or throwing, a toy car for pushing. 	<p><i>See above</i></p>
16 – 26 months	<ul style="list-style-type: none"> • Is curious about people and shows interest in stories about themselves and their family. • Enjoys pictures and stories about themselves, their families and other people. 	<ul style="list-style-type: none"> • Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking. • Remembers where objects belong. • Matches parts of objects that fit together, e.g. puts lid on teapot. 	<ul style="list-style-type: none"> • Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times. • Shows interest in toys with buttons, flaps and simple mechanisms and beginning to learn to operate them.

	People and communities	The world	Technology
22 – 36 months	<ul style="list-style-type: none"> • Has a sense of own immediate family and relations. • In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea. • Beginning to have their own friends. • Learns that they have similarities and differences that connect them to, and distinguish them from, others. 	<ul style="list-style-type: none"> • Enjoys playing with small-world models such as a farm, a garage, or a train track. • Notices detailed features of objects in their environment 	<ul style="list-style-type: none"> • Seeks to acquire basic skills in turning on and operating some ICT equipment. • Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.
30 – 50 months	<ul style="list-style-type: none"> • Shows interest in the lives of people who are familiar to them. • Remembers and talks about significant events in their own experience. • Recognises and describes special times or events for family or friends. • Shows interest in different occupations and ways of life. • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. 	<ul style="list-style-type: none"> • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. • Can talk about some of the things they have observed such as plants, animals, natural and found objects. • Talks about why things happen and how things work. • Developing an understanding of growth, decay and changes over time. • Shows care and concern for living things and the environment. 	<ul style="list-style-type: none"> • Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. • Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. • Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. • Knows that information can be retrieved from computers
40 – 60+ months	<ul style="list-style-type: none"> • Enjoys joining in with family customs and routines. <p>Early Learning Goal Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<ul style="list-style-type: none"> • Looks closely at similarities, differences, patterns and change. <p>Early Learning Goal Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<ul style="list-style-type: none"> • Completes a simple program on a computer. • Uses ICT hardware to interact with age-appropriate computer software. <p>Early Learning Goal Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>

	Exploring and using media and materials	Being imaginative
Birth – 11 months	<i>Babies explore media and materials as part of their exploration of the world around them. See Characteristics of Effective Learning – Playing and Exploring, Physical Development, Understanding the World – The World</i>	<i>Babies and toddlers need to explore the world and develop a range of ways to communicate before they can express their own ideas through arts and design. See Characteristics of Effective Learning; Communication and Language; Physical Development; Personal, Social and Emotional Development</i>
8 – 20 months	<ul style="list-style-type: none"> • Explores and experiments with a range of media through sensory exploration, and using whole body. • Move their whole bodies to sounds they enjoy, such as music or a regular beat. • Imitates and improvises actions they have observed, e.g. clapping or waving. 	<i>see above</i>
16 – 26 months	<ul style="list-style-type: none"> • Begins to move to music, listen to or join in rhymes or songs. • Notices and is interested in the effects of making movements which leave marks. 	<ul style="list-style-type: none"> • Expresses self through physical action and sound. • Pretends that one object represents another, especially when objects have characteristics in common

	Exploring and using media and materials	Being imaginative
22 – 36 months	<ul style="list-style-type: none"> • Joins in singing favourite songs. • Creates sounds by banging, shaking, tapping or blowing. • Shows an interest in the way musical instruments sound. • Experiments with blocks, colours and marks. 	<ul style="list-style-type: none"> • Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.' • Beginning to make-believe by pretending.
30 – 50 months	<ul style="list-style-type: none"> • Enjoys joining in with dancing and ring games. • Sings a few familiar songs. • Beginning to move rhythmically. • Imitates movement in response to music. • Taps out simple repeated rhythms. • Explores and learns how sounds can be changed. • Explores colour and how colours can be changed. • Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. • Beginning to be interested in and describe the texture of things • Uses various construction materials. • Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. • Joins construction pieces together to build and balance. • Realises tools can be used for a purpose. 	<ul style="list-style-type: none"> • Developing preferences for forms of expression. • Uses movement to express feelings. • Creates movement in response to music. • Sings to self and makes up simple songs. • Makes up rhythms. • Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. • Engages in imaginative role-play based on own first-hand experiences. • Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. • Uses available resources to create props to support role-play. • Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.
40 – 60+ months	<ul style="list-style-type: none"> • Begins to build a repertoire of songs and dances. • Explores the different sounds of instruments. • Explores what happens when they mix colours. • Experiments to create different textures. • Understands that different media can be combined to create new effects. • Manipulates materials to achieve a planned effect. • Constructs with a purpose in mind, using a variety of resources. • Uses simple tools and techniques competently and appropriately. • Selects appropriate resources and adapts work where necessary. • Selects tools and techniques needed to shape, assemble and join materials they are using. <p>Early Learning Goal Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<ul style="list-style-type: none"> • Create simple representations of events, people and objects. • Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. • Chooses particular colours to use for a purpose. • Introduces a storyline or narrative into their play. • Plays alongside other children who are engaged in the same theme. • Plays cooperatively as part of a group to develop and act out a narrative. <p>Early Learning Goal Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>

Appendix 2

Summary Sheets and Typical Development Table

1. On Entry Summary Observations/Stage of Development (Prime)
2. On Entry Summary Observations/Stage of Development (Prime and Specific)
3. Two Year Progress Check and Individual Progress Tracker
4. Termly Review
5. Typical Development Table
6. Charts to support calculation of children's ages in months

