



Moving On

A guidance handbook for all providers of early years education

Principles to support the assessment and tracking
of children's learning and development through the
Early Years Foundation Stage



**achieving
for children**

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Introduction and rationale

Every child has their own unique story to tell about who they are and what happens in their life.

‘Moving On’ is an assessment and tracking tool for private and voluntary settings, maintained and independent schools, childminders and children’s centres. It is designed to fit in with any method of recording observations that settings wish to adopt.

‘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’ (Statutory Framework for the Early Years Foundation Stage (EYFS) 2017 Page 13).

Building a strong bond of trust and respect with a family is paramount and will encourage parents to engage with their setting. Parents need to know that providers are also committed to their child’s future, adding value and an important insight to their child’s life. Practitioners should seek to support all families, regardless of their personal needs, so that they are able to contribute and engage fully in their child’s learning and development.

Parents can feel involved in their child’s progress by:

- sharing and discussing information with the key person or manager
- contributing information, observations and photos of significant events that take place away from the setting
- writing or verbally sharing significant moments that they notice in their child’s development and sharing ‘wow’ moments

Children must be involved in assessments made about their learning wherever possible and feel involved in their learning and development when practitioners:

- listen to what they have to say and act upon that knowledge
- talk with them about their learning and interests and use these
- discuss with them and their families to inform planning

Children, parents, practitioners and teachers should share information in order to support children’s learning and development effectively.

Ongoing formative assessment

Assessing children's learning and development and tracking their progress is a requirement of the Statutory Framework for the EYFS and Ofsted inspection frameworks.

Assessment plays an important part in helping parents and practitioners to recognise children's learning and progress, assess what they can do and plan what they need to develop. It informs planning for the children's next steps and helps practitioners review and evaluate this provision. Formative assessment is based on the following points being carried out in a cyclical manner.

- Observing children as they play and interact, noting how they are applying skills, knowledge and understanding in everyday activities and finding out about what children can do at home.
- Using planned and spontaneous observations carried out over a balance between child-initiated and adult-led activities.
- Using the observations and the age bands in 'Development Matters' and the 'Early Years Outcomes' to make a best fit judgement about where a child is in their learning and development.
- Using these judgements and statements to plan appropriate opportunities that will support children to consolidate, deepen or extend their learning and development.

Take into account all adults who have contact with the child including effective partnership with parents, other settings and professionals.

Children should be provided with opportunities to share their thoughts, feelings, ideas and interests. This will help practitioners plan appropriate learning opportunities and experiences for each child which in turn will support them in making progress.

Managers of all early years' provision should analyse assessments to obtain an overall picture of attainment for individual children, full cohorts and groups of learners, as well as monitoring how they are progressing over time.

There is no set format for recording observations or how to record judgements. Settings can choose how they do this. There are a number of formats available including electronic packages that providers can subscribe to that record this information.

It is for providers to decide how much evidence is needed to support secure judgements around children's learning and the format that evidence takes. There is no specified amount of evidence that is to be formally recorded, but providers need to be confident that they have sufficient information to make secure assessments.

Providers must be able to demonstrate how they have ensured that judgements are accurate and derived from what a child can do independently and consistently.

Each child aged between birth and 5 years, should be assessed in all areas of learning where developmentally appropriate (as indicated on an individual development map – see page 16).

'Moving On' provides a robust system to support in assessing children, tracking and analysing their progress. This information should then be used to inform effective individual planning to support the learning and development of all children.

Statutory summative assessment

There are only two statutory summative assessment points within a child's time in the EYFS.

- The EYFS Progress Check at age 2 is a review of a child's development in the prime areas of learning and development in the EYFS when the child is aged between 24 and 36 months.
- The EYFS profile must be completed in the final term of the academic year in which a child reaches 5 years old.

Further information can be found on page 29-32. However, completing and recording additional and regular summative assessments is considered best practice. 'Moving On' will support this.

Getting started

Written permission from parents should be gained to ensure that they understand that assessments will be shared between the settings their child attends and moves on to, as part of an effective and informative transition process. This permission could be obtained via your admission forms.

Each practitioner needs to have:	<ul style="list-style-type: none">✓ An individual development map (IDM) for each key child (page 16)✓ Completed the front sheet before the child starts✓ Initial 'All about me' assessment information from parents✓ A format for recording regular observations for each child in each area of learning✓ A learning journey for each child✓ An assessment file or folder, or online record for each child to store observations, assessments and any support materials✓ A copy of either 'Development Matters' or 'Early Years Outcomes' or other child development guidance✓ A knowledge of and reference to the 'Characteristics of Effective Learning'✓ The EYFS progress check at age 2
Additional materials to support assessments (as appropriate)	<ul style="list-style-type: none">✓ Individual child action plan✓ Child monitoring tool or Speech and Language surveillance form✓ Occupational therapy pack✓ Copies of strategies or recommendations made by external support agencies eg, speech and language therapy, Portage, educational psychology, etc✓ Individual setting Special Educational Needs and Disabilities (SEND) support plans✓ Education, health and care plans (EHCP)

Please note:

Both the 'Development Matters in the Early Years Foundation Stage' (2012) and the 'Early Years Outcomes' (2013) are non-statutory guidance documents that can support practitioners in making judgements.

