Your method to track children’s progress through the Early Years Foundation Stage
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Welcome to Progress from the Start

This document will support you in assessing children and planning for their development in the Early Years Foundation Stage (EYFS). If you provide nursery education in Leicestershire, sections 1, 2 and 3 of this guidance replaces the Leicestershire Early Learning Profile.

Progress from the Start has been written in line with National Strategies’ guidance for assessment in the EYFS, and acknowledges the work done by the cross local authority Early Assessment Group - Making a Big Difference. Assessment in the context of the EYFS has been part of this group’s remit since 2007 and interested local authorities have worked with strategy colleagues in a number of ways. More information is available at www.standards.dfes.gov.uk/primary/consultants/profdev/early_years

Introduction

Everyone wants to be sure that children are happy when they attend early years settings - no matter whether the setting is private, voluntary, independent, a childminder, a maintained school setting or a Children’s Centre. Everyone wants to be certain that children are progressing well. The responsibility for learning and development in babies and young children under five rests with the adults. They provide the experiences, resources and environments for learning. Progress depends on the quality of that provision and how it responds to the needs of the child.

The purpose of this document is to support everyone working in early years with assessing babies and young children in line with the principles of the Early Years Foundation Stage framework.

Central to this, is the process of relating a child’s learning and development to the developmental stages outlined in the Development Matters section of the Practice Guidance for EYFS. You’ll find this on pages 22-114 of the Practice Guidance. You need to know where a child is in relation to this learning map soon after they join your setting for the first time, and periodically thereafter. This will help you plan their learning and develop an enabling environment that supports their progress.

Progress from the Start contains advice that we hope will be useful to all practitioners, whether they are working in after school clubs, as childminders, as teachers in nursery, 4+ and Reception classes, in Children’s Centres or in any other settings which are following the Early Years Foundation Stage framework.
**Progress from the Start is made up of four parts:**

i. This **booklet** which contains:

   - **Section 1:** An introduction to the expectations for observational assessment in the EYFS
   - **Section 2:** Detailed guidance for practitioners in using *Progress from the Start*
   - **Section 3:** Detailed guidance for managers and leaders in managing *Progress from the Start* in settings
   - **Section 4:** Outline of materials you prepare for each child
   - **Section 5:** Additional guidance linking *Progress from the Start* to transition through Leicestershire County Council’s sister document *Mind the gap: transition through learning journeys*

ii. A **poster** and quick reference cards to support your staff in becoming familiar with *Progress from the Start*

iii. A **CD-ROM**, which holds all the materials electronically and includes:

   - Sample Learning Journeys
   - Progress Overviews
   - A case study of a setting implementing *Progress from the Start*
   - A leader’s analysis of children’s progress
   - Electronic proformas for you to use for children

iv. Proforma **masters** if you prefer to photocopy materials for each child

v. **Frequently Asked Questions** to help you to use *Progress from the Start*

If you are a childminder, there is also a supplementary guide that focuses the use of *Progress from the Start* in your role with babies and young children.

*We very much hope that you find these materials useful as you develop the Early Years Foundation Stage in your setting.*
Section 1
The purpose of observational assessment in the Early Years Foundation Stage (EYFS)

Before we look at assessment in more detail, let’s think about why we assess young children. The purpose of assessment is straightforward; it should ensure that:

- We celebrate the child’s uniqueness, strengths, interests and personalities – and we know what makes them smile
- We support secure attachment and the development of positive relationships
- We identify and plan for the appropriate next steps for our children
- Learning and development moves forward at an appropriate rate for the baby or child
- Milestones are achieved and achievements are reported sensitively and honestly to parents and carers
- Additional needs and unexpected developmental patterns are identified early and accurately and shared with partner professionals
- A child’s learning continues to develop at an appropriate pace regardless of setting or staff changes
- Management information is provided at individual, group or cohort level as required

What does the EYFS expect?

The Early Years Foundation Stage provides the statutory context for all settings. You will find both the Statutory Framework and the Practice Guidance at: http://www.standards.dfes.gov.uk/eyfs/
Observational assessment in the context of the EYFS

There are four key themes in the EYFS framework for improving the outcomes for children from birth to five:

1. A Unique Child
2. Positive Relationships
3. Enabling Environments
4. Learning and Development

The EYFS expects practitioners to:

- Recognise children as competent and influential individuals who need to be involved in their own assessment
- Work with parents and other adults who are important to the child
- Recognise each child’s individual route to learning
- Build a broad picture of the child which ranges widely, incorporating and interconnecting all the areas of Learning and Development

The EYFS states that practitioners must:

- Undertake systematic observations and assessments in order to plan to meet young children’s individual needs
- Plan and provide experiences which are appropriate to each child’s stage of development as they progress towards the early learning goals (Statutory Framework, Welfare Requirements: p37)

In practice this means that practitioners should:

- Plan for each child’s achievements, interests and learning styles
- Use these observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for each child
- Match their observations to the expectations within Development Matters

This means that practitioners must implement clear, principled approaches and use effective assessment from the child’s first days in a setting to the end of the EYFS. These approaches should take into account the transitions that children make from setting to setting.

The themes and commitments within the EYFS are inter-dependent and inter-related. For example, card 3.1 Observations, Assessment and Planning from Enabling Environments cross references to all the other themes and their commitments.