On Entry Summary
Observations/Stage of Development (Prime)

Child's Name: _____ Setting Name _____

DOB: _____ Age: _____ mths

Key Person: _____ Date _____

Start date: _____ No. of sessions attended: _____

OBSERVATION NOTES: from		to	
Characteristics of Effective Learning <small>Give an overview of the child as a learner – refer to the three characteristics of effective learning: -Playing and Exploring -Active Learning -Creating and Thinking Critically</small>		PSED	
Communication and Language		Physical	
Specific Areas of Learning & Development (Literacy, Mathematics, Understanding the World & Expressive Arts & Design)			
Child's view/ interests:			
Parent/Carer Views:			
Next Steps:			

Summary of Learning and Development

Use the observations and your knowledge of the child (including Parent/Carer views) with reference to EYFS Development Matters to make a judgement of the child's stage of development. This forms part of the child's 'Learning Journey' (Progress Record) and is a starting point for tracking progress. The shaded (Specific) areas need to be completed for children aged 3-years and over, but need not be completed in entirety for younger children.

Date Completed:

Child's age in months:

Area	Aspect	Ages and Stages																							
		0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m								
PSED:	Self-confidence and self-awareness	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m								
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H						
	Making relationships	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m								
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H						
	Managing feelings and behaviour	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m								
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H						
CL:	Listening and attention	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m								
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H						
	Understanding	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m								
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H						
	Speaking	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m								
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H						
Physical:	Moving and handling	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m								
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H						
	Health and self-care	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m								
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H						
Literacy	Reading	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m								
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H						
	Writing	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m								
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H						
Maths	Numbers	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m								
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H						
	Shape, space and measure	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m								
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H						
Understanding the World	People and communities	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m								
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H						
	The world	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m								
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H						
	Technology	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m								
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H						
Expressive Arts and Design	Exploring and using media and materials	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m								
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H						
	Being imaginative	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m								
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H						
Key D - Developing The child is just beginning to work within the developmental age/stage S - Secure The child is working within the developmental age/stage i.e. many of the statements describe how the child behaves H - High Evidence of learning which is embedded for almost all statements within the age/stage											Attendance (patterns of attendance, no. of contracted hours, attendance comment)														
Areas below that typical for their age / areas of concern, requiring additional support at home and in setting: Indicate any areas where the child is below that typical for their age – where the concern is 'significant', record the actions (e.g. early intervention strategies) that are being taken to support at home and in the setting. If this box is completed it must be discussed with parent/carers in draft first																									
Areas above typical development expected for this age																									

Parent/Carer Signature:

Key Person Signature:

On Entry Summary
Observations/Stage of Development (Prime and Specific)

Child's Name: _____ Setting Name _____

DOB: _____ Age: _____ mths

Key Person: _____ Date _____

Start date: _____ No. of sessions attended: _____

OBSERVATION NOTES: from _____ to _____	
Characteristics of Effective Learning <small>Give an overview of the child as a learner – refer to the three characteristics of effective learning: -Playing and Exploring -Active Learning -Creating and Thinking Critically</small>	PSED
Communication and Language	Physical
Literacy	Mathematics
Understanding the World	Expressive Arts and Design
Child's view/interests:	
Parent/Carer views:	
Next Steps:	

Summary of Learning and Development

Use the observations and your knowledge of the child (including Parent/Carer views) with reference to EYFS Development Matters to make a judgement of the child's stage of development. This forms part of the child's 'Learning Journey' (Progress Record) and is a starting point for tracking progress.

Date Completed:

Child's age in months:

Area	Aspect	Ages and Stages																	
PSED:	Self-confidence and self-awareness	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m		
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H
	Making relationships	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m		
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H
	Managing feelings and behaviour	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m		
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H
CL:	Listening and attention	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m		
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H
	Understanding	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m		
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H
	Speaking	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m		
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H
Physical:	Moving and handling	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m		
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H
	Health and self-care	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m		
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H
Literacy	Reading	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m		
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H
	Writing	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m		
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H
Maths	Numbers	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m		
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H
	Shape, space and measure	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m		
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H
Understanding the World	People and communities	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m		
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H
	The world	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m		
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H
	Technology	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m		
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H
Expressive Arts and Design	Exploring and using media and materials	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m		
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H
	Being imaginative	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m		
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H
Key							Attendance (patterns of attendance, no. of contracted hours, attendance comment)												
D - Developing The child is just beginning to work within the developmental age/stage S - Secure The child is working within the developmental age/stage i.e. many of the statements describe how the child behaves H - High Evidence of learning which is embedded for almost all statements within the age/stage																			
Areas below that typical for their age / areas of concern, requiring additional support at home and in setting: Indicate any areas where the child is below that typical for their age – where the concern is 'significant', record the actions (e.g. early intervention strategies) that are being taken to support at home and in the setting. If this box is completed it must be discussed with parent/carers in draft first																			
Areas above typical development expected for this age																			

Parent/Carer Signature:

Key Person Signature:

's Story (Two Year Progress Check and Individual Progress Tracker)

Full name: _____ Date of birth: _____ Age in months at assessment: _____

House no. and postcode: _____ Setting name and telephone number: _____

Date of entry to setting: _____ Other settings attended: _____ Two Year Entitlement: Yes/No