‘Development Matters’ gives a chronological overview of each area of learning, but also includes guidance and advice on the characteristics of effective learning, practitioner input, practice and environment planning. Therefore this may best support formative, on-going assessments used to inform the planning and next steps for teaching and learning.

‘Early Years Outcomes’ (EYO) also gives a chronological overview of each area of learning and development, but may best support a final summative assessment at the end of the EYFS. The EYO’s were introduced in 2013 with a revision to the order of the ‘Prime’ areas of learning in conjunction to the revisions made to the Statutory Framework for the EYFS.

Practitioners should draw on any other or additional non-statutory guidance or documentation to support assessments as appropriate.

Gathering evidence

Starting points

In order to track progress, practitioners will need to know a child’s starting points. Part of this information should be obtained from the child’s parents or carer, for example, ‘All about me’ type of information sharing. This information must be gathered upon entry and used alongside your own observations to make an initial assessment.

The format for gathering this information should be personal to your setting. It is recommended that practitioners gain information from a child’s family experience and knowledge in order to support children’s wellbeing by incorporating the ‘Characteristics of effective learning’ alongside other relevant information about their learning and development. This information is essential in supporting the key person’s initial and earliest assessment and helps them to:

- be aware of a child’s unique starting point of development
- know and understand what interests and motivates the child
- recognise and celebrate how they think and learn
- plan stimulating learning experiences which support the child’s learning and development
- support each child in their environment

The information obtained should support an effective transition from home to setting and feed into your overall assessment system.

Within the first few weeks

Gather evidence about what each child knows and can do. This evidence should be based on:

- your knowledge about the child through their starting points
- observations: these can be either incidental observations, including contributions from members of staff and parents, annotated photographs of the child learning, comments from the child and examples of their work or longer planned observations. This evidence should predominantly reflect child’s independent learning

It is recommended that you use a system or format that allows you to track observations across all seven areas of learning and enable practitioners to make links at a glance. For example, the A3 observation sheet or A4 tracker which can be found on pages 14 to 15.

If observations are not made across all areas of learning your assessment judgements will not be precise or well informed.

Learning journeys

The main purpose of a 'learning journey' is to capture children's individual interests and significant moments in their learning, to act as a vehicle for the child, family and practitioners to express and contribute their views on the child's learning on a regular basis.

Rather than a summative document or a collection of an individual child's work, the idea behind the learning journey is that it operates on a frequent basis, as a continuum of information between home and provider, throughout the year, that should contribute to formative assessment.

Creating learning journeys should ensure that practitioners are planning for the unique needs of each child, based on knowledge of the child and the family's knowledge of the child.

Learning journeys help to develop a strong relationship between parents and provider, with an acknowledgement that parents are the child's first educators which will support a child's learning and development.

The child's self-esteem and their views of themselves as a learner will be supported by the sharing of their learning journey with families, peers and practitioners.

A learning journey

- ✓ is unique to each child
- ✓ captures significant moments and interests for the individual child
- ✓ contains 'the child's voice' – their view of their learning, development and interests
- ✓ contains the views of the parents – comments about their child's experiences at the setting and at home
- ✓ is shared between home and the setting
- ✓ shows links to the EYFS
- ✓ includes the practitioner's observations or judgements
- ✓ informs plans and future provision

A learning journey is not just:

- × a collection of work samples
- × a photo book
- × a set of observations
- × a book containing regular assessment tasks

When to make assessments

Assessments should be made regularly but, in order to be able to capture and demonstrate a child's progress over time, it is recommended that as a minimum, assessments should be made at three points across the academic year, after gathering starting points. These assessments should continue regularly until the child is ready to leave the EYFS and move into Key Stage 1.

Having obtained initial assessment support information from parents in the form of an 'All about me' record, the first setting assessment should be completed **within six weeks** of the child's starting date (see example 1) with judgements recorded on the child's Individual Development Map (IDM) (page 16). This will be the assessment from which future progress is measured.

The assessment process should be repeated twice more every academic year, throughout their time at the setting. It is recommended that assessments are made termly (usually at the half term point).

Practitioners may choose to make more than three assessments throughout the year if they deem this appropriate, if a child attends full day care.

Example 1: Example time line for assessing a child who starts with a provider in September.

'All about me' starting points information is obtained from the parents (and the child where appropriate)

Term 1

October half term
First 'Moving On' IDM assessment is made

Term 2

February half term.
Second IDM assessment is made

Term 3

End of June. The third (or final if a child is transitioning into school) IDM assessment is made

Repeat from Term 1 where appropriate.

Completing and using the individual development maps (IDM)

Individual development maps are:

- used to record children's attainment and track their progress across all areas of learning over time from the beginning of their time at their first setting to the end of the EYFS when the child transitions from reception class, into Key Stage 1
- a way of ensuring practitioners use relevant ages and stages of development from which to plan appropriate and challenging learning opportunities for individual children
- used to transfer information within the same setting and between other early years providers

Some of the early aspects of learning such as literacy or maths do not have specific statements about development and practitioners are guided to refer back to the prime areas in these instances.

In order to demonstrate a child's level of development, practitioners should make a best fit judgement against the ages and stages using evidence gathered from a range of sources.

After making a judgement on the 'age and stage' the child is at developmentally for each aspect, the key person should record the date of that assessment, along with the relevant coding, outlined below, on the child's IDM to indicate their level of competency.