The following pages illustrate clearly how card 3.1 makes references to other themes and commitments.
Theme 1: A Unique Child

Babies and young children are individuals first, with unique profiles of abilities. Schedules and routines flow with the child’s needs.

All planning starts with observing children in order to understand and consider their current interests, development and learning.

**EYFS Observation, Assessment and Planning 3.1: Introduction**

Observe children to find out about their needs, what they are interested in and what they can do. Note children’s responses in different situations.

Analyse your observations and highlight children’s achievements or their need for further support. Involve parents as part of the ongoing observation and assessment process.

**EYFS Observation, Assessment and Planning 3.1: Starting with the child**

Planning can be for the long or medium-term, showing how the principles of the Early Years Foundation Stage will be put into practice.

Some planning will be for a week or a day and will show how you will support each child’s learning and development. This planning always follows the same pattern – observe, analyse and use what you have found out about the child to plan for your group.

**EYFS Observation, Assessment and Planning 3.1: Planning**
Theme 2: Positive Relationships

Be aware that adults bring their own perspectives to an observation. Family circumstances and cultural contexts need to be considered in making assessments, particularly in Personal, Social and Emotional Development.

- Assessments are the decisions you make, using what you have observed about a child’s development and/or learning.
- One type of assessment, often referred to as assessment for learning or formative assessment, is what you do every day when you observe children and note their interests or abilities.
- Another type of assessment is used to give a summary of a child’s achievements at a particular point in time so that their progress can be tracked. This is known as summative assessment. The EYFS Profile is a summative assessment of each child’s achievement at the end of the EYFS.
- You may be involved in contributing to the Common Assessment Framework (CAF) for a child who has additional needs. This is a standardised assessment that gives a full picture of a child’s additional needs at any stage. It includes information from the child and their parents and covers all aspects of a child’s development, including health, education and social development.

It is important to consider all the factors that affect children’s development and learning.

- Are the views of parents and practitioners reflected in children’s records?
- Do you review the environment and resources after each session?
- Do you think about which children were involved in different activities and use this information to plan further?
Theme 3: Enabling Environments

Consider whether the learning environment suits each child: can they see themselves reflected here? Do they feel a sense of belonging?

When you are planning, remember that children learn from everything, even things not planned for – such as a fall of snow.

- **Plan to observe as part of your daily routine**
- Analyse your observations to help you plan ‘what next’ for individuals and groups of children
- Develop records of learning and development
- Ensure that parents have regular opportunities to add to records

**EYFS Observation, Assessment and Planning**
3.1: Effective practice

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Theme 4: Learning and Development

This theme links to the other three themes of the Early Years Foundation Stage. If children do not communicate freely with adults you may need to ‘think outside the box’ rather than make assumptions.

Be aware that communication with children learning English as an additional language (EAL) must build on their skills and achievements in their home language. Learn to read and respond to their body language and gesture as well as to their spoken language. Be aware of environments where children are most likely to communicate freely, for example, many children are more comfortable in an outdoor space.

Challenges and dilemmas facing the practitioner include:

- Ensuring flexibility in planning for the group, while keeping a focus on children’s individual and present learning needs, or interests and achievements
- Planning time for regular observations of children who attend the setting on an irregular basis
- Involving parents in contributing to the observation, assessment and planning cycle when they are already busy
- Creating records that are clear and accessible to everybody who needs to refer to them

**EYFS Observation, Assessment and Planning**
3.1: Effective practice

The EYFS is not designed to be overly bureaucratic, and practitioners should ensure that paperwork is not over-burdensome. Assessment should remain manageable, meaningful and measurable. We believe that when established, *Progress from the Start* will enable practitioners to use their professional judgements within the framework of the EYFS and be accountable for those judgements to ensure each child makes progress from the start.
Section 2
Using the materials

Every unique child has their own story to tell - about who they are and what happens in their life. Every setting - maintained, private, voluntary or independent - has a story to tell regarding how they work with children, the reason they do things a certain way and what they want for the future.

Parents have their own stories to tell about what’s important to them, how their families have developed over time, and most essentially, what they know about the child they have placed in your setting.

All these stories hold valuable information to be used in different ways so we can meet the needs of children, raise the quality of provision and make sure all children make progress.
Progress from the Start looks at the three stories from the child, parents and setting, and how they work together in five separate sections.

The first three tell the child’s story:

- Early Assessment Review
- Learning Journey
- Progress Summaries

Sharing Progress contributes to the parents’ story and the Progress Overview contributes to the setting’s story.

Each of these sections are explained below, with the practitioner in mind for the child’s story and the leader and manager for the Progress Overview and parents’ story. In Progress from the Start, as always, the story starts with the child.

This chart shows how Progress from the Start works as a cycle.
Steps 1-3
Building the child’s story

As a practitioner – what should I do?

Your role is to support children’s joy in learning. Doing this will ensure that all children make the best possible progress. It’s important you know where they are on the learning map represented by Development Matters.

Think about what things you do as a practitioner that support your children’s learning and next steps:

• All practitioners in all settings need to know their children very well indeed
• Nearly all settings ensure that practitioners use some sort of written observation
• It is important that you reflect on what these observations tell you
• They can help you improve children’s progress
• Parents are every child’s first, best teacher
• All practitioners need to have good relationships with parents and carers, listen to their views and ensure that these voices are at the core of the assessment process

Gathering information about a child will help you develop the child’s story. The diagram below shows all the types of information that are available to you, some of which you will already have.
Your role

Your role as a practitioner is to use your skills in making use of this information to plan and support the young child’s learning.

