

# A Know How Guide

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## The EYFS progress check at age two

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## Section 1: Introduction

### 1.1 What is the progress check at age two?

The Early Years Foundation Stage (EYFS) requires that parents and carers must be supplied with a short written summary of their child's development in the three prime learning and development areas of the EYFS: Personal, Social and Emotional Development; Physical Development; and Communication and Language; when the child is aged between 24-36 months.

### 1.2 What is the purpose of this document?

The EYFS sets the standards for development, learning and care of children from birth to age five. All early years providers are required<sup>1</sup> to follow the framework from September 2012.

This document is intended to support practitioners within early years settings who are undertaking the EYFS progress check at age two. The progress check has been introduced to enable earlier identification of development needs so that additional support can be put into place.

### 1.3 What should the progress check cover?

The EYFS Framework does not require the progress check to be completed in a prescribed or standard format. It only specifies that information about a child's development should be provided to parents in the prime areas of learning and development of the EYFS. This document provides some examples of how practitioners currently provide information to parents. Its aim is to stimulate ideas for how practitioners might approach the progress check.

### 1.4 Development Matters

*Development Matters* sets out children's developmental progression across the prime and specific areas of learning from birth to five years. It offers helpful material for practitioners to:

- inform and support their assessment judgements of a child's development in the prime areas
- identify if there are any areas in which a child may be developing at a faster or slower pace than the expected level of progress for their age
- inform and support their discussions with parents and other professionals (where relevant).

#### Resources:

<http://www.foundationyears.org.uk/>

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<sup>1</sup> Unless the Secretary of State has granted an exemption from some/all of the learning and development requirements

## Section 2: Aims and principles

### 2.1 Aims of the progress check at age two

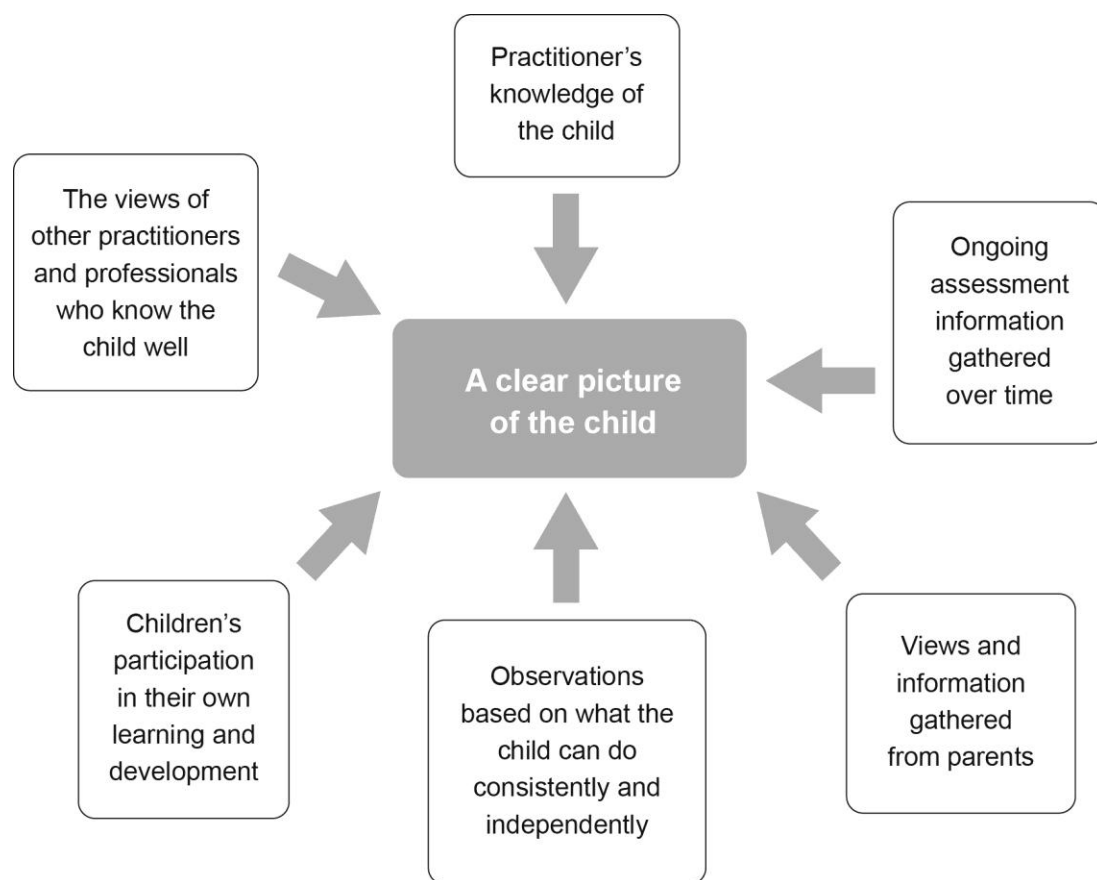
The aims of the progress check are to:

- review a child's development in the three prime areas of the EYFS;
- ensure that parents have a clear picture of their child's development;
- enable practitioners to understand the child's needs and plan activities to meet them in the setting;
- enable parents to understand the child's needs and, with support from practitioners, enhance development at home;
- note areas where a child is progressing well and identify any areas where progress is less than expected; and
- describe actions the provider intends to take to address any developmental concerns (including working with other professionals where appropriate).

### 2.2 Key principles

The check:

- should be completed by a practitioner who knows the child well and works directly with them in the setting. This should normally be the child's key person;
- arises from the ongoing observational assessments carried out as part of everyday practice in the setting;
- is based on skills, knowledge, understanding and behaviour that the child demonstrates consistently and independently;
- takes account of the views and contributions of parents;
- takes into account the views of other practitioners and, where relevant, other professionals working with the child;
- enables children to contribute actively to the process.