Any non-statutory guidance documents used must not be used as a tick list for each child as this does not reflect the principle of a best fit judgement.

Due to the breadth of the ages and stages of development, it is likely there may be more than one recorded date and code in each box, as children gain competency in small steps over time. This will be more likely as the child enters the later ages and stages, but not uncommon for younger children, particularly those with additional needs.

In order for practitioners to show progress within the ages and stages and to ensure a consistent understanding between different settings and schools, the following coding should be used.

- E:** **Entering** the age and stage
W: **Working within** the age and stage
S: **Secure** in the age and stage
C: **Competent** in the age and stage

This coding will also provide consistency between providers and a shared language for the purposes of moderation.

There is a comments box next to each aspect of learning on the IDM. This enables practitioners to make comments on factors that are affecting children's learning or progress. This box should not be used for general planning comments, but to highlight any exceptions to the norm that may need to be passed on and shared with a child's next setting, eg, specific physical difficulty.

Judging what is typical development

The ages and stages of development are very broad and cover more than one age group. Therefore, judging which age and stage is typical development for a child is not as simple as it may seem. Nationally, there is no guidance on this, however this table may be useful when judging whether a child is at, above, below or significantly below typical development for their age.

Age and stage	This broadly describes typical development for...	Key characteristics
0 to 11 months	Babies	Responds and seeks instinctively
8 to 20 months	Toddlers up to 2 years old	Personality and self-awareness developing
16 to 26 months		Explores but dependent on an anchor, expresses strong feelings
22 to 36 months	Children who have turned 2 up to their third birthday. This group would include those accessing 2 year old early educational entitlement	No longer dependent on an anchor, starting to manage behaviour
30 to 50 months	Children of 3 and 4 in pre-school rooms and nursery classes	Independent and resourceful. Takes account of others
40 to 60 months	Children in their Reception year	Developing skills and knowledge in a range of fields and contexts
Early Learning Goals (ELGs)	Children at the end of the Reception year, prior to transition into Year 1. These are not the same as 40 to 60 months and should only be used by those completing the EYFS Profile.	Understanding, skilled and knowledgeable in a wide range of contexts

It is important that a child's progress can be seen through each of the ages and stages, so that each phase can build upon the previous one. However, progress through the ages and stages is not a race against time. Children need time to fully experience a depth and range of learning experiences allowing them to consolidate skills, demonstrating what they can do consistently and independently.

Early identification

Completing 'Moving On', should indicate to practitioners when a child may be experiencing difficulties in any areas of learning and development which may affect their progress.

The key person should always discuss any concerns with parents, and the settings special educational needs coordinator may advise on appropriate support that should be planned. The SEND Code of Practice 2014 (updated 2015) sets out the statutory requirements relating to early identification and appropriate support.

An individual child action plan can be used to identify and target support from a variety of sources. A copy of this can be found on page 22.

Identifying areas for development using the key group and cohort overview

The assessment information from each child's IDM should be analysed by the key person along with the manager to provide a profile of learning across the setting or for particular age groups.

The key group overview pages 23 to 24 should prompt managers to ask the following suggested questions as part of a practitioner's supervision and continuing professional development.

- Are the key person's judgements accurate and supported by evidence?
- Are any individuals assessed at below age-related expectation in any aspect of learning?
What will you put in place to support these children?
- Are there any children who have been identified as exceeding age-related expectation?
How will you support these children?
- Using the previous assessment check, are there any groups of learners not making expected progress compared to others, for example, gender, SEN, term of birth, EAL, key person group, those in receipt of 2 year old funding and those in receipt of pupil premium?
- Are there any particular areas of learning where children are not meeting age-related expectation?
- What can practitioners do to improve this?
- Does the overview indicate further training needs for individuals or groups of staff?
- Is the provision or learning environment supporting children's development in all of the key areas?
- What should practitioners be doing to support and improve outcomes for identified children, or groups of children?

In addition to this, the manager will collate all the information from each key group overview to obtain the analysis for the whole setting. This will be recorded on the cohort overview form, pages 25 to 26.

Children will be recorded on each of these forms as either:

- above typical development for their age
- at typical development for their age
- below typical development for their age
- Significantly below typical for their age

Moderating judgements

Moderation is a process to develop consistency of expectation and judgements between different practitioners within a setting. Some settings will have opportunities for wider moderation arrangements with other providers of early years education. Although moderation is not a statutory requirement for early years providers other than Reception classes, it is considered best practice.

Moderation will also support the continued professional development of staff, as well as increasing their confidence and ability to present concise information about children and their progress.

Moderation is a supportive mechanism to enable practitioners to validate their own judgements with others. It provides practitioners with an opportunity to engage in a professional, reflective dialogue about their key children.

Where moderation takes place between providers, accuracy of judgements becomes consistent. It ensures that judgements made by providers can be used to identify, plan for and meet the needs of children who transition between early years providers.

Early years settings who have children due to turn 5 before 31 August in any academic year, will need to contact the EYFS Profile Manager within the borough to find out about and attend statutory moderation activity and training and ensure statutory requirements for the completion of the EYFS Profile are met. Additional information can be found on page 32.