<p>The Child as a learner <i>Give an overview of the child as a learner and their interests – refer to the 3 characteristics of learning:</i></p> <ul style="list-style-type: none"> • <i>Playing and Exploring</i> • <i>Active Learning</i> • <i>Creating & Thinking Critically</i> 					
<p>Personal Social and Emotional Development</p> <ul style="list-style-type: none"> • <i>Self Confidence and self awareness</i> • <i>Managing Feelings and Behaviour</i> • <i>Making Relationships</i> 					
<p>Communication and Language Development</p> <ul style="list-style-type: none"> • <i>Listening and Attention</i> • <i>Understanding</i> • <i>Speaking</i> <p><i>(include home language)</i></p>					
<p>Physical Development</p> <ul style="list-style-type: none"> • <i>Moving and Handling</i> • <i>Health and Self -Care</i> 					
<p>Child's view (I like....I am good at...):</p>					
<p>Parent/ Carer's view:</p>					
<p>Next steps to support learning and development:</p>					
<p>What you may like to do at home to help me:</p>					
<p>Parent/ Carer's signature:</p>		<p>Date</p>	<p>Key Person's signature:</p>	<p>Print Name:</p>	<p>Date</p>
			<p>Manager's Signature</p>	<p>Print Name:</p>	<p>Date:</p>

Use the observations and your knowledge of the child (including Parent / Carer's views) with reference to EYFS Development Matters/Early Years Outcomes to make a judgement of the child's stage of development. This forms part of the child's 'Learning Journey' (Progress Record)
Highlight child's current 'best fit' stage of development and indicate level: D= Developing, S=Secure, H=High

Area	Aspect	Ages and Stages																	
PSED:	Self-confidence and self-awareness	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m		
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H
	Making relationships	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m		
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H
	Managing feelings and behaviour	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m		
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H
CL:	Listening and attention	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m		
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H
	Understanding	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m		
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H
	Speaking	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m		
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H
Physical:	Moving and handling	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m		
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H
	Health and self- care	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m		
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H

Key: **D= Developing:** The child is just beginning to work within the developmental band
S=Secure: The child is well established within the band i.e. confidently meeting many of the statements
H= High: Evidence of learning which is **Natural, Independent, Consistent and Embedded** for almost all statements within the band

Attendance (patterns of attendance, no. of contracted hours, attendance comment)

Areas below that typical for their age / of concern, requiring additional support at home and in setting: *Indicate any areas where the child is below that typical for their actual age*

What are the activities and support strategies you intend to implement? (including already in place)

where this is 'significant' concern record what actions are being taken to support at home and in the setting, for example early intervention strategies. NB if this box is filled in then it must be discussed with parent/carer first

Areas above typical age/ stage

Key Person's signature:

Print Name:

Date:

Manager's Signature:

Print Name:

Date:

Termly Review

_____ **'s Story** **Setting Name** _____

Full Name:

Age in months:

Started in setting:

Key Person:

Date:

<p>The Child as a Learner</p> <p><i>Give an overview of the child as a learner – refer to the three characteristics of effective learning:</i></p> <ul style="list-style-type: none">-Playing and Exploring-Active Learning-Creating and Thinking Critically	
<p>Personal Social Emotional Development</p>	
<p>Communication and Language Development</p>	
<p>Physical Development</p>	
<p>Child's view</p>	
<p>Parent/Carer view</p>	
<p>Next steps with how to support at home/school/setting</p>	

Parent/Carer Signature:

Key Person Signature:

Individual Progress Tracker

Use the observations and your knowledge of the child (including Parent/Carer views) with reference to EYFS Development Matters to make a judgement of the child's stage of development. This forms part of the child's 'Learning Journey' (Progress Record) and is a starting point for tracking progress. The shaded (Specific) areas need to be completed for children aged 3-years and over, but need not be completed in entirety for younger children.

Child's Age in Months:

Date:

Area	Aspect	Ages and Stages																	
PSED:	Self-confidence and self-awareness	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m		
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H
	Making relationships	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m		
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H
	Managing feelings and behaviour	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m		
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H
CL:	Listening and attention	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m		
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H
	Understanding	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m		
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H
	Speaking	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m		
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H
Physical:	Moving and handling	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m		
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H
	Health and self-care	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m		
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H
Literacy	Reading	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m		
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H
	Writing	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m		
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H
Maths	Numbers	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m		
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H
	Shape, space and measure	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m		
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H
Understanding the World	People and communities	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m		
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H
	The world	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m		
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H
	Technology	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m		
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H
Expressive Arts and Design	Exploring and using media and materials	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m		
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H
	Being imaginative	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m		
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H
Key							Attendance (patterns of attendance, no. of contracted hours, attendance comment)												
D - Developing The child is just beginning to work within the developmental age/stage S - Secure The child is working within the developmental age/stage i.e. many of the statements describe how the child behaves H - High Evidence of learning which is embedded for almost all statements within the age/stage																			
Areas below that typical for their age / areas of concern, requiring additional support at home and in setting: Indicate any areas where the child is below that typical for their age – where the concern is 'significant', record the actions (e.g. early intervention strategies) that are being taken to support at home and in the setting. If this box is completed it must be discussed with parent/carers in draft first																			
Areas above typical development expected for this age																			

Termly Review

_____ **'s Story**

Setting Name _____

Full Name:

Age in months:

Started in setting:

Key Person:

Date:

The Child as a Learner <small>Give an overview of the child as a learner – refer to the three characteristics of effective learning: -Playing and Exploring -Active Learning -Creating and Thinking Critically</small>	
Personal Social Emotional Development	
Communication and Language Development	
Physical Development	
Literacy Development	
Mathematical Development	
Understanding the World	
Expressive Arts and Design	
Child's view	
Parent/Carer view	
Next steps with how to support at home/school/setting	

Parent/Carer Signature:

Key Person Signature:

Individual Progress Tracker

Use the observations and your knowledge of the child (including Parent/Carer views) with reference to EYFS Development Matters to make a judgement of the child's stage of development. This forms part of the child's 'Learning Journey' (Progress Record) and is a starting point for tracking progress.