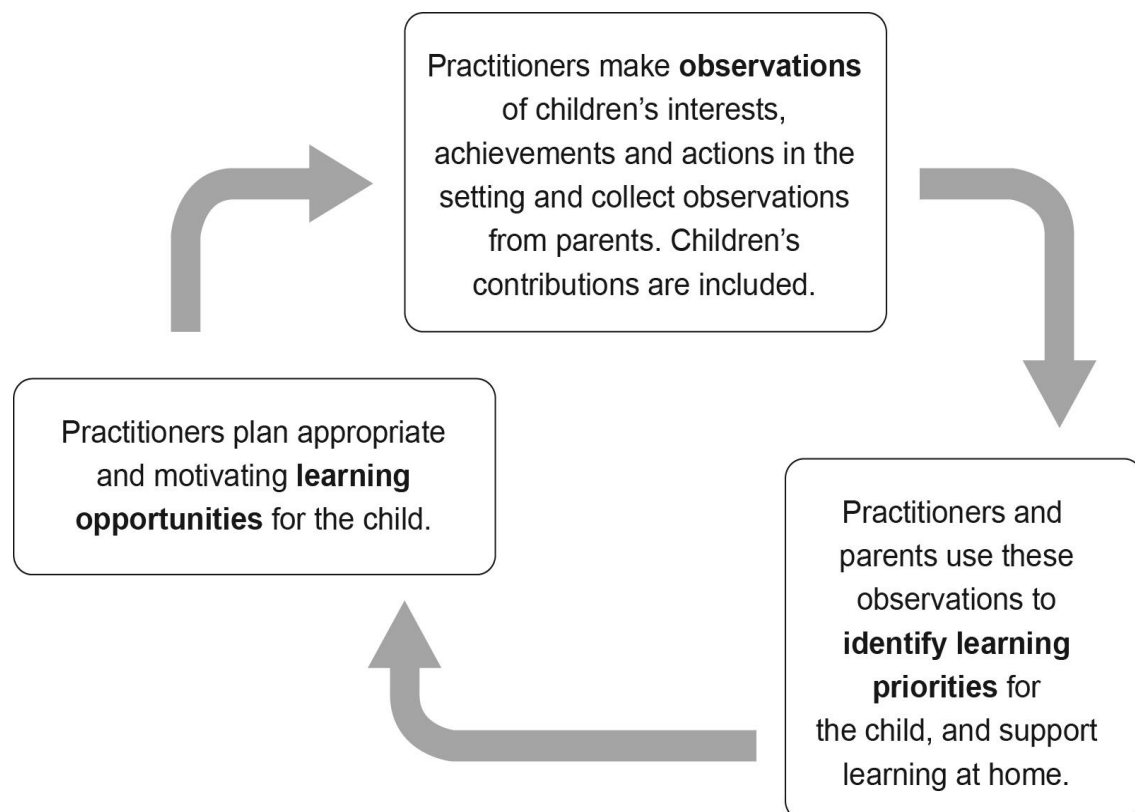


**Figure 1. Principles for the progress check**

## 2.3 The relationship between ongoing observational assessment and the progress check

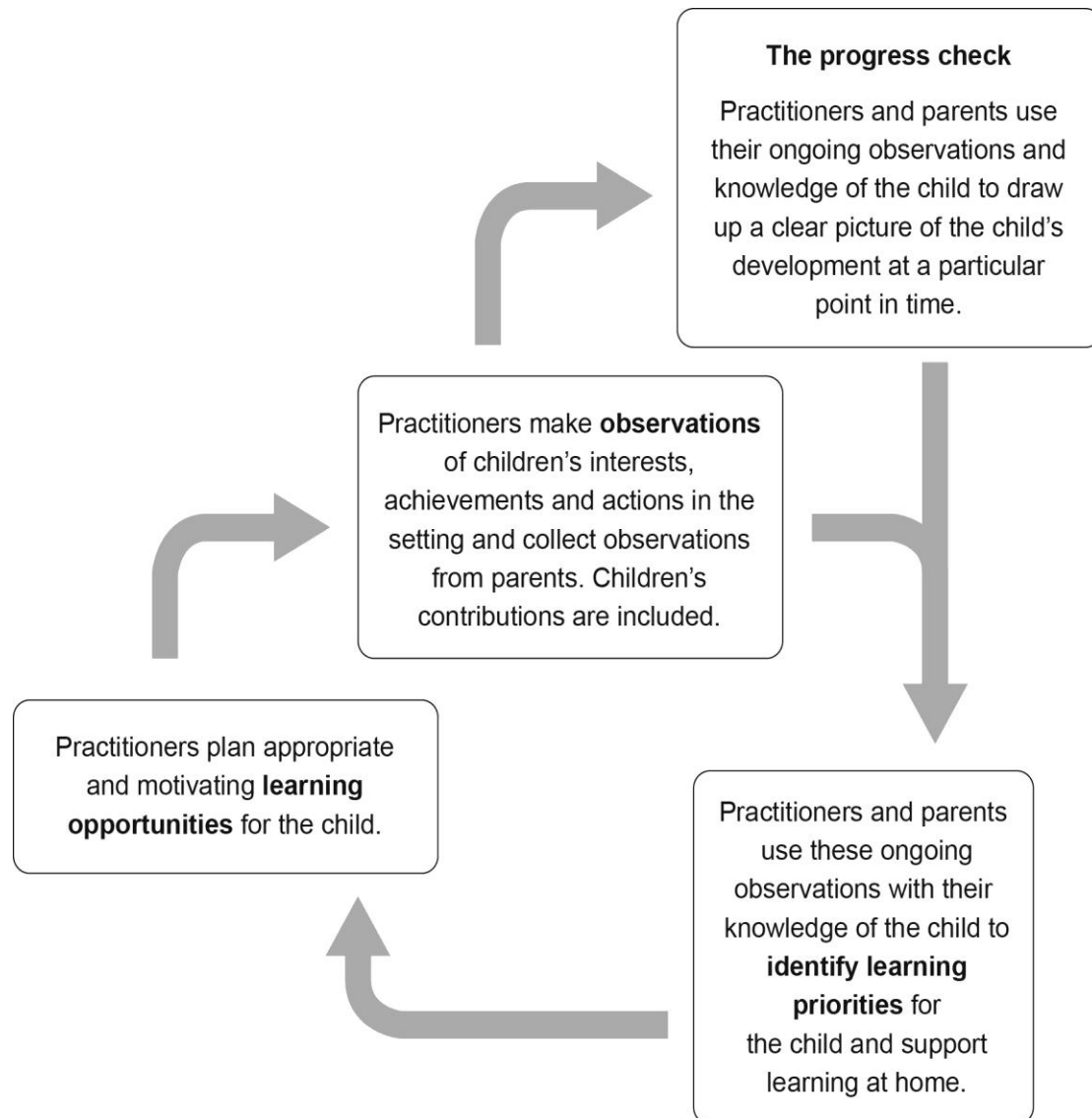
The progress check is underpinned by high quality ongoing, observational assessment:

This can be shown as a cycle:



**Fig 2: Ongoing assessment**

The progress check can therefore be included in the cycle as follows:



**Fig 3: The relationship between the progress check and ongoing assessment**

## 2.4 Listening to the voice of the child

All children have a right to be listened to and valued in the setting. Children enjoy and can become very able at thinking about and assessing their own learning and development if this is recognised and supported well. They can help to record their progress, and identify what they have enjoyed or found difficult. Very young children, and those with speech or other developmental delay or disability may not say anything or very little verbally, but they will communicate a great deal in other ways. This might be through gesture, action, body language and signing.

### Including children in ongoing assessment

Jack is 2 years and two months old. He was born prematurely, he has some single words, and his speech is not very clear. He has been at his nursery since he was one year and three months. He likes to look at the photographs in the learning journal that nursery keep and share with his family – he is particularly fascinated by photographs of him as a baby especially the one of him in the paddling pool in the nursery garden. His key person, Aimee, asked him if he'd like to include a photo of him hanging his coat up on his peg at nursery, as he can manage so much for himself now. He made it very clear that he wanted another photograph in too by thrusting it close to Aimee and saying 'ned, ned!!'. This had him in a pair of red wellington boots, the ones he insists are his on wet days in the nursery and refuses to take off when he comes in.

## Resources

Materials to support the process of ongoing assessment in the EYFS are available at: <http://www.foundationyears.org.uk/>

Resources to support practice in listening to young children include the '*Listening to young children*' series of leaflets. These are available at: <http://www.ncb.org.uk/ycvn/resources/listening-as-a-way-of-life>

## Section 3: Assessing in partnership

For any assessment of development to be meaningful and useful, a complete picture of a child should be obtained. This will best be realised when parents, the child, and all practitioners and professionals who know or have involvement with the child, participate fully in the assessment process.