Transition

All early years practitioners should ensure that effective transition processes are in place for each child. This may consist of the following:

- planned staggered entry to a new room, setting, school, preceded by visits to the child's current provision by practitioners from the new setting and visits by the child to the new provision
- family visits to the new setting
- home visits
- photographic journals with pictures of the setting and the practitioners to enable the child to become familiar with the new setting to support them prior to transition

To ensure that the next practitioner can plan effectively for the child's next steps, it is advised that the following documentation is also passed to the next setting:

- the child's individual development map (IDM) - Section 1
- assessment and tracking over time - Section 2
- transfer summary report– Section 3
- a copy of the EYFS Progress check at age 2
- any information relating to SEND (if relevant)
- EAL assessment form (if relevant)

Transfer summary

The transfer summary focuses on the 'Characteristics of effective learning', which will give the next setting a valuable overview of how a child thinks and learns. It should also reflect the child's individual personality.

The front page of the IDM, Section 1, and the Transfer Summary, Section 3 could be used as a standalone transfer summary report alongside any record of a child's development in the areas of learning, even if they are not using 'Moving On' IDMs.

Safely transferring children's information

Assessment Information being passed between settings is of a sensitive nature, so practitioners need to ensure that they send documentation in one of the following ways:

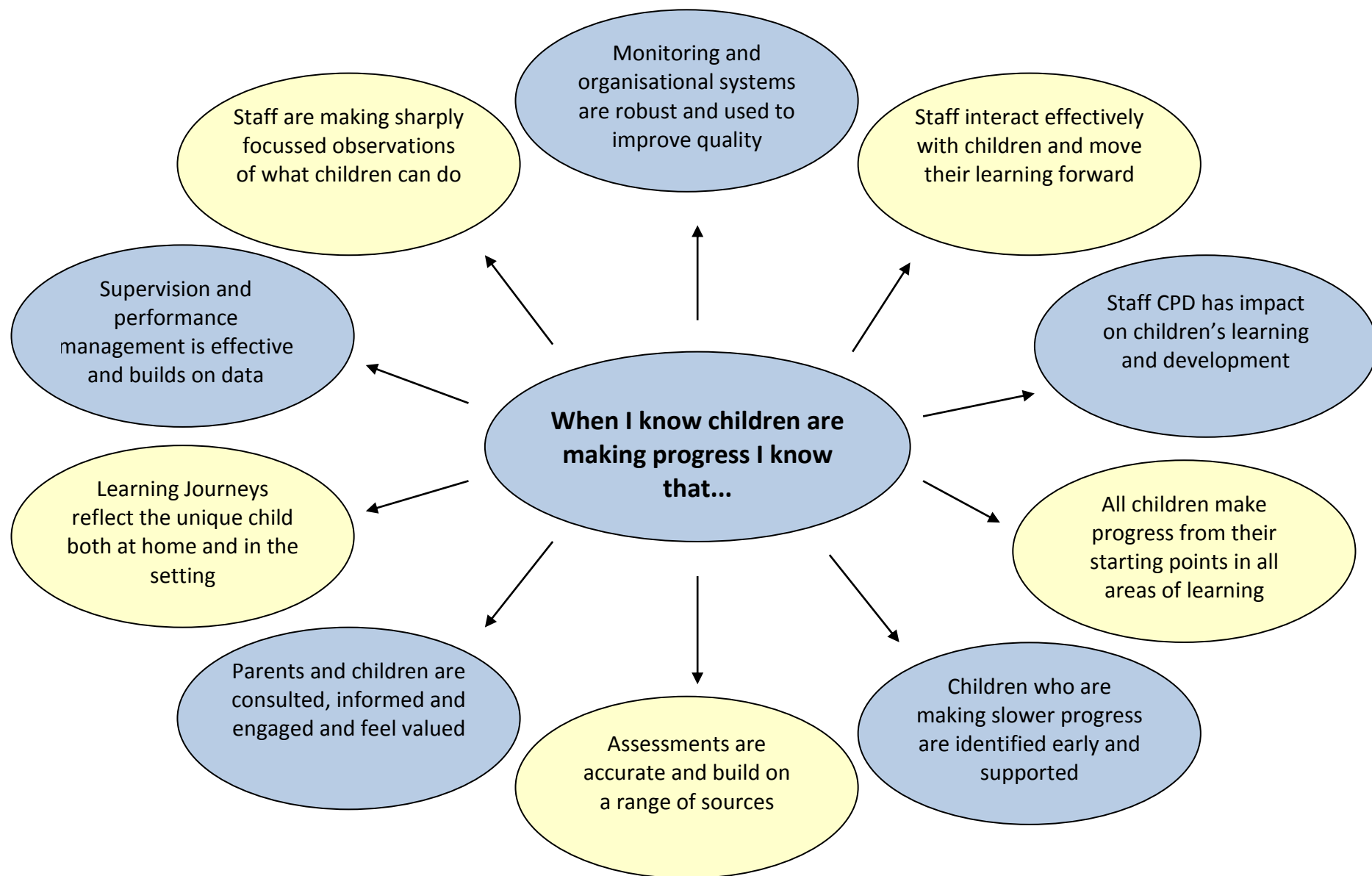
- face-to-face handover (as part of a transition event or similar meeting)
- hand delivered to a setting or school
- posted to the new setting or school

Where information is not being delivered in person, practitioners need to ensure that:

- both the address and the addressee are current and accurate
- there is a covering slip in the envelope with your contact details, requesting that those receiving the information acknowledge its receipt

All settings must ensure they are adhering to the General Data Protection Guidelines (May 2018) when collecting, using and sharing information.