This may be an area that is new for you. We have developed some systems, explained over the following pages that may help you.

Talking to parents and other carers

To plan interesting activities for children, you need to know what excites them and what they need help with. It’s very important to speak to their parents about this. You may already use a type of home to setting ‘All about me’ booklet to collect information from parents and carers. Further details about collecting this sort of information is available in Mind the gap: transitions in learning journeys - see page 34 for details.

Being responsive to the child

Be sensitive to each child’s needs. Observe them closely. What do they enjoy? What do they find challenging? When appropriate explore what interests them, ask them questions and listen to what they say. Allow plenty of time to listen to their replies. Ask the child what they enjoy doing whilst at the setting. What went well? What interested them?

Listening is more important than talking. Remember that as a practitioner you are aiming at a good balance of child/adult talk. Look, Listen and Note in the Learning and Development grids of the EYFS will assist with what to look out for in each area.
Step 1: Early Assessment Review  

The child’s story

Key headlines:
- This is a requirement of Nursery Education Funding in Leicestershire
- It’s an initial ‘snapshot’ to place children within the Development Matters of the EYFS
- It's **not** to be used as a ticklist
- It’s just a slim indication of the full Development Matters – it **should not** replace the whole EYFS

Finding out where the child is in Development Matters

You should be able to create a clear picture of where a child is developmentally after listening to them, and their parents or carers, and then reflecting on what you have heard and seen.

The next step is to think about where the child is in terms of Development Matters (see EYFS Practice Guidance Appendix 2 pages 22-114).

You may find the following table helpful: the Early Assessment Review (EAR). This is available on the Progress from the Start CD-ROM. Each practitioner will need a copy for their reference.

The EAR will help you locate the children on the learning map represented by Development Matters. It covers all six age bands. You should start by looking at the age band that matches the child’s actual age. You may need to look at two bands together - if a child is nine months old for example. Ask yourself which band seems to best describe the child?
## Early Assessment Review (EAR)

A prompt for making observations of babies and young children at different developmental stages

<table>
<thead>
<tr>
<th>0 - 11 Months (A)</th>
<th>8 - 20 Months (B)</th>
<th>16 - 26 Months (C)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>When/how well is the baby:</strong></td>
<td><strong>When/how well is the baby:</strong></td>
<td><strong>When/how well is the baby/young child:</strong></td>
</tr>
<tr>
<td>Developing a sense of self; responding to attention? (PSED)</td>
<td>Gaining attention and building relationships; exploring? (PSED)</td>
<td>Showing developing confidence in their own abilities; looking to others for responses which confirm, contribute to or challenge their understanding of themselves; communicating preferences? (PSED)</td>
</tr>
<tr>
<td>Communicating; preferring to use movement? (CLL)</td>
<td>Enjoying making and listening to sounds; showing you they have understood; bringing together hand and eye movements; experimenting with sounds, words and gestures? (CLL)</td>
<td>Using single and two word utterances to convey simple messages; responding to simple requests and grasping meaning from context; listening to and enjoying rhythmic patterns in rhymes and stories; enjoying mark making in self and others? (CLL)</td>
</tr>
<tr>
<td>Paying attention to changes in quantity; what games does this baby enjoy? (PSRN)</td>
<td>Showing awareness of number names? (PSRN)</td>
<td>Distinguishing between quantities; categorising objects according to their properties? (PSRN)</td>
</tr>
<tr>
<td>Using his/her senses to investigate? Showing anticipation of repeated sounds, sights and actions? (KUW)</td>
<td>Showing interest in things that move or can be moved; knowing and enjoying daily routines; responding to adults and other babies and children differently? (KUW)</td>
<td>Showing curiosity about people and stories about themselves and their family? Enjoying playing alongside other children? (KUW)</td>
</tr>
<tr>
<td>Beginning to explore through bodily movements? (PD)</td>
<td>Using and enjoying increasing mobility? (PD)</td>
<td>Showing a biological drive to use his/her body and develop his/her physical skills; expressing him/herself through action and sound? (PD)</td>
</tr>
<tr>
<td>Responding when they touch or feel something? (CD)</td>
<td>Responding to what they see, hear, smell, touch and feel? (CD)</td>
<td>Exploring by repeating patterns of play? (CD)</td>
</tr>
</tbody>
</table>

This table is available as a Word document on the CD-ROM. You are able to print it off for each practitioner to refer to.

Remember in the EYFS the following abbreviations apply:

- **PSED**: Personal, Social and Emotional Development
- **CLL**: Communication, Language and Literacy
- **PSRN**: Problem Solving, Reasoning and Numeracy (formerly Mathematical Development)
- **PD**: Physical Development
- **KUW**: Knowledge and Understanding of the World
- **CD**: Creative Development
Early Assessment Review (EAR) continued

You will note that the Development Matters in phase F relate directly to scale points of the Early Years Foundation Stage Profile.