### 3.1 The role of parents

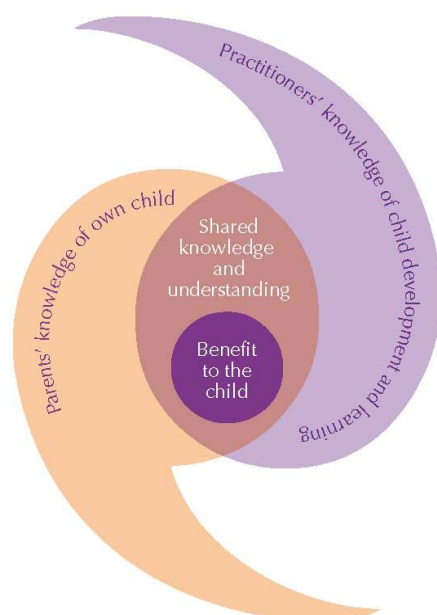
A starting point for all assessment should be an acknowledgement that parents know their children best. They are their child's first and most enduring educators, with in-depth knowledge of their child's, physical, emotional and language development over time. This knowledge should be reflected in both on-going dialogue and in the progress check.

The EYFS places a strong emphasis on working with parents as partners, at sections 2.1-2.5 of the framework.

This on-going dialogue or sharing of regular two-way observations on learning and development with parents, leads to improved cognitive, social and emotional outcomes for children.

Parents and practitioners should reflect together on what:

- a child likes to do;
- he/she is trying to master or has just learned;
- new words/language structures are emerging; and
- particular interests or patterns in play and exploration are observed at the moment



**Figure 2 Shared knowledge and understanding**

From Parents, Early Years and Learning Training materials (NCB, 2006)



Parents and practitioners use this shared knowledge and understanding in order to plan together and think through ideas of how to move the child forward. Learning opportunities and next steps can be planned for the setting and the home. This process builds on what parents know and do already with their child, and supports their confidence and knowledge in how to extend and strengthen the early home learning environment.

#### **Practitioner and grandparent share observations**

Gabi is 2 years, 3 months. Sana, her key person, told her grandma one evening how she has noticed Gabi being kind to other children in nursery – when a child is upset she likes to stroke their head and say ‘sorry’. Sana also observed how she says ‘thank you much’ a lot and then blows a kiss. Grandma laughed and explained that blowing a kiss is something her uncle does a lot to her. Grandma asked about a song they hear her trying to sing at home with pointing – and Sana realised it was ‘Wind the bobbin up’. She promised to write down the words of the song and teach it to grandma the next day so that she could support Gabi at home.

### **3.2 Building parental partnerships**

All parents are entitled to participate in the assessment process and should be encouraged to do so. Some will find this more difficult than others. A setting can support all parents to engage through the establishment of respectful relationships.

Practitioners might like to reflect more deeply on the underpinning principles and strategies for working with parents more effectively, as part of their ongoing quality improvement processes. Sources of information and training to support that reflection are listed in the resources section.

### Building parental partnerships

Abdi is 2 years and 9 months old and has been attending a pre-school setting for a few months, three mornings a week. His home language is Somali. His mother Hafsa has limited English and seems keen for Abdi to attend the setting. She is not able to speak to the pre-school staff, but sometimes brings a female friend from the Somali community to act as interpreter. His father, Hanand, has good spoken English and brings Abdi to the setting some mornings. He has sometimes asked if Abdi is being taught English at the setting and said that he would like him to speak English as well as possible.

Maria is Abdi's key person. She feels that he has settled well and would like to arrange a time to talk about the progress check. She arranges for the family to come in on a morning when Abdi does not normally attend the pre-school, as that is a day when Hanand works a later shift. Maria speaks to Hafsa via her friend and asks her what support she would like at the meeting. Hafsa says that she is happy for Hanand to interpret for her. Maria prepares for the meeting, ensuring that there are plenty of recent photographs of Abdi within his Learning Journey record. When Abdi and his parents arrive, she encourages them to spend a little while looking at the photographs and the ongoing observations in Abdi's Learning Journey. Abdi excitedly points out pictures of him riding a tricycle in the setting's outdoor area, making remarks in Somali to his parents. Maria discusses the comments she has prepared for the progress check, referring regularly to the photographs in Abdi's Learning Journey. Maria explains that she has no concerns about Abdi's development, as it is appropriate for his age and that she'd like to know more about what Abdi likes to do at home. Hanand asks if they should speak more English to him at home. Maria explains that it is important for Abdi to continue to develop his home language, so they should continue to speak Somali to him at home. She also asks if they have any concerns about his language when he is speaking in Somali. Maria has borrowed a dual-language copy of 'Farmer Duck', a book they have been reading at pre-school and asks if they would like to read it to Abdi at home. Abdi seems excited and begins to put the book into his mother's bag. Maria says that she can give them a copy of the progress check in a couple of days.

### 3.3 What do parents want from the progress check?

The most useful and valuable summaries will:

- be clear and easy to read;
- be easy to understand, avoiding unfamiliar jargon, acronyms or terminology (with interpretation and translation available where appropriate);
- present a truthful yet sensitive reflection of what the child can do and their achievements to date;
- identify areas where the child is progressing at a slower pace than expected;
- recognise parents' in-depth knowledge of their child by incorporating their observations and comments;
- give parents an idea of how their child's development will be taken forward in the setting;

- provide some suggestions for parents in supporting their child at home; and
- reflect their child's individual personality and characteristics.

### A parent's thoughts on the planned progress check

"If I was given a report or document written about my son, I would like the report to show that the person who has written it really knows him. Of course I know exactly what he can do when he is at home, because I am watching him and listening to him every day, but I would want to know what he shows when he isn't with me, on the days when he is at nursery. When I watch him playing I often think about how he was a tiny baby such a short time ago and all the stages he has gone through to reach his present stage of development. So I would also want to feel that the report really recognises and celebrates all that he can do and, most importantly, shows something of his true self, of his uniqueness and all the wonderfully funny, surprising and exciting things he does each day."

**Mother of a two year old boy**

## Resources

*Principles for engaging with families: A framework for local authorities and national organisations to evaluate and improve engagement with families* produced by the Early Learning Partnership Engagement Group is a free, downloadable resource. It might provide a useful starting point for reflection.