The bigger picture



Support materials

- A3 termly or A4 monthly observation sheet
- Individual Development Map – Section 1
- Assessment and Tracking – Section 2
- Transfer Summary Form – Section 3
- Individual child action plan
- Key Group Overview
- Cohort Overview
- Guidance on tracking and measuring progress
- EYFS Progress Check at age 2
- The EYFS Profile

Observation sheet

Name:

Date:

Personal, social and emotional development	Communication and language	Physical development

Literacy	Mathematics
Understanding the world	Expressive arts and design

Section 1: Child information

Individual Development Map (IDM)

Child's name _____ (known as) _____

Date of Birth Gender

Home Language(s) _____

Family position (eg, 2 of 4) of Early Help Assessment and Planning Tool

2 year old 'Early Education Grant' funded Date of 2 year integrated review

Asylum Seeker Child looked after (LAC) English as an additional language

SEND:

SEND Support
Date:

Education, health & care plan
Date:

Details of involvement with any other agencies (including dates):

Settings attended or shared

setting:

Sessions attended:

Start date	M		T		W		TH		F	
	am	pm	am	pm	am	pm	am	pm	am	pm

Setting:

Sessions attended:

Start date	M		T		W		TH		F	
	am	pm	am	pm	am	pm	am	pm	am	pm

Setting:

Sessions attended:

Start date	M		T		W		TH		F	
	am	pm	am	pm	am	pm	am	pm	am	pm

Section 2: Assessment and tracking

Assessment/IDM completion date	Child's age in months

Please use the following code to complete IDMs

Key: E (entering), W (working within), S (secure), C (competent)

Communication and Language	Listening and attention	Understanding	Speaking	Comments
0-11 months				
8-20 months				
16-26 months				
22-36 months				
30-50 months				
40-60 months				

PD	Moving and Handling	Health and self-care	Comments
0-11months			
8-20months			
16-26months			
22-36months			
30-50months			
40-60months			

PSED	Self-confidence and Self-awareness	Managing feelings and behaviour	Making relationships	Comments
0-11months				
8-20months				
16-26months				
22-36months				
30-50months				
40-60months				

Literacy	Reading	Writing	Comments
0-11 months		Refer to Prime Areas	
8-20 months		Refer to Prime Areas	
16-26 months		Refer to Prime Areas	
22-36 months			
30-50 months			
40-60 months			

Mathematics	Numbers	Shape, space and measures	Comments
0-11 months		Refer to Prime Areas	
8-20 months			
16-26 months			
22-36 months			
30-50 months			
40-60 months			

Understanding the world	People and communities	The world	Technology	Comments
0-11 months	Refer to Prime Areas		Refer to Prime Areas	
8-20 months	Refer to Prime Areas		Refer to Prime Areas	
16-26 months				
22-36 months				
30-50 months				
40-60 months				

Expressive arts and design	Exploring and using materials and media	Being imaginative	Comments
0-11 months	Refer to Prime Areas	Refer to Prime Areas	
8-20 months		Refer to Prime Areas	
16-26 months			
22-36 months			
30-50 months			
40-60 months			

Section 3: Transfer summary

To be completed ONLY when a child moves to another provider or school

Setting name:

Characteristics of effective learning Playing and exploring: engagement (Finding out and exploring, playing with what they know, being willing to have a go)	
Active learning: motivation (Being involved and concentrating, keep on trying, enjoying achieving what they set out to do)	
Creating and thinking critically (Having their own ideas, making links, choosing ways to do things)	
Views of the child: eg, ask the child to draw a picture of themselves to give to their new teacher. Try not to lead this and allow the child to add any personal details they choose. What would they like their new teacher to know about them?	
Parent comments:	
Parent's signature: I consent to this information being shared with my child's next provider	Date:
Key person's name:	Date:
Manager's name:	Date:

Individual child action plan

Date:	EYFS/DM Ages & Stages	C&L			PD		PSED			Lit		Maths		UtW			EAD	
		L&A	Und	Speaking	M & H	H & SC	SC&SA	MFB	IMR	Reading	Writing	Numbers	S S & M	P & C	The World	Technology	E & U MM	B I
Name: DOB: Other:	0-11 MONTHS																	
	8-20 MONTHS																	
	16-26 MONTHS																	
	22-36 MONTHS																	
	30-50 MONTHS																	
	40-60+ MONTHS																	

Next steps for areas of learning
Other agencies
How will you involve parents
Role of the practitioner
Monitoring and review

Key group overviews

Key person: _____ **Date:** _____ **Assessment point: 1 2 3 (circle)**

Total number of children in group		Number of children new to learning EAL (excluding bilingual speakers)	
Number of boys		Number of girls	
Number of children with 'in-house' SEND support/ early intervention		Number of children with an education, health and care plan in place	
Number of funded 2 year olds		Number of children with additional needs (CP, LAC, EYPP)	

		Number significantly below their 'typical' age and stage of development	Number below their 'typical' age and stage of development	Number in line with their 'typical' age and stage of development	Number above their 'typical' age and stage of development
C&L	LA				
	Und				
	Speak				
PD	M&H				
	H&SC				
PSED	SC&SA				
	MFB				
	MR				
Lit	R				
	W				
Maths	N				
	SSM				
UtW	PC				
	TW				
	T				
EAD	UEMM				
	BI				

Which children are assessed below their typical age and stage of development in any aspect?
Provide name/s.