<table>
<thead>
<tr>
<th>22 - 36 months (D)</th>
<th>30 - 50 months (E)</th>
<th>40 - 60 months (F)</th>
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</thead>
<tbody>
<tr>
<td><strong>When/how well is the baby/young child:</strong></td>
<td><strong>When/how well is the baby/young child:</strong></td>
<td><strong>When/how well is the baby/young child:</strong></td>
</tr>
<tr>
<td>Showing particular characteristics, preferences and interests; learning social skills, and enjoying being with and talking to adults and other children? (PSED)</td>
<td>Showing they have a sense of personal identity; showing care and concern for others, for living things and the environment; taking initiatives and managing developmentally appropriate tasks; making connections between different parts of their life experience? (PSED)</td>
<td>PSED Interested, motivated and excited to learn? (DA6)</td>
</tr>
<tr>
<td>Using language to widen contacts, share feelings, experiences and thoughts; enjoying favourite stories, rhymes, songs, poems or jingles; distinguishing between the different marks they make; beginning to show some control in their use of tools and equipment? (CLL)</td>
<td>Displaying high levels of involvement in self-chosen activities? (DA3)</td>
<td>Forming good relationships with adults and peers? (SD5)</td>
</tr>
<tr>
<td>Distinguishing between quantities, recognising that a group of objects is more than one? (PSRN)</td>
<td>Widening the range of words used to express or elaborate on ideas? Enjoying rhyming and rhythmic activities? (CLL)</td>
<td>Has a developing awareness of own needs, views and feelings and is sensitive to the needs, views and feelings of others? (ED5)</td>
</tr>
<tr>
<td>Showing an interest in why things happen; seeking to acquire basic skills in turning on and operating some ICT equipment; showing understanding of talk about immediate past and future, for example, ‘before’, ‘later’ or ‘soon’? (KUW)</td>
<td>Initiating communication with others, displaying greater confidence in more informal contexts? (LCT2)</td>
<td>CLL Listening with enjoyment to stories, songs, rhymes and poem; sustaining attentive listening and responds with relevant comments, questions or actions? (LCT4)</td>
</tr>
<tr>
<td>Showing s/he is gradually gaining control of their whole bodies and becoming aware of how to negotiate the space and objects around them; communicating their needs for things such as food, drinks and when they are uncomfortable; demonstrating emerging autonomy in self-care? (PD)</td>
<td>Talking activities through, reflecting on and modifying actions? (LCT3)</td>
<td>Interacting with others in a variety of contexts, negotiating plans and activities and taking turns in conversation? (LCT6)</td>
</tr>
<tr>
<td>Beginning to use representation as a form of communication; beginning to combine movement, materials, media or marks; showing an interest in beginning to make-believe by pretending? (CD)</td>
<td>Showing curiosity about numbers by offering comments or asking questions; showing an interest in shape and space by playing with shapes or making arrangements with objects? (PSRN)</td>
<td>Links sounds to letters, naming and sounding letters of the alphabet? (LSL4)</td>
</tr>
<tr>
<td></td>
<td>Saying some number names in familiar contexts, such as nursery rhymes? (C1)</td>
<td>Hears and says sounds in words? (LSL 5) representing some sounds correctly in writing? (W3)</td>
</tr>
<tr>
<td></td>
<td>Remembering and talking about their own experiences; showing an interest in the world in which they live; enjoying imaginative and role-play with peers? (KUW)</td>
<td></td>
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<tr>
<td></td>
<td>Identifying obvious similarities and differences when exploring and observing. Constructs in a purposeful way, using simple tools and techniques? (KUW3)</td>
<td>PSRN Counting reliably up to 10 everyday objects? (NLC6)</td>
</tr>
<tr>
<td></td>
<td>Negotiating space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles; showing awareness of own needs with regard to eating, sleeping and hygiene? (PD)</td>
<td>Relates addition to combining two groups? (C4)</td>
</tr>
<tr>
<td></td>
<td>Moving with confidence in a variety of ways, showing some awareness of space? (PD2)</td>
<td>In practical activities and discussion, begins to use the vocabulary involved in adding and subtracting? (C6)</td>
</tr>
<tr>
<td></td>
<td>Exploring and experience using a range of senses and movement; engaging in imaginative play and role-play based on own firsthand experiences? (CD)</td>
<td>Using developing mathematical ideas and methods to solve practical problems? (C8)</td>
</tr>
<tr>
<td></td>
<td>Exploring different media and responds to a variety of sensory experiences. Engaging in representational play? (CD1)</td>
<td>Talking about, recognises and recreates simple patterns? (SSM4)</td>
</tr>
<tr>
<td></td>
<td>CD6 Recognising and explores how sounds can be change; recognising repeated sounds and sound patterns and matches movements to music?</td>
<td>KUW5 Asking questions about why things happen and how things work; looking closely at similarities, differences, patterns and change?</td>
</tr>
</tbody>
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Locating a child on the learning map

When you have located where the child is on the learning map or EAR, working with other adults and parents, you will be in a strong position to begin to pitch your planning in terms of EYFS phases for that child’s needs.

In the early stages of using the EAR it may be useful to create a quick fan reference such as this below. You’ll find the documents on the CD-ROM.

As you continue to plan and observe, you will become more refined and practiced in handling the complete Development Matters appropriate to that child.

It is vital to note that the Development Matters referred to in the EAR are only an indication of the whole child. Just using the Development Matters statements on the EAR to plan the child’s next steps will not ensure that they are making progress.

Leicestershire County Council does not advocate the use of Development Matters as tick lists for individual children as a method of tracking progress. This is insufficient assessment for the Early Years Foundation Stage as it does not track individual learning journeys for the whole child. DM tick lists will not meet the requirements of Nursery Education Funding in Leicestershire.

