

Termly Review



_____ 's Story

Setting Name: _____

Full Name:

Age in months:

Started in setting:

Key Person:

Date:

<p>The Child as a Learner <i>Give an overview of the child as a learner – refer to the three characteristics of effective learning:</i> -Playing and Exploring -Active Learning -Creating and Thinking Critically</p>	
<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)												
<p>D - Developing The child is just beginning to work within the developmental age/stage</p> <p>S - Secure The child is working within the developmental age/stage i.e. many of the statements describe how the child behaves</p> <p>H - High Evidence of learning which is embedded for almost all statements within the age/stage</p>																			
<p>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</p>																			
<p>Areas above typical development expected for this age</p>																			