[http://staging.ncb.baigentpreview.com/media/236258/engaging\\_with\\_families.pdf](http://staging.ncb.baigentpreview.com/media/236258/engaging_with_families.pdf)

Material to share with parents, to support their understanding of the EYFS and how children learn through purposeful activity and play across all areas of development is available at <http://www.foundationyears.org.uk/>

Further resource material, support and training opportunities can be accessed at:

<http://www.pengreen.org/>

<http://www.peal.org.uk/>

<http://www.peep.org.uk/>

## Section 4: Completing the progress check

### 4.1 It will be helpful for practitioners to:

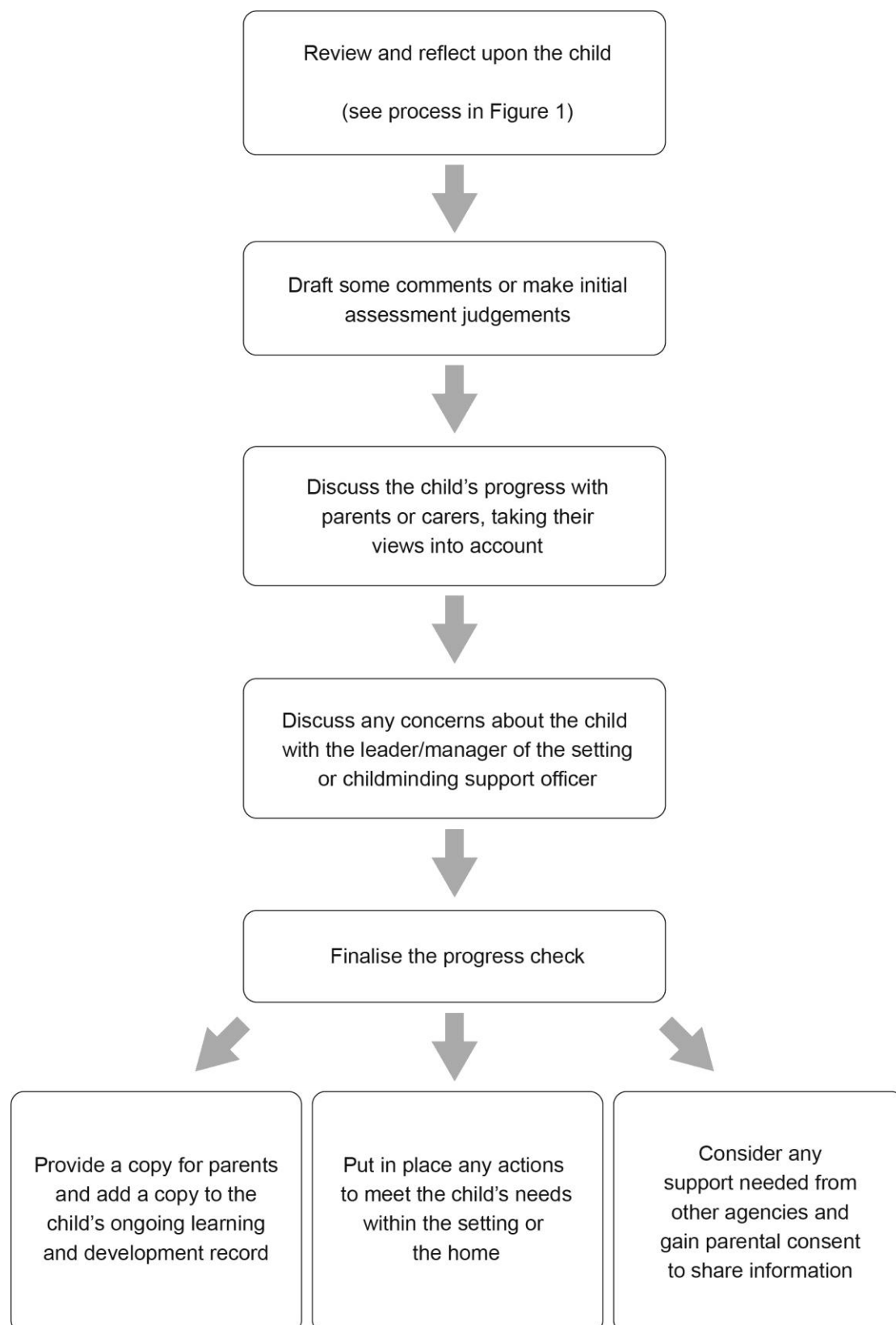
- review and reflect upon each child's development referring to the *Development Matters* materials as necessary;
- identify if they have any specific training needs or concerns around carrying out the progress check;
- speak to the parents of each child, invite their contributions and arrange the most appropriate time to talk;
- prepare for discussion with parents possibly drafting some comments or making initial judgments for the progress check;
- seek parents' views on their child's development; and
- seek support from their setting leader or manager if/as appropriate

#### Practical support from a setting manager

Alex is the key person for Mia, 26 months. She has been at Little Oaks day nursery for about a year and has settled well. Sharmi is the manager of Little Oaks.

Alex speaks to Mia's father, Greg and they decide that they will meet on a Wednesday afternoon. Greg and Uma, Mia's parents, come to the nursery early before collecting Mia. Sharmi arranges to take Alex's place in the toddler room while Alex, Greg and Uma meet in Sharmi's office.

Afterwards Sharmi and Alex chat briefly about how the meeting went and agree any actions that need to be taken. Alex finalises the progress check, adds a copy to Mia's 'Learning Journey' and prints out a copy to give to Uma when she brings Mia on Thursday.



**Figure 4. Suggested process for practitioners completing the progress check**

## 4.2 Childminders

Childminders work in a home environment, without the support of a manager. However, if they need support in preparing the progress check, or making referrals for children, they can contact their local authority childminding support officer, children's centre or access their local childminding network.

### A childminder and parental partnership

Terri has been working as a childminder for a number of years. She cares for Luka, 27 months. Luka recently had quite a bit of absence due to coughs and colds, so Terri and his mother Allison decided to hold off on doing the progress check until Luka had settled back in. Allison already has a good idea of what Luka is doing in the setting as Terri often sends text messages to Allison if Luka does something new during the day and they have a short catch-up most days at collection time. Allison regularly contributes photographs and comments for Luka's record book. Allison works different days each week, so once she knows her shift pattern, Terri arranges to meet on a day when her husband can be home early to look after her own son, Sam, aged 5. Allison also brings her mother, Judy, to look after Luka while she chats with Terri. They hold the meeting in the kitchen while Luka and Judy try out some new toys that he and Terri borrowed from the Children's Centre toy library that morning.

### 4.3 Timing

The EYFS requires that providers carry out a progress check when a child is age two.

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

- **The child's entry point to the setting.** Settings should consider a settling in period for a child to enable their key person and other practitioners to build up good knowledge of that child's development, abilities and interests before completing the progress check.
- **Individual needs and circumstances.** If a child has a period of ill health or a significant event in their family (e.g. family breakdown, bereavement or the arrival of a sibling) 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, early years settings should consider carrying out the progress check in time for parents to share it with the health visitor at the two year old health and development review.
- **Pattern of attendance.** If a child has a period of non-attendance or irregular attendance then that may affect the timing of the review. Likewise, a practitioner may find it takes longer to build up a clear picture of a child who attends just a few hours per week.

### 4.4 Information sharing and parental consent

The progress check is a statutory requirement of the EYFS. Providers should seek the consent of parents to share information from the check directly with relevant professionals. Providers must have written policies and procedures in place to safeguard children, in line with the guidance and requirements of the relevant Local Safeguarding Children Board (LSCB).