The next section on Learning Journeys details further how this can be done.
Step 2: Using the Learning Journey  The child’s story

Key headlines:
- This is a requirement of Nursery Education Funding in Leicestershire
- It’s a tool to track children across all Development Matters
- It’s a place to keep open learning and development records
- It’s a reference point to store all observations you make

The Learning Journey is an open record of the child’s learning and development. The EYFS states that “Parents must be given free access to developmental records about their child (for example, the EYFS Profile).” (EYFS Statutory Framework p23).

Each child will require their own Learning Journey as it is a personal record of that unique child.

Confidential records will hold personal notes – which you will keep securely, in line with EYFS statutory requirements.

Now that you have the learning map in mind, and have identified where a child best fits, it is important that you continue to observe each child and plan their next steps so they continue to make progress. In addition, the Learning Journey allows you to ensure that you are planning for the unique needs of children within the general provision of all children’s learning in your setting.

How do Learning Journeys work?

Each child will have a Learning Journey that includes:
- **A tracker of entries:** monitoring what is actually being recorded across the areas of learning
- **Children’s work:** photographs, pieces of work, formal observations, stick-it notes etc.
- **Voices:** comments from the child, parents and other significant adults such as carers, grandparents etc.
- **Reflections:** key person’s voice (comments), reference to Development Matters, next steps in learning

In time, when Leicestershire County Council’s cycle of training is complete, it is intended that Levels of Involvement and Well-being are included in Learning Journeys along with schema notes, as and when needed. This information will support you further in planning the environment for each child, building on their interests and preferences. *Levels of Involvement and Well-being, and schemas may be new to you. Training will commence in January 2009.*

Most settings find the easiest way to manage Learning Journeys is through the key person system. However it may be appropriate in your setting, or when working with other settings/carers, to enable any adult to make a entry.
How much and when?

The main purpose is to keep a record of significant moments, but you may also want to record other incidental episodes – as you currently do. Over time you will build a bank of this information that will help you to make judgements about how children are moving forward. If you are not able to make the observations, or struggle to really know if a child is making progress then it may be necessary to talk to your manager/leader about how the setting is organised to enable you to do this.

Referring to Development Matters (DM) in the Learning Journeys is really important as it ensures that you are covering the whole of the EYFS in the appropriate way for that child in your setting. Look, Listen and Note (in the EYFS) will support you in knowing what to look for.

Setting up Learning Journeys in your setting will take time. You may want to start with a small number of children in your setting and then add to this. The following points will help you to consider how you might manage this:

Organisational: for leaders and managers
- Has each member of staff got their own copy of the EYFS Learning and Development grids so they can refer to Development Matters when they need to?
- Can practitioners take photographs – do you have permission from parents and access to cameras, printers etc?
- Best practice indicates that Learning Journeys are hugely effective when children can access their own Learning Journey, reflect on their learning and share this with parents. Will children have access to Learning Journeys in your setting?
- How will you keep the Learning Journeys – what is accessible for you, children, parents and carers.
- Is the quality of the provision enabling your staff to make good observations of what children can do and how they do it?
- Do staff have adequate opportunity to observe children in the day?

Practical: for staff members
- Am I confident that I know what I’m observing? Using the EAR as a fan may help to start off with, referring to settling in notes and information from home will also help
- Am I ready to explore what I can note down? A brief description of what’s happening, a quick reference to the DMs and a thought about next steps is a very good place to start. Also it may be appropriate to share what you have collected with children to get their opinions about what they have learnt

There are samples of Learning Journeys on the CD-ROM for you to review with your colleagues.
Step 3: Progress Summaries  A child’s story

Key headlines:
• This is a requirement of Nursery Education Funding in Leicestershire
• This is a termly overview of development
• It’s not intended to be used directly with parents
• It should be used for transfer within settings, across settings and into school

Planning for progress

Every so often, as you make observations, take time to think how far the child has progressed. In Leicestershire, Nursery Education Funding (NEF) validated settings will need to do this once per term. However, you may do this more frequently for younger children or those causing you concern. This will ensure you are responding to the needs of the most vulnerable in your care.

The following proforma - Progress Summaries - is designed for you to summarise development in the Learning Journeys.

The Progress Summary is a more confidential report of the child’s development and is not intended to be a ‘parent friendly’ document. This will be the document that transfers as a child moves – within a setting, or from setting to setting, including when they go to school.

Every child will need a Progress Summary booklet of their own. Inside will be the Progress Summaries for each age band. Although for some children earlier age bands will not necessarily be required.

The one below has been completed for an imaginary child. You will find this example, those for all the other phases, and a blank version for you to use, on the CD-ROM.
Progress Summaries | The Child’s Story A | [EYFS Developmental Stage 0 – 11 months]
--- | --- | ---

**Significant steps to note**, including how/when this baby/young child is:

- Developing a sense of self, responding to attention? (PSED)
- Communicating; preferring to use movement? (CLL)
- Paying attention to changes in quantity; what games does this baby enjoy? (PSRN)
- Using his/her senses to investigate? Showing anticipation of repeated sounds, sights and actions? (KUW)
- Beginning to explore through bodily movements? (PD)
- Responding when they touch or feel something? (CD)

**Name:** Kirsty

| **Date of birth:** | 09.06.07 |
| **What do we know now? (Date)** | 1.08.07 |

Practitioner evaluations from focussed observational assessments, portfolio and professional knowledge – including development points special to this baby/young child and next steps

**Contextual information**

Both parents share care for Kirsty and take turns to bring her to nursery. She’s their first child.