Child's Age in Months:

Date:

Area	Aspect	Ages and Stages																	
PSED:	Self-confidence and self-awareness	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m		
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H
	Making relationships	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m		
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H
	Managing feelings and behaviour	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m		
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H
CL:	Listening and attention	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m		
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H
	Understanding	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m		
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H
	Speaking	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m		
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H
Physical:	Moving and handling	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m		
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H
	Health and self-care	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m		
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H
Literacy	Reading	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m		
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H
	Writing	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m		
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H
Maths	Numbers	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m		
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H
	Shape, space and measure	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m		
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H
Understanding the World	People and communities	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m		
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H
	The world	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m		
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H
	Technology	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m		
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H
Expressive Arts and Design	Exploring and using media and materials	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m		
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H
	Being imaginative	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m		
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H
Key							Attendance (patterns of attendance, no. of contracted hours, attendance comment)												
D - Developing The child is just beginning to work within the developmental age/stage S - Secure The child is working within the developmental age/stage i.e. many of the statements describe how the child behaves H - High Evidence of learning which is embedded for almost all statements within the age/stage																			
Areas below that typical for their age / areas of concern, requiring additional support at home and in setting: Indicate any areas where the child is below that typical for their age – where the concern is 'significant', record the actions (e.g. early intervention strategies) that are being taken to support at home and in the setting. If this box is completed it must be discussed with parent/carers in draft first																			
Areas above typical development expected for this age																			

Children's ages in months throughout the Reception Year

		Month within the Academic year											
		Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug
Month of Birth	Sep	60	61	62	63	64	65	66	67	68	69	70	71
	October	59	60	61	62	63	64	65	66	67	68	69	70
	November	58	59	60	61	62	63	64	65	66	67	68	69
	December	57	58	59	60	61	62	63	64	65	66	67	68
	January	56	57	58	59	60	61	62	63	64	65	66	67
	February	55	56	57	58	59	60	61	62	63	64	65	66
	March	54	55	56	57	58	59	60	61	62	63	64	65
	April	53	54	55	56	57	58	59	60	61	62	63	64
	May	52	53	54	55	56	57	58	59	60	61	62	63
	June	51	52	53	54	55	56	57	58	59	60	61	62
July	50	51	52	53	54	55	56	57	58	59	60	61	
August	49	50	51	52	53	54	55	56	57	58	59	60	

Children's ages in months throughout the Early Education Funding Year(s) - 3 and 4 years old

		Month within the Academic year																			
		Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug
Month of Birth	Sep	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59
	October	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58
	November	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57
	December	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56
	January				39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55
	February				38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54
	March				37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53
	April									41	42	43	44	45	46	47	48	49	50	51	52
	May									40	41	42	43	44	45	46	47	48	49	50	51
	June									39	40	41	42	43	44	45	46	47	48	49	50
July									38	39	40	41	42	43	44	45	46	47	48	49	
August									37	38	39	40	41	42	43	44	45	46	47	48	

These charts are to support calculation of pre-school children ages in months at different times of the academic year.

Children's ages in months 2 years old

		Month within the Academic year																							
		Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
Month of Birth	Sep	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47
	Oct		24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46
	Nov			24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45
	Dec				24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44
	Jan					24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43
	Feb						24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42
	Mar							24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41
	Ap								24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
	May									24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
	Jun										24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
	Jul											24	25	26	27	28	29	30	31	32	33	34	35	36	37
Aug												24	25	26	27	28	29	30	31	32	33	34	35	36	

Typical Development Table

Child's Age in Months	Developmental Age/Stage Band	Suggests Child May Be:
Range 24 25 26 27 28	8-20	Below typical development for their age
	16-26	Below
	16-26 secure	Below
	16-26 High	Showing typical development for their age
	22-36 Developing/Secure	Showing typical development for their age
	22-36 High	Above typical development for their age
	30-50 Developing/Secure/High	Above
Range 29 30 31 32	Pre 22-36	Below
	22-36 Developing	Below
	22-36 Secure/High	Showing typical development for their age
	30-50 Developing	Showing typical development for their age
	30-50 Secure/High	Above
	40-60	Above
Range 33 34 35 36	Pre 22-36	Below
	22-36 Developing	Below
	22-36 Secure/High	Showing typical development for their age
	30-50 Developing	Showing typical development for their age
	30-50 Secure/High	Above
	40-60 Developing /Secure/High	Above
Range 37 38 39 40	Pre 22-36	Below
	22-36 High	Below
	30-50 Developing /Secure	Showing typical development for their age
	30-50 High	Above
	40-60 Developing/Secure/High	Above
Range 41 42 43 44 45	Pre 30-50	Below
	30-50 Developing	Below
	30-50 Secure/High	Showing typical development for their age
	40-60 Developing	Showing typical development for their age
	40-60 Secure/High	Above
Range 46 47 48 49 50	Pre 30-50	Below
	30-50 Developing	Below
	30-50 Secure	Below
	30-50 High	Showing typical development for their age
	40-60 Developing	Showing typical development for their age
	40-60 Secure/High	Above
Range 51 52 53 54	Pre 30-50	Below
	30-50 Secure/High	Below
	40-60 Developing /Secure	Showing typical development for their age
	40-60 High	Above
Range 55 56 57 58 59	Pre 40-60	Below
	40-60 Developing	Below
	40-60 Secure/High	Showing typical development for their age