What actions or extra support/strategies do you propose for these children to help them make progress in the area identified? **Remember: Have you spoken to the SENCo about them? Are the parents and carers aware of their needs?**

Which children have you recognised as achieving above their typical age and stage of development (in any aspect), that you will need to challenge and extend through your planning? **Provide name/s**

Using your last term's key group overview as a reference point, are there any groups of learners not making expected progress, compared to others? For example, Boys or 2 year olds, etc

Which 'aspects' are these in? For example, The world or space, shape and measure

What can you or the setting do to support their progress?

Are there any areas of learning where ALL children are not meeting their typical age and stage of development? For example, mathematics

What can you or the setting do to support this?

Have you shared this data and reflection with your room leader if appropriate? (If NO, state why)

Have you shared this information with your manager and will it be reflected upon as part of your CPD, supervision, appraisal etc., to ensure quality and consistency? YES / NO (If NO, state why)

Cohort overview

Setting name: _____

Date: _____

Total number of children assessed:		Number of children new to learning English (excluding bilingual speakers):	
Number of children at 'Early Intervention (for example leading to SEND support):		Number of girls:	
Number of children at 'SEND support' (for example known to two or more professionals):		Number of boys:	
Number of children with an Education and Health Care Plan in place or undergoing EHCP Assessment:		Number of children:	EHA LAC CP
Number of funded 2 year olds:		Number of children eligible for Early Years Pupil Premium:	

From your teams' key group overview's →		Number significantly below their 'typical' age and stage of development	Number below their 'typical' age and stage of development	Number in line with their 'typical' age and stage of development	Number above their 'typical' age and stage of development
C&L	LA				
	U				
	S				
PD	MH				
	H&SC				
PSED	SC&SA				
	MF&B				
	MR				
Literacy	R				
	W				
Maths	N				
	SS&M				
UtW	P&C				
	TW				
	T				
EAD	E&UM&M				
	BI				

NB. This tool is for managers and/or SENCOs to analyse practice and inform setting development or self-evaluation

In addition to the information overleaf, how many children have been assessed as being significantly (two age bands or more) below their typical age and stage of development?

In addition to the information overleaf, how many children have you assessed as being two age bands or more above their typical age and stage of development (in any aspect)?

1. Are there any groups of learners not making expected progress? Eg, Boys, 2 year olds, etc.

2. Which 'aspects' are these in? Eg, The world or space, shape and measure

3. Are there any 'Areas of learning' where a large majority of children are not meeting their typical age and stage of development? Eg, Mathematics

Please outline what are you or the setting are going to do to do, in order to address the above issues?

(An AfC inclusion and improvement adviser can support you when drafting an improvement plan if necessary).

Have you used this data and reflection in order to update your Self Evaluation Form? YES/NO

If NO, why?

Guidance on tracking and measuring progress

Recording and analysing starting points

- Practitioners in all early years provision must make an assessment of what a child can do as soon as possible, but this must be within six weeks of the child starting the setting or school.
- Practitioners should use the 'ages and stages' and other non-statutory guidance to guide and support judgements. However please note these are non-statutory guidelines, therefore, a child will be assessed as working in a particular age band.
- Practitioners will then decide whether the judgement indicates if a child is working below, at or above a level of development that is typical for their age.
- Providers should then analyse the percentages of the cohort that are working below, at or above typical development.
- Analysis should also be made for groups of children including those with EAL, those eligible for free school meals and by gender.
- Analyses should be used to inform and plan appropriate environments and learning experiences.
- **For all children, starting points should be assessed against both the prime and specific areas of learning, where appropriate.**

Schools, please note

- As children enter nursery class, judgements need to be made against the 'ages and stages' in all areas of learning. This is because progress of children will be tracked from this starting point to the end of Reception profile assessment and whether or not the child achieved a 'Good level of development' (GLD) which now includes both literacy and numeracy.
- Starting points must be completed and analysed but do not need to be sent to the local authority, however, they should be available for discussion with School Improvement Partners.

Many systems advocate a colour-coding or RAG rating to show how children are attaining and progressing compared to a level of development typical for their age. There is no set way to do this, however, in order to flag or highlight where attainment or progress is slower, we would advise the following colour coding.

- If a child is significantly below the typical level of development, regardless of the 'age and stage' or whereabouts they are in the 'age and stage', they should be highlighted **RED**.
- If a child is below the typical level of development, regardless of the 'age and stage' or whereabouts they are in the 'age and stage', they should be highlighted **AMBER**.
- If a child is at the typical level of development, regardless of the 'age and stage' or whereabouts they are in the 'age and stage', they should not be highlighted - leave **WHITE**.
- If a child is exceeding the typical level of development, regardless of the 'age and stage' or whereabouts they are in the 'age and stage', they should be highlighted **GREEN**.

Tracking and analysing progress

There are no prescribed systems for schools to record and measure progress. There is also no national data for attainment on entry to Nursery or Reception. Therefore, there is no expected proportion of children that should be at or above a typical level of development for their age.