### First steps in building parental partnership

Jackson is 2 years and 3 months old. He began attending the Children's Centre at the beginning of the term after his second birthday, as his family met the eligibility criteria for the extended free entitlement to early education at age two. His mother, Charlie, had Jackson shortly after leaving school. Charlie never seems very comfortable talking to the practitioners in the toddler room and prefers to hurry away as soon as possible. Jackson has settled in well, so his key person Ruth approaches Charlie to talk about the check and arrange a time to meet. Charlie looks visibly nervous and says that she would rather Jackson wasn't assessed, as she doesn't feel he can do that much yet and doesn't want him to get a bad report while he is still so young.

Ruth chats with her setting manager, Liz, about how best to approach the check and meeting with Charlie and they agree that they first need to build the partnership with Charlie and her confidence in the setting. Ruth invites Charlie to come to collect Jackson slightly early the next day and watch him playing in the toddler room. She is reluctant, but agrees to come. The next day Charlie watches Jackson, through an internal window, as he explores a tray of dry sand with Ruth, rubbing it with his hands and drawing large circular shapes. She looks interested and mentions that he makes similar marks whenever he spills food on the table at home. Liz explains these marks are the first steps towards early writing and that these experiences, whether at home or at nursery, are very valuable for Jackson. She encourages Charlie to bring in photographs of the marks he makes at home and loans the family a pack of mark-making materials.

Over the next couple of weeks Charlie shows Ruth some photographs of Jackson playing at home and brings in some of his mark-making which Ruth incorporates into Jackson's Learning Journey. Charlie begins to open up to the nursery practitioners, staying for occasional chats at the beginning and end of sessions. She is much more receptive when Ruth raises the idea of the progress check and agrees to attend a meeting. Charlie is very pleased to hear that Ruth and Liz feel he is making good progress and that there are no areas of concern. She enjoys talking about some of the comments in his Learning Journey, commenting that he is '...just like that at home.' At the meeting Ruth arranges to lend Charlie some books that Jackson has been enjoying at nursery and gives her some suggestions on how to share them with him at home. Charlie opens up and says that she was never very good at reading at school but really wants things to be better for her son. Ruth explains that some of the simple things she can do with Jackson at home, such as reading stories or drawing, will really help his progress later on at school. She encourages Charlie to talk as much as possible to the Children's Centre staff, as it is by working together that they can achieve the best for Jackson.



## 4.5 Children attending more than one setting or changing settings

In the case of children who are attending more than one setting, the progress check would normally be carried out by the child's key person at the setting where the child spends the greatest amount of time each week. However, the setting carrying out the progress check should consider whether it would be helpful to get the views of other practitioners working with the child at the other setting or settings.

If a child moves between settings between 24 and 36 months, leaders and managers of the respective settings should agree which provider will complete the check. It will usually be the setting where the child has spent the most time to date.

### A child attending a childminder and a playgroup setting

Paola has been going to her childminder, Harpreet, since she was ten months old. She began attending Harpreet's setting for three days a week and was recently joined by her baby sister. Paola is now 2 years and 6 months old and has recently started attending a playgroup setting for 3 hours a day, Monday to Wednesday. She will be dropped off and collected at the playgroup by Harpreet, as Paola's mother Maria works four days a week. Harpreet will continue to care for Paola on Monday to Wednesday afternoons and all day on Thursday.

The playgroup practitioners and Harpreet chat on a regular basis about Paola's learning and development. Harpreet also passes on any information from Maria about what Paola might be doing at home. Harpreet chats to the playgroup staff and they agree that, as Paola spends the majority of her time with Harpreet, she will produce the progress check and discuss it with Maria. Maria is happy with this arrangement., Harpreet arranges an opportunity to look through the playgroup's ongoing records of Paola's learning and development and have a chat to Paola's key person at the playgroup, in order to inform the review. She has been maintaining her own 'Learning Journey' for Paola since she joined her setting, to which Maria regularly contributes notes and photographs.

Harpreet has a meeting with Maria and prepares the progress check. She provides Maria with a copy and gives a copy to Paola's key person at the playgroup, to be added to Paola's learning and development records.

## 4.6 What should practitioners do if a child appears to be developing at a slower pace in any area?

Every child is unique and their developmental progression from birth to five across the prime and specific areas of learning will follow an individual path.

At any one point in time a child may appear to be more developed in some areas than in others. Likewise, periods of rapid development in one area may be followed by a slower rate of development for a period of time.

It is therefore very important that practitioners are sensitive to these factors if they observe that a child appears to be developing at a slower pace in any area. This does not necessarily point to a deficit or specific need in that area, but may simply be the developmental status of the child at that point in time. Practitioners will find it helpful to observe further and gather additional evidence alongside seeking further support from their setting manager, support officer and/or SENCO.

### Key Guidelines:

- In order to prepare for discussion with parents, it is important that practitioners review and reflect upon each child's development.
- If there are any concerns about a child's development then practitioners and parents should consider all contextual information about a child before taking any further steps. *For example, has the arrival of a new sibling in the family caused a child to regress to younger patterns of behaviour? Are there signs that the child is about to make a developmental leap in this area?*
- If any concerns are raised, it should be on the basis of ongoing assessment observations of the child in a range of contexts in the setting and preferably also by the parents observing the child at home.
- Individual practitioners should not attempt to identify a Special Educational Need (SEN) solely on the basis of their observations of the child within the setting. Identification must only be made by professionals or practitioners with specialist training.
- The progress check can be a useful part of the early identification process. Any concerns about a child's development should be discussed with the setting leader or manager and/or the setting's SENCO. Childminders should contact their childminding network or local authority officer for support.
- If there are concerns about a child's development in any particular area then a practitioner and the child's parents (in discussion with the setting leader, manager, childminding officer and/or the SENCO) may agree to draw up a plan to meet the child's needs within the setting and at home, then carry out a further review at an agreed date. This may include the need to work with other agencies.

Resources to support practitioners' knowledge and understanding of child development are listed at the end of this section.

Additional support for a child may come from professionals working within local children's services teams, the health service or, in some cases, voluntary organisations.

### A parent with concerns about their child

Theo began settling with Claire, a childminder, at about 22 months. He initially found the transition very difficult as his father, Marc, had cared for him at home since he was six months old but is now starting a part-time training course. Theo's mother, Sarah, is temporarily working abroad. However, he has now settled in and, as he is coming up to two years old, Claire begins to think about the best time to carry out the progress check. In her local area Health Visitors carry out Healthy Child Programme reviews shortly after a child's second birthday, so she would like the report to be available for Marc to pass on if needed.

Claire mentions the progress check to Marc, who agrees that it would be good to be able to share this with the Health Visitor. He mentions to Claire that he had been having some concerns about Theo's language development, as he wasn't yet using two and three word phrases. He had noticed that some other children of the same age were already speaking more. Theo was using just a few single words and would often point and shriek to ask for things he wanted, getting very frustrated if he couldn't be understood. Claire and Marc agree to set a date for a review meeting in a month's time, just after Theo is 25 months old, and decide that they will both observe Theo's language carefully in the meantime. When they come together for the meeting Marc seems very pleased and says that for the last few meals Theo has pointed to his cup and said "More water." Claire and Marc have both noticed that Theo is using many more words, some easy for others to understand and lots of consistent made-up names for objects. They agree that the report will reflect that using two-word phrases is a very new development, and they are pleased with this progress in his speech and language. The progress check also notes that Theo is currently apart from his mother and that he is now attending a setting for the first time. Marc discusses the check at Theo's Healthy Child Programme review and the Health Visitor agrees that they will take no further action at present, but that Claire and Marc should stay aware of his speech and language development. Over the next couple of months Theo begins using increasing numbers of two and three word phrases.