Appendix 3

Support Notes and Examples

1. On-entry summary Practitioner Support Notes
2. Two Year Progress Check – Practitioner Support Notes
3. Termly .Reviews – Practitioner Support Notes
4. Termly Reviews – Useful Sentence Starters
5. Termly Review – Example Billy's Story

On Entry Summary – Practitioner Support Notes

Observations/Stage of Development (Prime)

Child's Name: _____ Setting Name _____

DOB: _____ Age: _____mths

Key Person: _____

Start date: _____ No. of sessions attended: _____

Make observation notes in each of the boxes over a settling in period (during the first few sessions). Note significant points which relate to how the child is settling in and how they respond to peers and adults. You may wish to include information regarding the Specific Areas of Learning & Development (optional)

OBSERVATION NOTES: from _____ to _____	
Characteristics of Effective Learning You may want to note for example: <i>How the child approaches activities: Playing and exploring: do they show curiosity, explore, pretend, are they willing to have a go? Active learning: Do they focus on an activity, show fascination, show pride in what they are doing? Creating and thinking critically: thinking of ideas, solving problems, making links, changing strategy?</i>	PSED You may want to note for example: <i>How the child settles How they separate from main carer How they interact with peers and adults How they respond to their key person How do they play (alone, alongside/ co-operatively) Do they approach other children to play? Making friends? Do they show confidence in choosing resources or activities?</i>
Communication and Language You may want to note for example: <i>For babies: how they react to and respond to the key person's voice. How do they communicate their needs? Are they babbling? Whether the child can make their needs known How do they interact with other children/ adults? Do they ask for help? Do they understand what is said? Do they follow instructions? Do they initiate conversation?</i>	Physical You may want to note for example: <i>What level of support they need with routines, feeding, toileting etc... What level of independence do they show? How confident are they with handling resources/ toys/ tools Can they access activities/ routines?</i>
Specific Areas of Learning & Development (Literacy, Mathematics, Understanding the World & Expressive Arts & Design) <i>You may want to note for example any sensory experiences they have been interested in, filling and emptying containers, an interest in books, rhymes/songs and music that you have observed</i>	
Child's views/ interests: <i>Note what the child enjoys or any comments from the child about what they like and like doing. Note their interests and learning preferences: e.g. Smiles when picked up, enjoys playing outside. Prefers painting at the easel rather than on the table. Interests from home/ recent experiences e.g. seaside visit, pet</i>	
Parent/ Carers' Views: <i>How do parents think their child is settling in? Are there any issues? What have they noticed about their child's progress, interests or needs?</i>	
Next Steps: <i>Use the above observations and discussions with parents to make a broad judgement as to where the child best fits within the age stage bands and decide on next steps for the child. Next steps should be relevant to the child and achievable within a short time frame: what is the child beginning to or trying to do that they could be helped to move forward within the next few weeks?</i>	

Summary of Learning and Development

Use the observations and your knowledge of the child (including Parent/Carer views) with reference to EYFS Development Matters to make a judgement of the child's stage of development. This forms part of the child's 'Learning Journey' (Progress Record) and is a starting point for tracking progress. The shaded (Specific) areas need to be completed for children aged 3-years and over, but need not be completed in entirety for younger children.

Date Completed:

Child's age in months:

Area	Aspect	Ages and Stages																	
PSED:	Self-confidence and self-awareness	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m		
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H
	Making relationships	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m		
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H
	Managing feelings and behaviour	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m		
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H
CL:	Listening and attention	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m		
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H
	Understanding	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m		
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H
	Speaking	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m		
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H
Physical:	Moving and handling	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m		
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H
	Health and self-care	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m		
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H
Literacy	Reading	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m		
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H
	Writing	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m		
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H
Maths	Numbers	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m		
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H
	Shape, space and measure	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m		
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H
Understanding the World	People and communities	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m		
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H
	The world	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m		
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H
	Technology	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m		
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H
Expressive Arts and Design	Exploring and using media and materials	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m		
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H
	Being imaginative	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m		
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H
Key							Attendance (patterns of attendance, no. of contracted hours, attendance comment)												
D - Developing The child is just beginning to work within the developmental age/stage S - Secure The child is working within the developmental age/stage i.e. many of the statements describe how the child behaves H - High Evidence of learning which is embedded for almost all statements within the age/stage																			
Areas below that typical for their age / areas of concern, requiring additional support at home and in setting: Indicate any areas where the child is below that typical for their age – where the concern is 'significant', record the actions (e.g. early intervention strategies) that are being taken to support at home and in the setting. If this box is completed it must be discussed with parent/carer in draft first Refer to the 'Guidance to Support Judgements About A Child's Development' and 'Typical Development Table' to support making a judgement about whether attainment is above, typical or below that expected for the child's age, and consider whether further monitoring or support is needed.																			
Areas above typical development expected for this age																			