Inspectors should discuss with schools how they measure and track progress from children's starting points across year groups and phases.

However, settings and schools should have systems to:

- make starting point assessments
- plan next steps that challenge children appropriately and sufficiently
- track the progress of individuals, groups of children and whole cohorts
- identify how much progress is made by individuals, groups of children and cohorts

Practitioners should expect that children, whose development is below that, which is typical for their age, but not significantly so, will catch up quickly.

In making judgements on progress, schools and inspectors must take into account the proportions of children who are working below, at or above a level of development that is typical for their age, at the starting point assessment. This will then be looked at against the proportion of children who reach the expected level of development or better at the end of the Reception year. Although the GLD is a measure of attainment, it can also be used to measure progress from starting points when looking at proportions, as Ofsted typically do.

Therefore, as best practice, we would suggest tracking and showing progress from starting points in each ELG even from nursery class. This will ensure appropriate next steps are planned to enable a child to progress towards the GLD.

This level of information will help to identify where the strengths and areas for development for particular cohorts are, and should inform any EYFS improvement plans.

As well as tracking whole cohorts, it is also advised to track the progress of children who started in the nursery class and remained to the end of the EYFS separately. Where schools have high mobility, this additional measure should ensure impact of teaching by the school on children's learning and development over time can be demonstrated.

It must be pointed out that there is no national expectation about how many jumps or steps children should make each term or each year to demonstrate good progress. Progress should be measured by looking at whether individual, groups and cohorts have made typical or expected progress from their starting points, less than expected or better than expected.

Any data should be analysed for similar proportions and progress within different groups as well. Groups to be analysed should include:

- Gender
- SEND
- EAL
- FSM/PPG
- Black pupils or any other significant pupil minority group in the school.

The EYFS progress check at age 2

The progress check is a statutory requirement

As young children grow, it is important to check on how they are developing to ensure that they have everything they need to get the best possible start in life. Age 2 or 2 1/2 is a crucial stage of development for children.

There are currently two different reviews of children's development at aged two. One review has a health focus and is carried out by a health visitor or community nursery nurse. The other has an education focus and is carried out by the child's nursery or childminder.

Both reviews focus on how the child is developing physically, socially, emotionally how their communication and language is progressing.

What is the progress check at age two?

The progress check is a review of a child's development in the prime areas of learning and development in the EYFS: communication and language, physical development and personal, social and emotional development when the child is aged between 24 and 36 months. Parents and carers must be provided with a short written summary of their child's development in the prime areas.

The purpose of the progress check is to celebrate children's achievements, support their next steps in development and highlight any concerns so that effective early intervention can be implemented.

Integrating the 2 year check and health review

An early years provider will have much longer to get to know a child than a health visitor who may have a very short time to assess them. Therefore the information that they can provide towards the progress review will be invaluable. Where possible, an early years provider will complete the progress check before the child is 27 months old so parents can take the completed check with them to their child's 27 months health review with their health visitor.

The 2 year check should inform parents and carers of their child's progress

The practitioner should reflect on observations and seek the views of others in order to make a best fit judgement about the child's progress. The summary should highlight the child's strengths, identify whether development is typical for their age and must identify areas where the child's progress is less than expected or may be at risk of developmental delay.

Parents' and carers' and practitioners' views should be used to plan how to move the child forward with learning opportunities and next steps, both in the setting and the home. This process builds on what parents know and already do with their child and supports their knowledge of how to strengthen the early home learning environment.

What do parents and carers want from the progress check?

Parents and carers want summaries that:

- ✓ are clear, easy to read and to understand
- ✓ avoid jargon, acronyms, terminology
- ✓ present a truthful yet sensitive reflection of what the child can do
- ✓ identify achievements and areas where progress is slower than expected
- ✓ recognise parents' knowledge of their child by incorporating their observations and comments
- ✓ describe how development will be taken forward in the setting
- ✓ provide suggestions for supporting their child at home
- ✓ reflect their child's individual personality and characteristics

There is no prescribed format, and practitioners may decide what additional information the check contains, but the voice of the child, their parents and carers and references to how a child learns are considered best practice.

The check should enable earlier identification of development needs

If a practitioner can identify any areas where a child is developing at a slower pace than may be expected, then support should be put in place. This may be within the setting, but should also involve parents and may involve other professionals.