## 4.7 Preparing the progress check for a child with identified disabilities or special educational need

All children are entitled to the full provision of the EYFS, regardless of any identified disability or special educational needs.

If a practitioner is preparing a progress check for a child with an identified disability, medical need or special educational need then practitioners may wish to think about the following:

- If the child is already being supported by other professionals then the practitioner should agree with parents how the views and contributions of those professionals can be sought.
- In some circumstances, it may be appropriate to invite other professionals working directly with the child to attend any review meeting. *e.g. portage home visitor*. Other professionals should also be involved in joint planning for future support.
- It is likely to be useful for the SENCO of the setting to be present at a review meeting.
- It may be particularly productive to give additional focus to incorporating the views of parents when carrying out assessments for children with an identified disability, medical or special education need. Parents of children with profound and complex needs often build up significant expertise in and understanding of their child's development.
- As for all children, the progress check should truthfully and sensitively record the development of any child with an identified disability, medical need or special educational need. The focus should be on what the child can do, their unique and individual characteristics and their development to date, rather than describing their development in terms of their need or disability.
- In the process of ongoing assessment, practitioners should make use of all available observational evidence according to the child's individual needs and characteristics *e.g.* recording the child's movements or non-verbal communication.
- Practitioners should make leaders and managers aware if they feel they could benefit from additional training in providing for and carrying out assessment for children with identified disabilities, medical needs or special educational needs.
- If a child has an identified condition, disability or impairment, *Early Support* materials are available to help improve communication and co-ordination between professionals, practitioners and families. These include a *Family file* in which parents are encouraged to record information about their child, the appointments they have and information they gather from professionals. A child's setting may be included in the sharing of this information, which will help to inform the progress check and future plans for support. Parents may also use the *Early Support Developmental Journals* to track their child's progress, so practitioners might also find it helpful to refer to this document. A copy of the completed *progress check* should be placed in the *Family file* to help inform future plans for support.

### A child receiving multi-agency support

David was referred to Early Support at the age of 10 months on the recommendation of a consultant paediatrician. David has a four limb motor disorder and a number of professionals have been involved in his care since his birth. There are regular multi-agency meetings where professionals come together, an Early Support Family Service Plan (FSP) is completed as a record of the discussions, and the family's concerns and questions are included as action points, making it clear who will be responsible and how these will be followed up. There are also regular play sessions with David, his mother Christa and father Jason. During these sessions David's development is reviewed and goals (called next steps) are agreed.

David is now two years and three months old and he is cared for part-time by a specialist childminder, Hazel. He loves music, singing, sensory activities and listening to stories. Hazel works closely with the team around David, his family and his Early Support key worker Neelam, a teacher from the Portage team. Neelam provides emotional and practical support where needed and helps the family to co-ordinate David's care and navigate their way through the support systems available. Hazel attends the multi-agency meetings where she contributes her view of David. She also observes and listens to the therapists, paediatrician and Neelam and includes the activities, ideas and equipment they suggest when she is looking after him.

Hazel, Christa and Jason talk through David's progress regularly and decide to complete the progress check with his Early Support key worker Neelam. They have much recorded already to draw on in the FSP document, his Learning Journey and photograph book that Hazel shares with his family regularly, and the Portage development checklist. Once the progress check is completed a copy is added to his Early Support Family file so that it can be easily shared with other professionals.

### Resources

<http://www.education.gov.uk>

Early Support <http://www.education.gov.uk/childrenandyoungpeople/sen/earllysupport>

Further information on integrated working can be found at  
<http://www.education.gov.uk/childrenandyoungpeople/strategy/integratedworking>

Social and Emotional Aspects of Development -  
<http://www.foundationyears.org.uk/tag/emotional>

Every Child a Talker <http://www.foundationyears.org.uk/2011/10/every-child-a-talker-child-monitoring-tool/>

I CAN, The Children's Communication Charity <http://www.ican.org.uk/resources/>

## Section 5: Providing information to parents

The EYFS framework does not require the use of any prescribed format for the written summary of the progress check.

This section contains three written examples that providers might wish to consider or adapt. They illustrate a range of approaches already taken by practitioners when providing information to parents. They are not intended to prescribe how information from the progress check should be presented.

The EYFS requires settings to report on a child's progress at 24 to 36 months in the prime areas of learning and development.

- Example 1     EYFS Individual Summary
- Example 2     A Unique Child
- Example 3     All About Me  
                    Individual Assessment and Planning Sheet

### Example 1: *EYFS Individual Summary*

A description of a child's progress is outlined based on observations of where a child is judged to be in their development at a particular point in time. The practitioner assesses the stage of development, based on a best-fit model, referring to the statements in Development Matters. The child's particular interests are noted and next steps for learning are identified. The assessments are based on the practitioner's knowledge of the child, in partnership with parents, and parents are invited and encouraged to contribute their observations and thoughts. This format, has been adapted for this document to reflect the revised EYFS (DfE, 2012), and is used by practitioners in Trafford to report to parents on two or three occasions each year.

## EYFS Individual Summary

Child's Name: <b>Rhianna S</b>	DOB:                      Age : 2 years 2 months (26 months)	Date:
<b>Personal, Social &amp; Emotional Development</b>		
<b>Self-confidence &amp; Self awareness</b>	<b>Managing Feelings &amp; behaviour</b>	<b>Making relationships</b>
Rhianna has settled well into Rainbow room and is a confident, chatty little girl.	Settles well each day – looks for Maureen but confident with other staff – comes for help when needed.  Shows affection to other children	She is secure with both adults and children in the room, enjoying great friendships with both.
Developmental Stage: 22-36 months	Developmental Stage: 22-36 months	Developmental Stage: 22-36 months
<b>Communication &amp; Language</b>		
<b>Listening and attention</b>	<b>Understanding</b>	<b>Speaking</b>
Rhianna likes singing and rhyme time. She enjoys the instruments and makes different sounds by banging and shaking them, she will join in with familiar songs and rhymes  She shows great interest in the sand and water, spending a long time filling and emptying the containers. She really concentrates when doing this and when she is sorting and tidying toys into the correct boxes, she checks the photos on the front of the box carefully.	She appears to understand everything we say to her, 'We're going outside' or 'Let's go in the garden, and then let's find the bats and balls'. The garden is her favourite place.  Rhianna really enjoys looking at the books, pointing at the pictures and chatting to herself as she does this. She can point out pictures in a book or answer questions – e.g. who is crying, where is that?	Rhianna is mostly using single words to communicate.
Developmental Stage: 22-36 months	Developmental Stage: 22-36 months	Developmental Stage: 8-20 months

