Monitoring Group Overview of Children’s Progress*: Autumn/Spring/summer*

For each area of learning a professional judgement to be made on each child’s development.

Development Matters or Birth to Five can be used to help support judgements, there is no requirement for written evidence or detailed observations, judgements should be based on daily interactions with children and information from parents.

Green – Achievement as expected – on track

Amber – Requires some additional support – below typical age expectation

Red – Requires significant amounts of extra support – well below typical age expectation

(Another colour could be added for exceeding typical age expectation if wished)

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| Name | Age in months | Gender | Communication & Language | | Personal, Social & Emotional | | | Physical | | Literacy | | | Maths | | Understanding the World | | | Expressive Arts & Design | |
| L A U | S | SR | MS | BR | GMS | FMS | C | WR | W | N | NP | P&P | PC&C | TNW | CWM | BI&E |
| *\*Helen Smith* | *36* | *F* |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| \*Jack Jones | 45 | M |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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\**Examples*

Implications for forward planning: -

* Looking down the columns - Are there any areas where several children are Amber/Red and how will the provision be adjusted to meet their needs for example, what is the focus for adult support, what resources will be made available, what activities and experiences will be planned, what displays could be used, do we need to visit somewhere or invite a visitor in to talk to the children
* Looking across the rows - Are there any individual children who need further support in specific areas?
* Are there any **groups** of children who may need specific support in certain areas?

For children with ‘red’ areas consider: -

* Does a discussion with parents/carers need to take place?
* Does a more detailed assessment to understand their needs need to be completed, for example the Early Years Developmental Journal or the Speech and Language Screening Tool?
* Should an Early Help be started?
* Do they need an IEP or Early Years Support Plan?
* Do any referrals need to be made for any children?