

Recording Children's Progress and Planning

At Little Oaks we recognise that every child is unique and that observing and recording a child's developmental achievements is essential if we are to help a child reach their full potential.

We also recognise that it is important that such records are shared with a child's parents or carers and that they are able to contribute to these records.

By keeping such records, a child's key person will build an accurate and detailed picture of not just what a child is learning but also how a child is learning. This will enable the key person to make sure that the individual needs can be met via the planning process and that every child has every opportunity to have a happy and successful time at Little Oaks.

In order to do this, we will keep:

Developmental Records

- A developmental record will be started for each child when they join Little Oaks via the online journal system, Tapestry.
- The individual journals can be accessed by parents and carers via a password chosen by themselves. They, and staff have access to this at all times.
- In the journal will be spontaneous observations, reflections, photographic evidence of children's achievements and, where applicable, examples of their creative achievements and mark makings.
- This information will be organised under the 7 areas of learning from the 'Early Years Foundation Stage' or under 'Characteristics of Effective Learning' i.e. how a child learns.
- As children do not learn in a compartmentalised fashion, staff will organise the observations using a "best fit" and will be mindful that there will be useful evidence for all areas of learning under all headings.
- All staff will carry out spontaneous observations on all children and the key person will be responsible for recording these in the journal.
- All children and parents/carers will be encouraged to contribute to the journal and the rationale and importance of this will be explained at the child's pre-start home visit.

Spontaneous Observations

- All staff will carry these out on all children as children do not stop learning and exploring just because their key person is out of sight. This also gives a more holistic picture of the individual child.
- Spontaneous observations will be seen as an essential tool in understanding what and how a child is learning and developing.

Two-year Old Progress Check

- This will be carried out on all children who join Little Oaks under the age of 3 years within 6-8 weeks after joining us. Those children who join us at 3 years of age will have a summative document.
- Where a child attends another setting Little Oaks will seek to obtain permission from the parent/carer to share the findings of the check with the other setting, if they wish. This

would benefit the child and ensure all are working together to support the child's learning and development.

- Where Little Oaks do complete the check it will be carried out by the child's key person usually between 6-8 weeks after they start attending Little Oaks.
- The progress check will fulfil all statutory requirements and will focus on the child's development in the 3 prime areas, namely Personal, Social & Emotional, Physical and Communication & Language, alongside their 'Characteristics of Effective Learning' which show us how the individual child learns.
- The findings of the check will be shared with the child's parent or carer via Tapestry and the next steps agreed.
- It is the responsibility of the child's key person to compile the check. However, other members of staff may have useful and relevant information to add.
- The purpose and rationale for this progress check will be shared with parents/carers at their pre-start home visit.

Transition Document

- This will be completed for all children who leave Little Oaks for another setting or school after their 3rd birthday.
- The document will be completed as per Northamptonshire County Council guidelines.
- The findings will be shared with the child's parent or carer.
- It is the responsibility of the child's key person to complete this document.

Progress Reports

- When written, progress reports will provide a clear, concise report on a child's development completed by the child's key person.
- The progress report will provide information on the 3 prime areas of learning and the characteristics of learning.
- Evidence of a child's abilities and achievements will primarily come from the child's learning journey. HOWEVER, staff will be expected to apply their professional judgement and if they are confident about a child's abilities they may still record these even if they do not have any hard copy evidence.

Reflection Document

- Reflections are carried out after Christmas for all children who have had a report in the first term.
- During a child's academic year, a 'Reflection' document will be completed on them. A photograph will be taken that depicts what they have been interested in for that half term and a write up attached with it and uploaded on to the Tapestry journal for the parent to see and add comments to.
- These will form a valuable part of the "whole picture" of the individual child.

Monitoring Well-being and Involvement Levels:

- All children's levels of involvement and well-being will be monitored and recorded.

- We understand that all staff involved in the care of each child has a part to play in this so we will therefore meet as a group to decide upon a child's level. All staff involved in the care of the child will have an equal voice.
- Levels will be recorded 3 times a year.
- Whilst appreciating that children's levels can, and will, fluctuate, if they are assessed to be of concern, the child's key person will arrange a meeting with the parents or carers and a plan will be agreed to help the child. Where applicable, these needs will form part of the planning process.
- A review date will be agreed between the key person and the parent/carer.

Planning for the Individual Child

- All the above will form invaluable information on a child's abilities, skills, interests and traits.
- All of these can be used to form a clear, professional and individual idea of typical development for each child., and will feed into planning activities to best support the individual child's next steps.
- Planned developmental activities should take account of developmental needs, well-being and involvement levels, schemas, children's interests, characteristics of effective learning and any additional needs.
- For the under 3's, the developmental focus will be on the 3 prime areas of learning with links to the specific areas as applicable. For the older 3's the focus will be on the 3 prime areas until a time when the child is secure and achieving well within these. At this stage it would be appropriate to also take into consideration the 4 specific areas of learning. The expectation will be that most 3 year olds will be making good progress in all 7 areas of learning.
- The information from this will then inform the planning process towards the next steps for each child.
- It is the responsibility of each key person to ensure that each individual child's needs are being met through the planning process.

Observing and Sharing Schedule:

Conducted over 6 periods per year

Play Group:

Sept-Oct:

- 2-year progress check or detailed summative for September starters, shared with parents/carers on Tapestry.
- 2-year progress check or detailed summative for October starters, to be shared with parent/carers on Tapestry.

Oct-Dec:

- 2-year progress check or detailed summative document for Oct/Nov starters, to be shared with parents/carers on Tapestry.
- Well-being and involvement levels monitored (Nov).

Jan-Feb:

- 2-year progress checks for January starters
- Reflections for September first term starters.

- Completed 2-year progress check to be shared with parent/carers on Tapestry.
- Progress report for children who started in January who are 3 years old.
- Reflections to be started for children who started earliest.

Feb-April:

- 2-year progress checks for February starters.
- Reflection for October/November starters.
- Completed 2-year progress check to be shared with parent/carers on Tapestry.
- Well-being and Involvement Levels.

April-May:

- 2-year progress check for April starters.

May-July:

- Detailed progress report completed for all children before moving to Pre-school.
- Well-Being and Involvement Levels and final Summative Documentation.

Autumn Term - progress reports/2 year check

Spring Term - reflections

Summer Term - progress reports

Pre School:

Oct-Dec:

- Progress report shared with parents.
- Well-Being and Involvement Levels.

Jan-April:

- Reflection.
- Reflection to be shared with parent/carer.
- Well Being and Involvement Levels.

May-July:

- Transition Document for School.
- Transition Document to be shared with parent/carer.
- Well-being and Involvement Levels.

This policy was adopted at a committee meeting held on

Signed on behalf of the committee.....

Role of signatory.....

Policy updated Nov 2012, Reviewed Mar 15, April 2018, April 2019.

Updated Sept 2020. Reviewed Nov 20. Reviewed and updated Nov 2021 with changes to the new EYFS.