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Early Assessment Review (EAR)

The *Early Assessment Review* (EAR) is a process that will support you when you have a new child starting it enables you to swiftly build a clear picture of their developmental level.

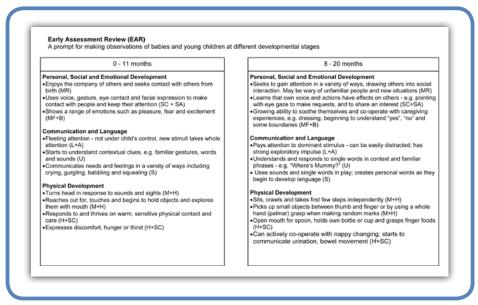
This process is crucial for you as the practitioner as you have the responsibility to establish **positive relationships**, whilst planning an **enabling environment** and effective learning experiences for each **unique child**.

The EAR should only be used when a child first attends the setting. Once your knowledge of the individual child deepens, you should then use *Development Matters/Early Years Outcomes* to inform your planning.

It is recommended that this process is completed within 6 weeks of the child starting. This is irrespective of how many sessions the child attends. It is possible to complete the EAR process quicker than this however, especially for children who attend on a full time basis.

In order to complete this process you will need the following:

- An EAR grid (fig. i)
- a copy of the "Individual Progress Tracker" (fig. ii)



INDIVIDUAL PROGRESS TRACKER																	
NAME: DATE OF BIRTH:	Personal, Social and Emotional Development			Communication and Language			Physical Development		Literacy		Mathematics		Understanding the World			Expressive Arts and Design	
	Making relationships	Self confidence and self awareness	Managing feelings and behaviour	Listening and attention	Understanding	Speaking	Moving and handling	Hoalth and self-care	Reading	Writing	Numbers	Shape, space and measure	People and communities	The world	Technology	Exploring and using media and materials	
0-11						_											
Entering																	
Developing	1																
Secure																	
8-20																	
Entering																	
Developing																	
Secure	_																
16-26																	
Entering									_								_
Developing	₽-		_						_				_			_	_
Secure	┺—		_		_	_							_			_	_
22-36	_					_											
Entering	-	-	-						-			-	-			_	-
Developing Secure	-	_	_						_			_	_		_	_	-
30-50	<u> </u>		_		_	_							_			_	_
Entering																	
Developing	1															_	
Secure	1															_	
40-60	1-				_	_							_			_	_
Entering																	
Developing	1																
Secure	-	_	_		_	_	_	_				_	_	_	_	_	-

Fig. i EAR grid

Fig. ii Individual Progress Tracker



How do I use the Early Assessment Review (EAR)?

(The EAR grid should NOT be used as a tick list or hi-lighted for each individual child - it is a prompt for practitioners only)

- Refer to the EAR grid (fig.i) containing *Development Matters/Early Years Outcomes* statements relating to the ages and stages (these statements have been specifically chosen as key indicators)
- Find out the chronological age of the child (e.g. 18 months)
- Find the most relevant column(s) for this age of child on the EAR grid (In the case of an 18 month old child, this could be either 16-26 months, or 8-20 months) and read through the *Development Matters/Early Years* Outcomes statements
- During the first few days/sessions the child attends, observe and note down key information and begin to relate this to the *Development Matters/Early Years Outcomes* statements within the EAR
- Use learning and development information from parents/carers, other providers (if applicable) and your own initial observations of the child. Begin to decide which statements best reflect this child's developmental level
- If you feel the statements in the age appropriate columns do not reflect the child's developmental level, you can then track backwards and forwards, reading statements in other columns
- As soon as possible and within 6 weeks decide on the most appropriate age and stage for the child's level of development. Ongoing observation and assessment in the future will clarify your initial judgements (Refer to Card 2 – Observational Assessment as Daily Practice)
- Record and date the most appropriate age and stage for the child in each area of learning on the *Individual Progress Tracker* (fig.ii). This is the child's starting point. Decide whether the child is entering, developing or secure within the age/stage band.

The *Individual Progress Tracker* will be a crucial document which will clearly evidence each child's progress from their starting points.

Once this process is complete you will then be able to plan more effectively across the areas of learning within the EYFS for this child from the very start of their time with you. As time passes, your range of observations will grow, as will your knowledge and understanding of the individual child's level of development and their next steps within the EYFS. Your planning and assessment will continue to broaden as you gain a true holistic view of the child across all areas of learning and their aspects.

Sharing this knowledge with parents/carers is essential as the key person "must seek to engage and support parents and/or carers in guiding their child's development at home."

Statutory Framework for the EYFS (1.10)

Leaders and Managers need to ensure that:

- they check the accuracy of initial judgements
- the EAR is completed within the first 6 weeks
- the procedure detailed overleaf is followed effectively
- any children at risk of developmental delay are identified and support is in place
- they are able to give an accurate account of the starting points of groups of children (e.g. by age, by room, by gender) and can describe how this knowledge has informed the provision