---

**Significant development**

Kirsty has been letting us know how she is feeling for a while. She kicks her legs when she is happy, and clenches her fists when she is upset. Today, Kirsty has started to smile at people she knows. She loves to lie outside under the tree and seems fascinated by the changes in shadow and light. She moves her head and reaches out. Her mother has been advised to start supplementing with formula as Kirsty is a little below birth weight (she was slow to suckle after her time in intensive care).

---

**Involvement**

**Well-being**

**Next steps**

- Unique Child helps parent track Kirsty’s reaction to formula.
- Support Kirsty with plenty of positive relationships, give plenty of 1:1 facial interaction.
- Place Kirsty in further multi-sensory environments.

**The summary should be a reflection of the Development Matters, collated in the Learning Journey.**
As you reflect on the child’s progress, referring to the information you have collected in the Learning Journey, you will assess if the child has moved into the next EYFS phase.

The EYFS phases are long in duration and overlap. It may be appropriate that a child stays within a phase for all their time with you, in line with the length of the phase. Referring to the Developmental Matters statements on the Progress Summaries will support you in making this judgement. These are the same as the EAR so you will be able to ensure that each time you complete a termly Progress Summary, you are pitching your planning appropriately for each child.

As you complete the Progress Overview and shape the next steps for each child, continue to make observational assessments and collate them in the Learning Journey. Over time, the child’s progress will be recorded as you carefully plan the provision to support that child through the EYFS.

The front cover of each child’s Progress Summary will also hold an overview of their development over time. This is the EYFS phase against each Area of Learning, to be dated as a child is working at that stage.

As the EYFS phases overlap considerably, you may wish to note in the boxes if a child is entering, developing or secure in this phase/area of learning. This will indicate the rate of progress a child is making as they travel through an EYFS phase. In addition, when you have been trained in using scales of Involvement and Well-being, this information will also be added to the Progress Summary.

---

**Progress from the Start**

**Progress Summaries of: Kamal**

<table>
<thead>
<tr>
<th>Phase</th>
<th>PSED</th>
<th>CLLD</th>
<th>PSRN</th>
<th>KUW</th>
<th>CD</th>
<th>PD</th>
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<tr>
<td>0-11 months</td>
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<tr>
<td>22-36 months</td>
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<td>June 2008</td>
<td>June 2008</td>
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<td>30-50 months</td>
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<tr>
<td>40-60+ months</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>June 2008</td>
<td></td>
</tr>
</tbody>
</table>

Well-being and Involvement Overview

<p>| | | | | | | |</p>
<table>
<thead>
<tr>
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</thead>
</table>
What do I do if a child doesn’t seem to be making progress?

You will begin to reflect on this as the child’s story is being built in the Learning Journey, and you should share this with your setting SENCo.

Review the observations and periodic summaries you have made and reflect on the information to identify if there is a problem. Look carefully at where the child is scoring high and low on Well-being and Involvement levels. Talk through this with your SENCo/leader/manager to begin to see if there are any patterns, and decide together how you could respond through the environment and types of resources you use to support that child.

You may also wish to consider the following:

- Make sure that the child has a supportive friendship group within the setting
- Keep in contact with the parents: there may be difficulties at home
- At the same time, continue to discuss these matters with your SENCo/leader/manager and colleagues

In some instances, it may be helpful for your setting leader to contact professional partners such as your Area SENCo to secure specialist advice. They may recommend using the Common Assessment Framework (CAF) or the Early Support Developmental Journal.

You can find out more about the CAF at www.everychildmatters.gov.uk/deliveringservices/caf/ or from your Development Advisor on 0116 305 5829.

You can find out more about the Early Support Development Journal from your Area SENCo on 01530 513600.
Step 4: Sharing Progress
The child’s, parents’ and setting’s story

Key headlines:
• This is best practice guidance
• It will help you to share information termly with parents

You will already have system of sharing information with parents. This will help you build on your communication and build effective relationships with parents.

Parents as Partners is a commitment of the Positive Relationships theme (2.2) with the EYFS.

You will already have ongoing informal contact with parents and you will be working together to ensure you really understand the children in your care.

In addition to this, you may wish to report to parents in a more formal manner as you pull together each term’s Progress Summary. The Progress Summary itself is not intended as a parent friendly document – however some of the information will be useful to share together.

By removing the Development Matters statements, it may be possible to use the Progress Summary text to share with parents. This could be copied and pasted into the Sharing Progress letter which is given to parents.

You will be able to give parents an indication of the next steps for development, as you will know so much about the children from your observational assessments. It is suggested that this might be done through the EYFS themes: the Unique Child, Positive Relationships, Enabling Environment and Learning and Development. This will give you opportunity to share information about the whole child – how they learn and what they enjoy doing - who with, where and when - rather than just a list of skills they have got, or need to develop next.

If parents return comments to you then these can be added to the Learning Journey.

The proforma is on the CD-ROM, and you may wish to alter this to suit the needs of the parents in your setting.
Section 3
Managing learning in your setting through Progress from the Start

As a leader or manager - what should my staff do?

Steps 1-3 below are a requirement of receiving Nursery Education Funding in Leicestershire.

Step 1: Early Assessment Review

Your setting needs an on-entry early assessment system for finding out where children are on the ‘learning map’ of Development Matters. This is the Early Assessment Review, that will help place a child within the EYFS Development Matters. Planning for that child’s needs can continue and be collected in the Learning Journey.