Parent/Carer Signature:

Key Person Signature:

TWO YEAR PROGRESS CHECK PRACTITIONER SUPPORT NOTES

The information recorded in the following sections should reflect the child's uniqueness, their personality, characteristics and individual learning journey. Review and reflect on the child's learning and development as documented in the Learning Journey, any other records and your knowledge of the child. Refer to the 'Development Matters/Early Years Outcomes' materials as necessary. Include views of other practitioners and professionals who know the child well if this is appropriate. Information should be easy to read and understand. Avoid using terminology that parents/carers may find difficult to understand.

<p>A Child Learning</p> <p>Playing and Exploring Active Learning Creating & Thinking Critically</p> <ul style="list-style-type: none"> • What and who does the child like to play with? • What interests or patterns of play have been observed? Schemas • Play and exploration e.g. Grace is keen to explore and especially likes being outdoors digging in the mud • Favourite books, stories, songs, rhyme... • Active learning e.g. Henryk spends long periods of time filling and emptying containers... • Does the child like to play alone or with others? • Does the child enjoy involvement in new experiences? • Favourite areas of provision / indoor / outdoor • Creating and thinking critically: thinking of ideas, solving problems, making links, changing strategy. e.g. Leo is very determined and puts forward his ideas in familiar situations. He recently remembered a bug hunt in the garden which had taken place after finding woodlice under a log; Leo found the pots and magnifying glasses and took them on a Gruffalo hunt. 	<p>Personal, Social and Emotional Development <i>Making relationships, Self confidence and self awareness, Managing feelings and behaviour</i></p> <p><i>Comments should relate to the aspects above highlighting particular strengths, note where the child is progressing well. Celebrate all the child can do, share your delight in this .e.g. Amaya has been letting us know how she is feeling- she kicks her legs when she is happy and clenches her fists when she is upset. Just recently she has started to smile at people she knows.</i></p> <ul style="list-style-type: none"> • How the child settles • How they separate from main carer • How they interact with peers and adults • How they respond to their key person • How do they play (alone, alongside/ co-operatively) • Do they approach other children to play? Making friends? • Do they show confidence in choosing resources or activities? <p>Practitioner note: <i>Identify any areas where progress is less than expected, in a sensitive but truthful way.</i> <i>Ensure positive language is used throughout</i></p>
<p>Communication and Language <i>Listening and attention, Understanding, Speaking (include home language)</i> <i>Comments should relate to the aspects above highlighting particular strengths, note where the child is progressing well. Celebrate all the child can do, share your delight in this .e.g. Zameer very much enjoys sharing books with adults on a one-to-one basis and in small groups. He was able to recall and tell me the main events from the story of 'Go to Sleep Little Bear' recently.</i></p> <ul style="list-style-type: none"> • How do they communicate their needs? • Whether the child can make their needs known • How do they interact with other children/ adults? • Do they ask for help? 	<p>Physical Development <i>Moving and handling, Health and self - care</i></p> <p><i>Comments should relate to the aspects above highlighting particular strengths, note where the child is progressing well. Celebrate all the child can do, share your delight in this e.g. At times Zameer needs encouragement and support to negotiate his way in, around and over the large play equipment in the outdoor area. He will happily join in with activities where he needs to run and change direction. More opportunities to negotiate his way around obstacles will support Zameer to further develop moving skills.</i></p> <ul style="list-style-type: none"> • What level of support they need with routines, feeding, toileting etc... • What level of independence do they show?

<ul style="list-style-type: none"> • Do they understand what is said? • Do they follow instructions? • Do they initiate conversation? <p>Practitioner note: <i>Identify any areas where progress is less than expected, in a sensitive but truthful way. Ensure positive language is used throughout</i></p>	<ul style="list-style-type: none"> • How confident are they with handling resources/ toys/ tools • Can they access activities/ routines? <p>Practitioner note: <i>Identify any areas where progress is less than expected, in a sensitive but truthful way. Ensure positive language is used throughout</i></p>
<p>Next Steps to support learning and development</p> <p>Ideas to support learning and development (Draft some initial ideas before meeting with parents/carers)</p> <p>Is the child's development typical for their age? This is a prompt for practitioners. If progress is less than expected in any areas, consider action to be taken and strategies to be put in place to support the child.</p> <p>In the setting</p> <ul style="list-style-type: none"> • How will the child's learning be taken forward and supported? Consider what next? • Consider the child's interests and further play opportunities. • Ensure the child's interests are reflected in provision for their next steps • Next steps may state that the child needs more of the same, to revisit and consolidate learning • Consider next steps for the practitioner / setting – how is the environment to be changed/adapted to support the child's learning e.g. organisation of social and communication groups, developing the outdoor area to provide an opportunity for the child to access a small den 'just for two' • Identify any other professionals the setting may need to contact for support with the parents permission e.g. Setting to contact the Area SENCO with regard to... <p>At home</p> <ul style="list-style-type: none"> • Identify what parents/carers could do at home to support their child • Encourage parents/carers to use opportunities that are part of everyday life to support a child's learning • Identify any other professionals the parent/carer may need to contact for support e.g. Mum to contact the Health Visitor regarding Jack's hearing. 	<p>Parent/carer(s) Comments</p> <p><i>Parents/carers must be involved if the assessment of the child's learning and development is to be meaningful and useful. Parents/carers know their child well and have an in depth knowledge of their child's learning and development over time. Be sensitive to parents/carers needs and acknowledge that some parents/carers may need more support in order to participate in the assessment process.</i></p> <p><i>Encourage parents/carers to share information on</i></p> <ul style="list-style-type: none"> • what a child likes to do at home as well as in the setting, particular interests, friends • new skills the child is trying to master or has learned recently • what the child likes to talk about at home and any new words / developments with speech and language i.e. Jack is now putting two words together "Daddy gone" • the child's confidence in different situations and self esteem

