

Frequently Asked Questions

Progress Summaries and Sharing Progress

How often do Progress Summaries need to be completed?

Every 6 months or more frequently for younger children or those at risk of delay.

Should an additional Progress Summary be written for internal transitions?

It is good practice to ensure that the child's Progress Summary is up to date, this means that the most recent progress Summary may need to be updated to reflect any additional progress made.

How many trackers does a child need?

Each child needs **one** tracker. This travels with the child through the setting.

Where should providers keep Progress Summaries?

Whilst the child is attending the setting, Progress Summaries should be kept with their Individual progress Tracker in the child's file. This is separate from the Learning Journey. Progress Summaries should be shared with the parent/carer so that they contribute to their child's progress summary.

What happens to the Progress Summaries and Individual progress Tracker when a child starts school?

The child's Transition Summary needs to be passed to the school that the child will be attending. Copies of Progress Summaries and Individual Progress Trackers need to be kept for a reasonable time period. Also refer to the guidance provided in the 'Statutory Framework for the early Years Foundation Stage' 3.70 P27.

Can I keep a child's records electronically?

Yes, but be aware of data protection issues. Refer to the Information Commissioner's Officer website for further information on this. Paper copies should also be provided to allow for information sharing with parents and carers, as their input should also be sought.

Do I need to do a Progress Summary for two year olds as well as the 'EYFS progress check at age two'?

No. Complete the progress check at age two as a progress summary. You should also attach the Individual Progress Tracker when you are completing the two year check.

What do you mean by 'Characteristics of Effective Learning'?

Refer to the 'Statutory Framework for the Early Years Foundation Stage', 1:10 for guidance. Also refer to 'Development Matters in the Early Years Foundation Stage' Pages 5, 6 & 7.