Consider:

- How do your staff collect information about children and babies when you first get to know the child?
- How do you support the staff to collect this information?
Step 2: Using Learning Journeys

You will need to make sure that practitioners can operate a system for collecting observational assessments and build the child’s story through Learning Journeys for each child. It may be necessary to review how provision is planned to enable staff to do this. By using Learning Journeys you will be placing the child’s needs at the centre of provision, and you will be demonstrating how you can plan for the unique child.

You should already have systems for making observational assessments of children and use these to help plan what you do and how you alter the environment. Your system should do all this without over-burdening the practitioner.

Your setting must share what you know with parents and listen carefully to what they can tell you about their child. The Learning Journeys should help improve your planning and provision to ensure your setting meets the needs of the children as you get to know them.

Your setting collects a range of information about the child: you talk to the parents, other carers and to the child about achievements and learning; practitioners make observations and reflect on these to improve the conditions for learning. When you review the different information, you are creating the child’s story.

Consider:

- How do you enable staff to have time to observe children and babies in order to make meaningful observations?
- How do you support staff in providing a free-flow environment with routines that meet the children and babies’ needs?
- How do you communicate with parents over the days and months – especially those who are hard to reach?
Step 3: Progress Summaries

Practitioners will need to review progress once a term through the Progress Summaries. This may be more often if the child is young and/or giving cause for concern in their development. You must use your professional judgement to decide this in discussion with your in-house SENCo.

The Progress Summaries pull from the information collected in the Learning Journeys. These documents are not intended to be readily shared with parents but will act as transfer documents as a child moves from setting to setting, within a setting and into school.

As a leader/manager you also need to be proactive in gathering information on your children when they transfer to you from another setting or liaising with colleagues when a child attends other settings as well as your own across the week. Of course, if the child has already attended another setting, you should refer to the records that have been passed on to you.

Step 4: Sharing progress

You will want to share this information with parents, although you will have other ways of working with parents that you are developing through the EYFS. This can be done through the Sharing Progress proforma. You will also want to consider other ways you communicate with parents. This is noted below in: the parents’ story on page 32.

Step 5: Progress Overviews

You will be able to manage the information about how all the children are progressing in your setting in the section below: the setting’s story.
Managing information       The setting’s story

As a leader or manager - what should my setting do?

As a manager you hold a rich source of information about your setting. You have feedback from the Early Learning and Childcare Service’s Improvement and Development Advisors, your Professional Development Records, self-evaluation for Leicestershire Quality Review and Ofsted, as well as Ofsted reports. You will also have information developed from the children’s stories.

It is possible to combine this information to build up a programme of how you want your setting to develop - and plan for this. This will include business planning to ensure you have the resources to move forward, training opportunities to keep staff upskilled, and recruitment plans to replace the setting’s skill base when staff move on or up within a setting.
Progress from the Start enables you to use information about how children are progressing to match your setting’s needs to those of the children.

Management information at group and cohort level can be used to improve the conditions for learning experienced by each child.

Points for consideration

As the leader or manager of the setting:

- Do you make sure observations are taking place regularly?
- Have you created a climate in your setting where this is possible as part of the daily routine?
- Did you transfer periodic summative assessments onto whole group summary sheets (for the Leicestershire ELP)? How did you manage this?
- Do you use this to “place” the cohort group and reflect on and track their progress?
- Does your setting collect information about groups of children or about cohorts? (i.e. gender, term of birth etc).
- Do you reflect on the different progress made by different groups or cohorts and why this might be?
- Can you talk about whether groups of children are on track for their age and making progress over time?
- Are you identifying children who are not making progress?
- What do you do about this?
Step 5: Progress Overview - managing information

The setting’s story

Key headlines:
• This is best practice guidance
• It will help you to manage information about the progress of all children in your setting
• This information will help you to plan for the future of your setting, to develop your staff and your ethos

As each key person completes the termly Progress Overview you can collate this to bring together the profile of learning across your whole setting.

When transferred from the front of each child’s Progress Summary booklet, the Progress Overviews will match age EYFS phases with Areas of Learning.

Further to this, there is space for you to add notes regarding the child’s levels of Well-being and Involvement. As the local authority cycle of training is completed for Levels of Involvement and Well-being you will be able to use this information.

When levels have been collated over the term, a Red-Amber-Green traffic light system (where red is most concerning, green is least concerning) can indicate where children are not making desired progress, or are least comfortable within that EYFS phase. These will be the children most at risk to not make progress in their learning and development, which you will want to track very carefully.

You will find the example below and a blank version on the CD-ROM. You could use the blank version on paper or on your PC.

Progress Overview - a sample

<table>
<thead>
<tr>
<th>Name</th>
<th>DOB</th>
<th>Phase</th>
<th>PRD</th>
<th>ELD</th>
<th>PSRN</th>
<th>ROM</th>
<th>CD</th>
<th>PD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jodi</td>
<td>28.11.03</td>
<td>Green</td>
<td>0-11 months</td>
<td>8-20 months</td>
<td>16-26 months</td>
<td>22-36 months</td>
<td>36-50 months</td>
<td>40-60+ months</td>
</tr>
<tr>
<td>Alfie</td>
<td>04.1.04</td>
<td>Green</td>
<td>0-11 months</td>
<td>8-20 months</td>
<td>16-26 months</td>
<td>22-36 months</td>
<td>36-50 months</td>
<td>40-60+ months</td>
</tr>
<tr>
<td>Kamal</td>
<td>16.05.05</td>
<td>Amber</td>
<td>0-11 months</td>
<td>8-20 months</td>
<td>16-26 months</td>
<td>22-36 months</td>
<td>36-50 months</td>
<td>40-60+ months</td>
</tr>
<tr>
<td>Laura</td>
<td>20.02.05</td>
<td>Red</td>
<td>0-11 months</td>
<td>8-20 months</td>
<td>16-26 months</td>
<td>22-36 months</td>
<td>36-50 months</td>
<td>40-60+ months</td>
</tr>
</tbody>
</table>
By collating children’s profiles together you will be able to see patterns developing. The patterns are there to enable you as a manager and leader to ask questions.