Termly reviews – Practitioner Support Notes

- Take the opportunity to stand back and reflect. This is a summary of the child at a particular point in time.
- Use your practitioner knowledge as well as information you have collected on the observation sheets. Look through the child's learning journey at what you have recorded during the term.
- Look back at previous on-entry or termly reviews. Look at the notes in 'The Child as a Learner' and 'Areas of Learning' boxes. How has the child developed since the previous review? Have the child's next steps been addressed?
- **The Child as a Learner** – Refer to the Characteristics of Effective Learning. Consider **how** the child approaches their learning.
- **Areas of Learning** - Consider the skills, knowledge and understanding that the child has demonstrated consistently and independently within the three prime areas, and for children aged three and over, the four specific areas. Record information in the appropriate boxes for each area of learning and development. Try to include comment on what the child has learned to do recently (since the previous review).
- Try to create a picture of the individual child, not just a list of Development Matters statements. Use examples of things personal to them, for example favourite books, songs, rhymes, activities
- **Child's view** – Note information about their interests, actions, comments and views. Make sure you acknowledge their non-verbal as well as their verbal communication.
- **Parent/carer view** - Include views of the parent or carer in the appropriate box
- **Next steps** - Explain what the adults, at home and in the setting, will do to support the child's continued progress in over the next term.

This could include:

- enhancements to continuous provision
- possible support or type of interaction that will be encouraged within child initiated activities
- possible adult initiated activities
- aspects that adults will focus on
- knowledge, skills or understanding to introduce or consolidate
- identified focus for observation
- actions identified, such as referral to outside agencies (with parent/carer permission)

Termly Review - Useful Sentence Starters

- Here is a bank of possible sentence starters to support practitioners in completing **Termly Reviews**
- These examples can act as prompts for practitioners.
- Careful use of language will reflect whether a child is 'developing', 'secure' or 'high' in a certain area or aspect of learning.

Please remember to always have the unique child in mind.

- Ruby is beginning to.....
- Ruby has started showing curiosity.....
- Ruby has started to.....
- Ruby has started exploring.....
- Ruby is becoming more confident.....

- Ruby has settled well.....
- Ruby is happy to try.....
- Ruby is taking an interest in.....
- Ruby is developing.....

- With adult support, Ruby is able to.....
- Ruby enjoys watching and is starting to
- Ruby's language skills have continued to develop. For example.....

- Ruby shows.....
- Ruby is developing an interest in.....
- Ruby gets on well with.....
- With adult support, Ruby is encouraged to explore.....
- Building upon Ruby's interest in.....

- With help from others, Ruby can.....
- Ruby is happy to try.....
- Ruby has extended her vocabulary by using words like.....
- Ruby is enthusiastic.....
- Ruby is capable of doing.....
- Ruby is confident in.....
- Ruby is keen to.....
- Ruby is interested in.....

- Ruby is willing to have a go.....
- Ruby is excited by.....
- Ruby is able to independently.
- Ruby can maintain focus.....

Termly Review - Example

Billy's Story

Setting Name: Any Town Nursery

Child's Name: *Billy Smith*

Age in months: *34 months* Started in setting: *Sept 2015*

Key Person: *Laura*

Date: *31st March 2016*

The Child as a Learner <small>Give an overview of the child as a learner – refer to the three characteristics of effective learning: -Playing and Exploring -Active Learning -Creating and Thinking Critically</small>	<i>Billy shows curiosity and uses his senses to explore the world around him. He uses his own experiences in pretend play. Billy remains engaged in activities of his choosing. He is becoming more confident and particularly enjoys role-play in the 'home corner'. Billy is able to explore ideas and make links in his experience e.g. using toys outside to explore the effect of the wind.</i>
Personal Social Emotional Development	<i>Billy has been able to establish a good relationship with his key person. Billy seeks Laura out when he arrives, and looks to her for reassurance when mummy is leaving, then quickly settles. Billy often chooses to play where an adult is involved and has recently begun to join in with other children's play in the home corner where he enjoys making cups of tea for the adults.</i>
Communication and Language Development	<i>Billy talks through his actions in the home corner and is beginning to label objects using appropriate vocabulary (e.g. He asks the adults, "Cup of tea?") He listens to and joins in with some simple rhymes and since Christmas, has learned to recite 'Baa baa black sheep' on his own. He is beginning to use the vocabulary of quantity and size, e.g. "I've got more," referring to raisins at snack time; "I'm making a big one," when he made a sand castle. Billy asks questions about why things happen, for example he was very interested in how the caterpillar changed into a butterfly and was able to talk about this to his mummy.</i>
Physical Development	<i>Billy enjoys running and likes to climb on the outdoor equipment and to use the wheeled toys. He can kick a large ball. Billy has recently begun to successfully express his toilet needs to an adult ("I need a wee/poo") and tells the adult if he has wet/soiled. Billy often chooses to use the jugs and containers to pour in the sand and water and has recently begun to explore using his hands and fingers in the paint to make patterns.</i>
Child's view	<i>Billy tells me that he likes coming to nursery to play in the home corner. He likes to push the pram outside with his 'baby' and loves making tea for the adults in the 'home corner'. He is very proud that he is able to use the potty sometimes. Sometimes he wants his mummy to stay longer.</i>
Parent/Carer view	<i>I feel happy now that Billy is more settled in nursery. He is very attached to his key person (Laura) who is always ready to reassure Billy when we arrive. Billy talks a lot at home about playing 'in the house' and going outside.</i>
Next steps with how to support at home/school/setting	<i>At nursery, we are going to support Billy's interest in 'home' and 'outside' by providing den making resources in the garden. We will continue to build Billy's confidence through routines particularly in supporting Billy's self-help skills. For example we will encourage Billy to put on and take off his own coat and hat and will continue to help and encourage Billy to gradually manage his own toileting needs.</i>

