

Welcome to Progress from the Start

Progress from the Start (PFTS) is a programme which will support you in tracking children's progress and planning for their development in the Early Years Foundation Stage.

Leicestershire early years providers should be committed to implementing and using *Progress from the Start*. If providers choose to use another observation and assessment system it must be equally as robust and rigorous as *Progress from the Start*.

*Please note, all references to **practitioners** in this document includes adults working with children 0-5 years.

Introduction

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 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 *Statutory Framework for the Early Years Foundation Stage*. Central to this is the process of relating a child's learning and development to the developmental stages outlined in *Development Matters*. You need to know each child's current level of development to help you plan their learning, thereby developing an enabling environment that supports their progress.

Progress from the Start contains advice that will be useful to all practitioners working in all types of settings following the *Statutory Framework for the Early Years Foundation Stage*.

Contents

There are eight cards in the pack which offer guidance and a series of proformas for you to download. Each card has a section for leaders and managers, detailing their responsibility at each stage. Childminders may also find these useful to reflect upon and to use to help further develop their provision.

Card 1 - Welcome to Progress from the Start

Card 2 - Observational Assessment as Daily Practice

Card 3 - Early Assessment Review

Card 4 - The Child Monitoring Tool

Card 5 - Documenting Children's Learning

Card 6 - Progress Summaries and Sharing Progress

Card 7 - Cohort Analysis and Tracking

Card 8 - Transitions

Essential Resources to download:

- Early Assessment Review
- The Child Monitoring Tool
- Progress Summaries and guidance
- Individual Progress Tracker
- Cohort tracker

Introduction for Leaders & Managers

It is essential that Leaders and Managers have an overview of their setting. This is about recognising what is working well and what needs further development. Each of the following PFTS cards contain a section to support leaders/managers in implementing and monitoring PFTS. Use the questions/statements to develop your practice.

Key areas to note

How do you ensure that practitioners are becoming more skilled in their TEACHING AND INTERACTIONS with children?

Do staff have opportunities to be observed and given regular, helpful feedback (supervisions)? (See Supervision Toolkit & Observation of Learning, Playing & Interacting)

Do you include PFTS in your plans for CONTINUAL PROFESSIONAL DEVELOPMENT for individuals and the whole staff team?

This can help to ensure consistent quality of practice to benefit all the children in your setting.

During Ofsted inspections, inspectors will evaluate and obtain evidence of "the effectiveness of the monitoring of children's progress and interventions where needed, to ensure that gaps are narrowing for groups of children or individual children identified as feeling in need of support". (Ofsted Early Years Inspection Handbook June 2015).

How confident are you in USING DATA to highlight the needs of individuals and groups of children. What interventions are in place to help vulnerable children succeed? You may find the following flowchart useful

www.foundationyears.org.uk/files/2012/05/progress-matters.pdf

Appendix 2: Prompts to develop the leader's role