By placing children’s profiles together start to ask:

- Are there any Areas of Learning that are repeatedly out of alignment?
- If so why - is it to do with staff expertise? Is further training required?
- Is the provision within the setting meeting children’s needs?

- Separate girls and boys, or other groupings such as term of birth, English as an Additional Language, Special Educational Needs
- Are there any patterns here? Look for strengths and weaknesses as this will help you alongside other parts of your setting’s story, to plan your next aspects of development

There is an example of analysis on your CD-ROM.

- As part of this process you may also want to consider how well your staff are matching children to the Development Matters. Is this consistent across the setting – do they need some extra support or development?

Above all, by managing the information in this way you will be able to celebrate the progress children are making and congratulate your team, the children and parents.
The parents’ story

The parents’ story will fit into the child’s story and the setting’s story in different ways.

Supporting the child’s story

Parents have a wealth of knowledge about their child. Above all, the parent is the first and best educator for each child. So as a child begins their time with you, the parent is your greatest source of information. They will help you to understand the child, and give continuity to their care and education.

You will already have systems in place to start this type of dialogue with parents and to maintain this communication as the child and parents move through the setting. The parents’ story below is a starting point to understanding how you might start to build further partnerships with parents. (See also card 2.2 in the EYFS) and the EYFS Learning and Growing together materials.
Supporting the setting’s story

Parents will also be able to give another level of feedback which you can use to gain knowledge about your setting and how you can plan development to ensure you are able to meet the needs of parents.

Parents may need your support in understanding how the setting operates - especially if they are new to the area, the country or unfamiliar with the EYFS.

At times you may need to signpost and refer parents to other sources of information. Your local Children’s Centre hub will be a useful source of advice or you can refer parents to Leicestershire’s Family Information Service:

**family information**
Tel: 0116 305 6545
Email: family@leics.gov.uk

Points for consideration

- Do you know what parents like about your setting?
- How could you support parents?
- Would they welcome sessions about early language or mathematics?
- What can you do to make fathers welcome? How do you involve fathers?
- How do you support working parents?
- How do you support parents in engaging in play with their children?
- Do your parents need support in learning English?

You may also want to signpost parents in various ways:

- Would they welcome some support in accessing tax credits?
- Are they comfortable with accessing health care for their child?
- Do they need support in accessing health care for themselves?
Section 4
Materials that each child will need

Each child will require:

- A Learning Journey:
  The organisational tracker for this is supplied as a master on the CD-ROM and within the paper based materials

- A booklet of Progress Summaries:
  If several Progress Summaries are made at one EYFS Phase, then additional repeat pages for a phase can be produced

- Sharing Progress reviews for reporting to parents

Each practitioner will require:

- An Early Assessment Review (EAR)

- Access to the EYFS - especially the Development Matters and Look, Listen and Note sections in the Learning and Development Grids

Each manager/leader will require: (for best practice)

- Progress Overviews
Section 5
Transition

Key headlines:
- Progress Summaries will be used as transition records as children move to school. This is a requirement of Nursery Education Funding in Leicestershire
- Progress Summaries should be used as the main transition document as a child moves within groupings or ‘rooms’ within your setting

Progress from the Start is a key document for transition.

At major transitions in a child’s life such as moving from setting to setting, the Progress Summaries should be shared with the receiving practitioner. It will be a requirement of Nursery Education Funding to send these records, or those of equal rigour to school as a child transfers to primary school.

The Learning Journey will also be able to track a child’s well-being through other transitions in their life, for example moving to using a cup, starting to stand, separating from the main carer or getting accustomed to new patterns of family life – for example a new baby in the family or an elderly relative who has died.

Settings may also choose to use travelling books in which children can transfer information from home to setting, and from setting to home. In time, it will also be useful to send entries of a significant moment in a child’s development to other settings.

Progress from the Start has been written to feed into the Early Years Foundation Stage Profile which will track children as they enter the last year of the EYFS. Discussion with receiving practitioners regarding Learning Journeys and Progress Summaries will support teachers as they perform entry assessments on the Early Years Foundation Stage Profile as children start school.

There is extensive guidance to support transition in the Leicestershire sister document to Progress from the Start:

Mind the gap: transitions through learning journeys
(Leicestershire County Council 2008)

There will be a copy of Mind the gap in your setting. It is also available to download at www.leics.gov.uk/mindthegap
Contact details

Telephone: 0116 305 5829
Fax: 0116 305 6331
Email: childcare@leics.gov.uk

Early Learning and Childcare Service,
Children and Young People’s Service,
County Hall, Glenfield,
Leicestershire, LE3 8RA

Website: www.leics.gov.uk/childcare

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