*Continued on next page >*



Physical Development	
Moving & Handling	Health & Self-care
Rhianna uses her gross motor skills to great advantage: she runs round the garden, is able to climb the balancing beam, uses the trikes and slides. She is very steady when using these and has good hand-eye co-ordination. Rhianna continues to gain skills in and enjoy using tools for a particular purpose whether it's painting, gluing and sticking or cutting the play dough. She enjoys playing with the construction bricks building towers and knocking them down	She goes to the peg now to get her fleece when going outside. She is starting to try and help put on her own shoes and coat and is also aware about washing hands after nappy change. Since being in the Rainbow room Rhianna understands and anticipates when it's a meal time or rest time.
Developmental Stage: 22-36 months	Developmental Stage: 22-36 months
<p><b>Is the child meeting developmental milestones:</b> We will ask the SLT on her next visit to review Rhianna's progress, and suggest any additional support needs</p> <p><b>What Next?</b> Continue to promote speech and language development through conversation (listening and responding), songs/rhymes and books with repetitive stories and phrases Introduce numbers into songs and everyday routine e.g. when doing up buttons, putting toys away.</p>	
<p><b>Parents' comments including child's interests:</b> Both me &amp; her Dad are extremely pleased with Rhianna's progress. Happy that we are updated regularly, she really enjoys nursery and her communication skills have come on . She loves Maureen and her classmates and we are really happy how Rhianna has settled in the new room. This puts me and her Dad at total ease when dropping her off.</p>	

### Discussing concerns and seeking support

When Rhianna's mum (Hannah) and Maureen (Rhianna's key person) meet to discuss the review, they talk through the three prime areas together. Maureen hasn't known the family very long although she has been on a home visit, and Hannah comes in and chats to her most days when she picks Rhianna up. Maureen spends some time talking about how Rhianna is at nursery, and asks Hannah to look through the photo diary she has started for her – there are quite a few photographs in there already. She explains more about this to Hannah, to encourage her to share things from home too and include them in the book, so that they can see how Rhianna changes together and discuss how to help her. They both feel that Rhianna has settled in really well. Maureen explains how interested Rhianna is in the other children, and how she has favourite play activities that really absorb her, and seems to be very comfortable with the nursery routines. She is trying to do more and more things for herself and Hannah says she's noticed that at home too: Rhianna will push her arms through sleeves when she is being dressed or tug at the zip of her jacket when they come in from outside. She seems to have a good understanding of things said to her, for example simple instructions to get a toy or book. They both agree that Rhianna speaks only in single words as yet and uses a fairly restricted range of identifiable words. Maureen and Hannah talk this through a little, and Hannah says that she isn't worried.

Maureen explains to Hannah that the review is a chance to talk things like this through. She feels that Rhianna's understanding is good but she would like to get a little more advice on expressive language development as she feels Rhianna could benefit from some support in this. Hannah explains that she would probably expect, by 26 months that Rhianna would be beginning to put two or more words together. She explains that she knows there is a stay-and-play session where a speech and language therapist (SLT) attends once a fortnight at the children's centre nearby, and that they could ask for some advice there.

Maureen talks it over with her manager again, and they agree that Maureen should go with Hannah to the stay-and-play session to give her some support. The SLT is very helpful and spends some time playing with Hannah and Rhianna, observing development as she does so. She gives some ideas to Maureen and Hannah – and models listening closely, repeating what Rhianna says and extending her single words into two or three word phrases and sentences in reply. She gives Hannah and Maureen a booklet with advice, and suggests they make a referral for an assessment. She reassures Hannah, saying that she feels it is useful to have an early referral, even if Rhianna makes good progress before she is fully assessed. Maureen agrees that she will also go on reviewing Rhianna's progress together with Hannah.

## Example 2: A Unique Child

Practitioners using this format make assessments based on knowledge gathered from observing the child over time and across a range of contexts. Discussions with parents feed into the summary, which is completed by the key person. In the section headed 'A Child Learning', brief comments are recorded reflecting the child's individuality in how they approach their learning – particular interests which arouse their curiosity, preferred ways of learning, and so on.

The areas of learning and development are completed using Development Matters as a prompt to make best-fit judgements of the stage/age band which best describes the child's current development and the band where the child is mainly working is highlighted. The key person also records a few comments which reflect the child's individuality in each area of learning. The 'Next Steps' section is used to record suggestions for supporting and extending the child's learning and development, both in the setting and at home. Consistency of judgements is achieved through staff discussing samples together, and setting leaders holding responsibility for ensuring consistent and reliable summaries are made. This Learning Record has been adapted for the new EYFS requirements

### *A practitioner shares her experience of writing the summary*

When we write the progress summary on our key children, I look at the child's learning journey and back at any other summaries, and then I think and write notes down about how I think the child is now at nursery. My manager is really helpful and she says that what she wants to see is how much we know about the child – and that if we read the summary out loud, that everyone would recognise the child straight away. That makes it easier, because you just write what you know about the child day by day, what they like to do best, what you've heard them say, and how they have changed. I give the notes to my manager, and she sorts it and puts them into the document on the computer. She gives that back to me to read through and asks me what I think, and suggests a few more things. She has run a staff meeting explaining how to look at the development statements and think about the levels the child is at – and I'm beginning to get more confident in thinking that through now too.

# A Unique Child

## Early Years Foundation Stage Learning and Development Summary

Name **Angus**

Date **01 January 201X**

Age **2 years and 4 months**

### A child learning

#### Playing and exploring

Finding out and exploring; Playing with what they know;  
Being willing to 'have a go'

#### Active learning

Being involved and concentrating; Enjoying achieving what they set out to do; Keeping on trying.

#### Creating and thinking critically

Having their own ideas; Making links; Choosing ways to do things

Angus is keen to explore everything in nursery. He especially likes being outside – his favourite lately is turning over logs to see creatures underneath – this holds his attention for a long time. He's started looking carefully along the ground in other places, like along the base of the shed. He also loves to dig in the mud patch. Angus likes to move, and lately he has been more willing to climb and to keep trying even when it's difficult for him.

### Personal, Social and Emotional Development

Self-confidence and self-awareness; Making relationships;  
Managing feelings and behavior

He has wanted daddy to stay for a short while and read him a story before he leaves him over the past few weeks, but he soon settles with a cuddle on the sofa. He explores everything in nursery with interest and seeks to do things for himself. He asks for help when he needs it. He plays with other children and usually accepts fitting in with routines with encouragement, though sometimes he gets upset and needs support to calm down if things don't go his way.

#### Self-confidence and self-awareness

0-11	8-20	16-26	22-36	30-50	40-60+
------	------	-------	-------	-------	--------

#### Making relationships

0-11	8-20	16-26	22-36	30-50	40-60+
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#### Managing feelings and behaviour

0-11	8-20	16-26	22-36	30-50	40-60+
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### Communication and Language

#### Listening and attention; Understanding; Speaking

Angus communicates confidently, both with children and adults, and is acquiring new words all the time. He is putting words together to explain things – I doned it, at the door!

Enjoys sitting one-to-one with a book – likes to whizz through them quickly and prefers to talk about and point to the pictures than to hear a story read. He points to pictures or answers a question like 'Who's that?' Or 'Where's the ball?'