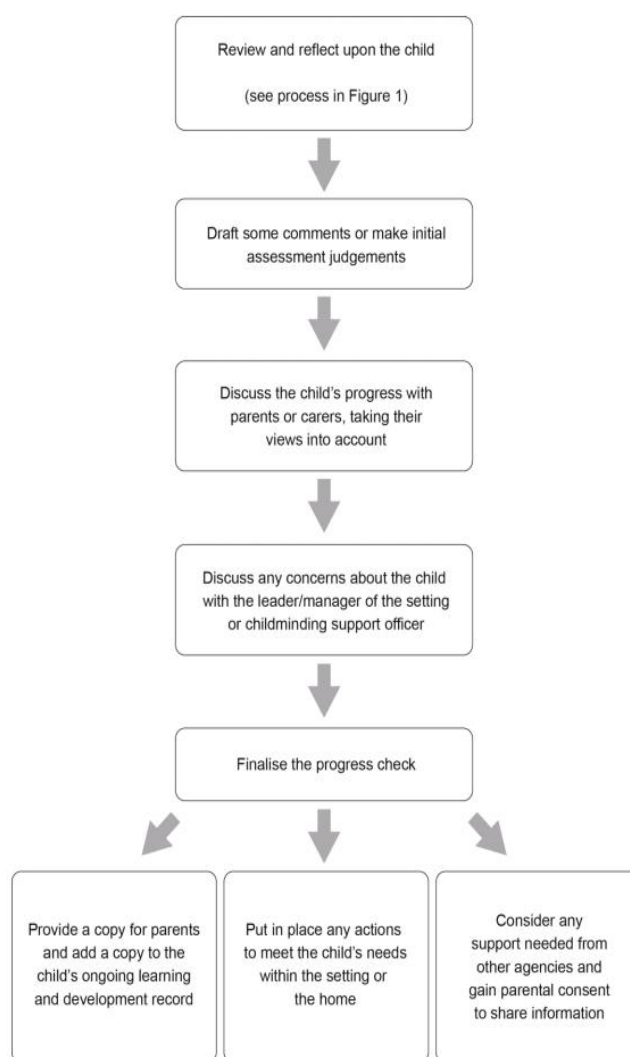
If there are significant emerging concerns or an identified special educational need or disability, practitioners should use the information to ensure that any necessary additional support is put in place as early as possible. Together with parents and carers, practitioners should develop a targeted action plan to support the child's future learning and development involving other professionals where appropriate (for example, the setting's special educational needs co-ordinator), then carry out a further review at an agreed date. You may use the individual child action plan as a format for planning and review.

The check is carried out by someone familiar with the child

The practitioner who knows the child best should complete the check. This will normally be the key person. It is important that other practitioners, parents and carers give their views and, where relevant, other professionals working with the child. Where a child attends more than one setting, the views of all practitioners should be sought and a decision made as to which setting will take the lead. Children can also contribute to the process.

Sound knowledge and understanding of child development will support

practitioners to make appropriate, evidence-based judgements of children's progress. It will also provide practitioners with the confidence to make distinctions between developmental concerns and the behaviours of a typically developing 2 year old, eg, schematic play and tantrums. This will be particularly important in mixed age provision.



The timing of the check should be appropriate

There is flexibility for settings to carry out the check and consideration should be given as to when is best for each child ensuring that the child is settled and practitioners have had an opportunity to get to know the child. However the principle of early intervention is important, particularly where there are concerns around a child's development.

The following factors may determine the timing of the progress check.

- **The child's entry point to the setting**
Consider a settling in period for a child in order for practitioners to gain knowledge of a child's development, abilities or interests
- **Individual needs and circumstances**
If a child has a period of ill health or a significant event in their family, it may be appropriate to delay the check.
- **Parental preferences**
Practitioners should agree with parents when is the best time to provide the summary, where possible in time for parents to share it with the health visitor at the 2 year old health and development review at 27 months.
- **Pattern of attendance.**
If a child has a period of non-attendance or irregular attendance then that may affect the timing of the review.

Achieving for children have produced guidance, a proforma and a number of support documents for the 2 year old integrated check or review.

The EYFS profile

- This must be completed in the final term of the academic year in which a child reaches 5 years old and no later than 30 June in that term.
- Judgements about a child's level of development should be based on observational assessment of interactions by a child in a range of everyday activities and events.
- Accurate assessments must take account of contributions from a range of perspectives including the child, parents and other relevant adults.
- Embedded learning is identified by assessing what a child can do consistently and independently.
- There are 17 Early Learning Goals (ELGs) which practitioners must make a judgement about for each child.
- The judgement should be made using the Early Learning Goals and practitioners should decide whether a child's attainment is best described as 'Emerging' (not yet at goal), 'Expected' (at goal) or 'Exceeding' (beyond the level described by the ELG).
- The EYFS profile is a standalone assessment and judgements should be made using the ELG statements.
- Further guidance on making judgements and submitting data can be found in the 'EYFS Profile Handbook' and supporting documentation at www.gov.uk
- All Reception class teachers must attend specific training and agreement trialling each academic year. Further details will be available in the AfC moderation guidance booklet.
- Any early years provider, who has children turning 5 in the summer term, will need to complete the EYFS Profile. If this is the case you should contact the EYFS Profile Manager.

Acronyms

AfC	Achieving for Children (providing services for the Royal Borough of Kingston upon Thames and the London Borough of Richmond upon Thames)
ASQ-3	Ages and stages questionnaire
CCs	Children's centres
CP	Child Protection
CPD	Continuing professional development
ELGs	Early learning goals
EEF	Early Education Funding
EYFS	Early Years Foundation Stage
EYPP	Early Years Pupil Premium
EAL	English as an additional language
IDM	Individual development map
LAC	Looked after child
Manager	Refers to all leaders of practice within a provision including head teachers and childminders
SEND	Special educational needs and disability
Setting	Refers to all childcare providers

All documentation can be found at the following websites:

www.gov.uk/government/organisations/department-for-education

www.foundationyears.org.uk

www.ofsted.gov.uk

**For more information contact
Early Years Service:**

T: 020 8547 5215

W: afcinfo.org.uk