Parent/Carer Signature:

Key Person Signature:

Individual Progress Tracker

Use the observations and your knowledge of the child (including Parent/Carer views) with reference to EYFS Development Matters to make a judgement of the child's stage of development. This forms part of the child's 'Learning Journey' (Progress Record) and is a starting point for tracking progress. The shaded (Specific) areas need to be completed for children aged 3-years and over, but need not be completed in entirety for younger children.

Child's Age in Months: 34 months

Date: 31 March 2016

Area	Aspect	Ages and Stages																							
		0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m								
PSED:	Self-confidence and self-awareness	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m								
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H						
	Making relationships	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m								
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H						
	Managing feelings and behaviour	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m								
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H						
CL:	Listening and attention	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m								
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H						
	Understanding	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m								
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H						
	Speaking	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m								
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H						
Physical:	Moving and handling	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m								
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H						
	Health and self-care	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m								
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H						
Literacy	Reading	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m								
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H						
	Writing	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m								
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H						
Maths	Numbers	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m								
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H						
	Shape, space and measure	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m								
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H						
Understanding the World	People and communities	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m								
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H						
	The world	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m								
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H						
	Technology	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m								
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H						
Expressive Arts and Design	Exploring and using media and materials	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m								
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H						
	Being imaginative	0-11m			8-20m			16-26m			22-36m			30-50m			40-60+m								
		D	S	H	D	S	H	D	S	H	D	S	H	D	S	H	D	S	H						

Key
D - Developing The child is just beginning to work within the developmental age/stage
S - Secure The child is working within the developmental age/stage i.e. many of the statements describe how the child behaves
H - High Evidence of learning which is embedded for almost all statements within the age/stage

Attendance (patterns of attendance, no. of contracted hours, attendance comment)

Billy attends for 12 hours - three mornings and one afternoon session. He missed a number of sessions before Christmas, but attendance has been more consistent this term.

Areas below that typical for their age / areas of concern, requiring additional support at home and in setting: Indicate any areas where the child is below that typical for their age – where the concern is 'significant', record the actions (e.g. early intervention strategies) that are being taken to support at home and in the setting. If this box is completed it must be discussed with parent/carer in draft first

Areas above typical development expected for this age

Appendix 4

Measuring Rates of Progress

1. Rates of Progress Chart (blank)
2. Rates of Progress Chart (example)

Example

Rates of Progress Chart for leavers July 2016 cohort

Area of Learning: Communication and Language

Name in age order oldest first	On entry		On exit		Progress (not enough, typical, rapid)	Notes on progress	Number of terms in setting	Contextual information
	Age in months	Attainment	Age in months	Attainment				
Andy	28	16-26 D	58	30-50 H	Not enough	<i>Progress steady but not catching up.</i>	8	SEN –
Billy	28	22-36 D	58	40-60 S	typical		8	
Carol	27	16-26 S	42	30-50 S	rapid		8	Left early (Easter) to go to school nursery
Dion	26	16-26 D	56	40-60 D	rapid	Rapid progress but still below typical attainment	8	
Eric	26	16-26 S	56	40-60 S	rapid		8	
Freya	25	16-26 H	55	40-60 D	Not enough	Lack of progress is concerning	8	
Guy	25	16-26 D	55	40-60 D	rapid	Rapid progress but still below typical	8	

						attainment		
Hannan	27	8-20 S	54	30-50 S	rapid	Rapid progress but still below typical attainment	7	EAL (Punjabi)
Ivan	26	16-26 H	53	40-60 S	typical		7	
Johanna	43	22-36 H	53	30-50 H	rapid	Rapid progress but still below typical attainment	4	Came as 3 year old
Khadim	26	8-20 S	53	40-60 S	rapid		7	EAL (Punjabi)
Liam	25	16-26 D	52	40-60 D	rapid		7	
Maisie	41	22-36 S	45	22-36 H			1	Only 1 term in nursery in total. Left setting early (Christmas) to go to school nursery
Neil	24	16-26 S	47	30-50 S	typical	<i>Progressed steadily but not catching up (still just below)</i>	6	
Octavia	24	16-26 S	47	30-50 H	rapid		6	