#### Listening and attention

0-11	8-20	16-26	22-36	30-50	40-60+
------	------	-------	-------	-------	--------

#### Understanding

0-11	8-20	16-26	22-36	30-50	40-60+
------	------	-------	-------	-------	--------

#### Speaking

0-11	8-20	16-26	22-36	30-50	40-60+
------	------	-------	-------	-------	--------

### Physical Development

#### Moving and handling; Health and self-care

Physical skills have continued to develop well. Angus is more confident on the climbing frame – and he recently enjoyed the mini trampoline and throwing and rolling hoops and balls in the garden – lots of laughing. He also enjoyed manipulating small pieces of natural materials such as lentils, lavender, rice and twigs to create and glue – was quite absorbed in this

#### Moving and handling

0-11	8-20	16-26	22-36	30-50	40-60+
------	------	-------	-------	-------	--------

#### Health and self-care

0-11	8-20	16-26	22-36	30-50	40-60+
------	------	-------	-------	-------	--------

### Next steps to support learning and development:

Continue to support Angus's language development through activities and during daily routines, in order to build his vocabulary further.

Use short stories and factual books to support his interest in worms, creepy crawlies and gardens.

Ask daddy to take books home from the lending library

Continue to offer a range of physical opportunities to build confidence – including using the soft play resources and begin to introduce mathematical language in a practical way while using these.

#### Parent(s) signature(s) / comment

Angus has a new brother, Theo, who is two months old now – he is excited and spends lots of time with him – but it may be why he is a bit more clingy when I bring him into nursery. We know he loves coming to nursery.

#### Key Person signature

Moderated by

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### Example 3: *All About Me*

Practitioners provide regular written summaries of development for parents using All About Me. These are added to the child's on-going record file (with photographs, examples of children's recording and creations, short notes and observations). The summaries and next steps are discussed with parents and their views and comments included. The key person and parent plan opportunities and experiences to match a child's needs and interests together – and ideas are included in the 'at home I could' box.

This format has been adapted from a current model used by many settings in Thurrock to write summaries of development every 10-12 weeks. Childminders sometimes choose to use an alternative – Individual Assessment and Planning Sheet. To support practitioners the local authority run an 'introduction to the EYFS course' every term for schools and settings and a specific 'observations, assessment and planning' training session for childminders.

# All About Me

**My name is**  
Daniella

**My date of birth is**

**My key person is**  
Anna

**My parents/carers names are**

**My home language is**  
English

**My cultural identity is**  
Black African

**My photo**

# My current interests and achievements

I am 2 years, 8 months

## My family has noticed that I am interested in

Playing with dollies, always asking to paint

Counting

## My key person has noticed that I am interested in

Caring for and playing with dolls and the home corner- love to paint

### Personal, Social and Emotional Development:

I play alongside others - I especially enjoy the home corner and pushing the dolls in the pram. I am confident with my key person, Anna, and with other staff. I like joining in and helping with what adults are doing - sweeping the sand, setting and clearing the table. I show that I care about other children - e.g. I rub their arms gently if they are crying.

### Communication and Language:

I communicate my needs and feelings. I can ask for a snack and ask to go to the toilet. I talk as I play - building vertical towers as high as I can 'Getting bigger, hooray!' I ask questions e.g. What number is it? I answer questions e.g. Who will have the next turn?

### Expressive Arts and Design:

I like using paint and glue. I paint lots of vertical lines in different colours - and I really enjoy dancing, ring games and using musical instruments.

### Physical Development:

I can use the see-saw and choose to play on this a lot. I can ride a trike with good control. I am learning to thread and complete puzzles. I am learning to take myself to the toilet.

### Knowledge and Understanding of the World:

I am interested in painting and colours - I talk about cold weather, and night and day.

### Maths:

I touch objects with my finger and say number names - I'm beginning to order. I often point to numbers in the nursery and garden.

Name

This is what I can do

### Literacy:

I look at books for a short time on my own, I like lift the flap books. I like to share books with Anna one-to-one - and I join in with some words - my favourites are It's Mine and Spot says Goodnight

### This is what my family feels about my progress:

She is counting more and more - although she gets the numbers mixed up. She is using more words and her speech is better.



# Experiences and Opportunities to Support my Development and Learning

## Personal, Social and Emotional Development:

Increase range of materials to broaden and extend role-play - market, shopping, puppets

Encourage putting on own coat; hanging up coat and clothes

## Communication and Language:

Talking whilst using craft table, painting, cooking - describe textures, changes, smells - and in garden to express movement.

Stories and rhymes - 3 bears, 3 goats.

## Expressive Arts and Design

Cooking activities, mixing, feeling, smelling,

Provide different materials for painting - and mixing colours

## My next steps are:

- ☞ Combine talk, movement and materials
- ☞ Further develop independence skills
- ☞ Counting in order
- ☞ Join in more with stories

## Physical Development:

Using balance blocks to create simple structures

Sponge blocks, wooden blocks, lego

Washing hands after toilet, before eating, discussing food at snack and meal times

## Knowledge and Understanding of the World:

Visit to market, shopping

Small world play, dolls house, zoo, town blocks, train track inside and out

## Maths

Ball games and number activities - counting in rhymes and stories

## Literacy

Share more books with home - Dear Zoo, more Spot books, 3 bears. Re-tell stories with props. Encourage joining in and talking about the story

**At home I could:** Encourage her to put on her coat and other clothes, count cars and things she is interested in on way to pre-school, share books with her

Signed: .....

Date: .....

Name of Parent/Carer

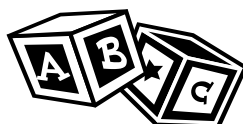
Signed: .....

Date: .....



### Example 3: Alternative format

## Individual Assessment and Planning Sheet



Date: \_\_\_\_\_

My Name is:	Sammy	I am:	2 years, 2 months
<b>I can do:</b> Sammy likes to play alongside other children in the setting – he is happy and has a loving relationship with me and the other children. He enjoys sharing books with me. He consistently joins two words together and communicates his desire for food and drink. He likes to play with toys that turn on and off. He climbs confidently on play equipment in the park – really loves to play outside. He likes to sing and is beginning to take part in pretend play. When asked who he likes to play with, he says 'Adi, Josh'.			
<b>My next steps are:</b> To continue to develop self care skills and language			
....Heather and mummy ..... are going to help me by: Encouraging me to wash and dry my hands – using a step up to the sink And get me to help with dressing/ undressing a bit more Talk to me about what I am doing as I do it			
Signature of Childminder:			
Signature of Parent: Parents' comments: Sammy has a great time with you, and you encourage his learning and development brilliantly. He has made massive strides in his speech since starting here. He is always really excited to come to your house. We are extremely happy with the care and attention he receives from you.			

**Sammy's childminder, Heather, shares her experience of writing the summary:**

I couldn't get to the training that was put on to help us in how to write the learning summary, so Jenny, my support worker, arranged to talk to me one-to-one. We spent a couple of hours together. I really hate paperwork and Jenny knows that only too well! Anyway, she talked through how I should just think about what I know about the child and look through the diary I keep with photographs showing what the children do when they're with me. It's then a case of thinking what headings my comments go under, and looking at the Development Matters guidance and deciding which of those statements best match the child. We did one together, and it wasn't so bad because I've been looking after Sammy three days a week since he was 8 months old, so I know him very well, and his mum (Cassie) and I talk about him all the time, and we don't have any worries about him. I showed the summary to Cassie and she was happy about it. She took it home and talked to Sammy's dad, and they added their comments.

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