



# **Acorn House**

**Guide Lines for EY Key person**

**Progress Check at the age of two**

## **Acorn House Guide Line for EY Key Person to complete Progress Check at age two**

### **Rationale**

EY teachers are now expected to complete a progress check when a child is two years old. The aim of this important review at age two (as defined by the Integrated Review Development Group, January 2012) is to:

- identify the child's progress, strengths and needs at this age in order to promote positive outcomes in health and wellbeing, learning and development
- facilitate appropriate intervention and support for children and their families, where progress is less than expected
- generate information which can be used to individual plan and contribute to the reduction of inequalities in children's outcomes later in their educational life.

A template for teachers to use when completing the progress check at age two can be found in the teacher's area.

The following guidance document explains how to complete the check and what teachers need to do with it next to make sure the information sharing process works.

### **What has changed from 2015-2016 Acorn House EY requirements?**

The biggest changes is that at Acorn House we are now asking EY childcare providers to complete the progress check when a child is between 24 and 26 months old using the provided template and to file results into each child's achievements' record.

The progress check document chosen is simple and clear so that parents can quickly see where a child may not be progressing as they should be. All childcare providers at Acorn House are expected to use the provided template and keep the progress check document into each child's record file, accessible to the Head teacher and to the school psychologist.

**We recommend that each child's key person, as soon as the progress check has been completed and shared with the direction, invite parents to a personal meeting to talk about their child's progress.**

Here below you can find detailed explanation of the process.

### **How to prepare for the progress check at age two**

Step 1 - Set up a process within your team to identify when each child needs to have their check.

Remember that the progress check needs to happen when each child is between 24 and 26 months olds so the check can be completed, shared with parents and inserted into the child's record as soon as completed for each child.

Step 2 – Tell parents about the progress check to be revised at age two.

Add general information to your class blog and school newsletters so all EY parents have heard about the progress check before their child will be checked and know what to expect.

Step 3 – Tell parents about their child's progress check at age two and invite them to a revision meeting.

The child's key person should contact personally the parents of each two years old child to invite them to a meeting after the check is completed. Here below you can find a sample letter that you can email or post out.

This letter explains what the development review at age two is and why the check that childcare providers complete is important.

Dear .....

***Integrated review at age two for [insert child's name here]***

*I am writing to you because your child has just turned two and at this age at Acorn House each child is offered a development reviews. This development review is carried out by your child key person and is called a progress check at age 2. The review focus on different areas and will look at your child's development, identify his/her strengths and see if he/she needs extra support in any areas so it is an important revision moment in your child initial education. The progress check will be discussed with each child's parents. If your child Key person will think your child needs more support then you will be asked to work together to make sure that happens.*

*Your child's key person, [insert child's key person's name here], will be completing the progress check soon. We would like to invite you to a meeting on [insert date, time and location here] to talk through the check and give you a written summary. During our meeting the written summary of the progress check (one sheet of A4 paper) will be inserted into your child's personal file as reference of the initial stages when starting at Acorn House supporting future planning.*

*If you cannot make this meeting, please email ms. Lisa, the school secretary, in order to arrange another time.*

*Please talk to us if you have any questions or concerns.*

*Yours sincerely*

*Dott.ssa Michaela diena  
Head teacher and EYFS coordinator*

## How to complete the progress check at age two template

We recommend that the child's key person should carry out the check. This template has two pages. At the top of the first page there is basic information like the child's name and age and your setting name as well as two larger boxes for general comments from the child's key person and parents. We suggest that you fill in the comments box last.

At the bottom of the first page there is a small section with questions about the child. Circle yes or no in response to the questions.

The rest of the template concentrates on the three prime learning and development areas of the Early Years Foundation Stage (EYFS) and the characteristics of effective learning. In the boxes you need to write a summary of the child's development in each area. Use the next steps section to explain what the adults (at home and in the setting) will do to support the child's progress in this area.

At the bottom of each section you will see a set of numbers that correspond to ages in months and match with the development bands described in the [Development Matters in the EYFS guidance](#). Use the information contained in all three columns of the learning and development grids in the Development Matters in the EYFS guidance as a reference to decide which developmental band best describes the child. Start by looking at the band that is most likely to describe the child, this will probably be their chronological age band. Work through each aspect within in each area.

**Progress check at age two**  
Completed by my child's childcare provider

 **SURREY**

Child's name	Age in months	Girl / Boy	Date														
Name of childcare provider	Child's start date	Number of hours attended a week															
Childcare provider's phone no	Language(s) spoken at home																
Key person's name	Does the child receive free early education for two year olds (FEET) funding? Yes / No																
Parent's comments - including child's interests	Key person's comments - including child's interests																
Does the child have either of the following: (Circle yes or no.)																	
Special educational needs and/or disabilities support plan?	Yes	No	Early help assessment? Yes No														
Do any other professionals support the child? Yes / No If yes please write their names/job titles below.																	
If the child goes to another childcare provider, have you contacted them? Yes / No / Not applicable																	
<b>Personal, social and emotional development</b>																	
Making relationships	Self-confidence & self-awareness	Managing feelings and behaviour															
Next steps for the key person and parents at home																	
0-11	9-20	16-26	22-36	30-50	40-60+	0-11	9-20	16-26	22-36	30-50	40-60+	0-11	9-20	16-26	22-36	30-50	40-60+

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<b>Communication and language</b>											
Listening and attention		Understanding		Speaking							
Next steps for the key person and parents at home											
0-11	9-20	16-26	22-36	30-50	40-60+	0-11	9-20	16-26	22-36	30-50	40-60+
<b>Physical development</b>											
Moving and handling			Health and self care								
Next steps for the key person and parents at home											
0-11	9-20	16-26	22-36	30-50	40-60+	0-11	9-20	16-26	22-36	30-50	40-60+
<b>Characteristics of effective learning</b>											
Playing and exploring, active learning, creating and thinking critically											
Next steps for the key person and parents at home											
Key person signature			Date								
I am aware that the childcare provider could share the information above with relevant professionals, with prior consent, to support my child.											
Parent/Carer signature			Date								

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Decide how well the information in the developmental band describes the child. For example, if the child is just starting to present the described skills and behaviours, mark a vertical line towards the left hand side of the box. If they are confidently working at that stage, mark a vertical line towards the right hand side of the box. And if they are somewhere in between, mark the line somewhere in between. We recommend that you use a coloured pen so this line is obvious and easy to see.

### Signatures and registration of parents' comments

Once you have completed the document, sign the last page. During your meeting with the parents, you must ask the parent to sign the document and encourage them to fill in their comments box on the first page.

### What to do with the progress check document once you have completed it

Once you have completed the document, you need to share it with the child's parent. Ideally this would be done at a face to face meeting.

During that meeting you should:

- talk to the parent about their child's progress, whether you have any concerns and what you are suggesting that the adults (at home and in the setting) will do to support the child's progress (information in the next steps box)
- ask the parent to sign the document and encourage them to fill in their comments box

- file the document in the child's file for future reference

### **How to complete the progress check at age two if a child starts at Acorn House after the age of 27 month**

If a child starts at Acorn House after the age of 27 month you will still need to complete the progress check.

We recommend that you do the check within six weeks of the child starting within your EY group or before they turn three if that is going to happen earlier.

When you tell the parent about the progress check at age two, you could ask them to share with you any previous setting development review they have received before starting at Acorn House and ask to see any document that has been delivered to them by previous childcares. You could then use this information to inform your progress check.

All the other steps explained above will be the same.

### **What happens after a child has had their Progress check development review**

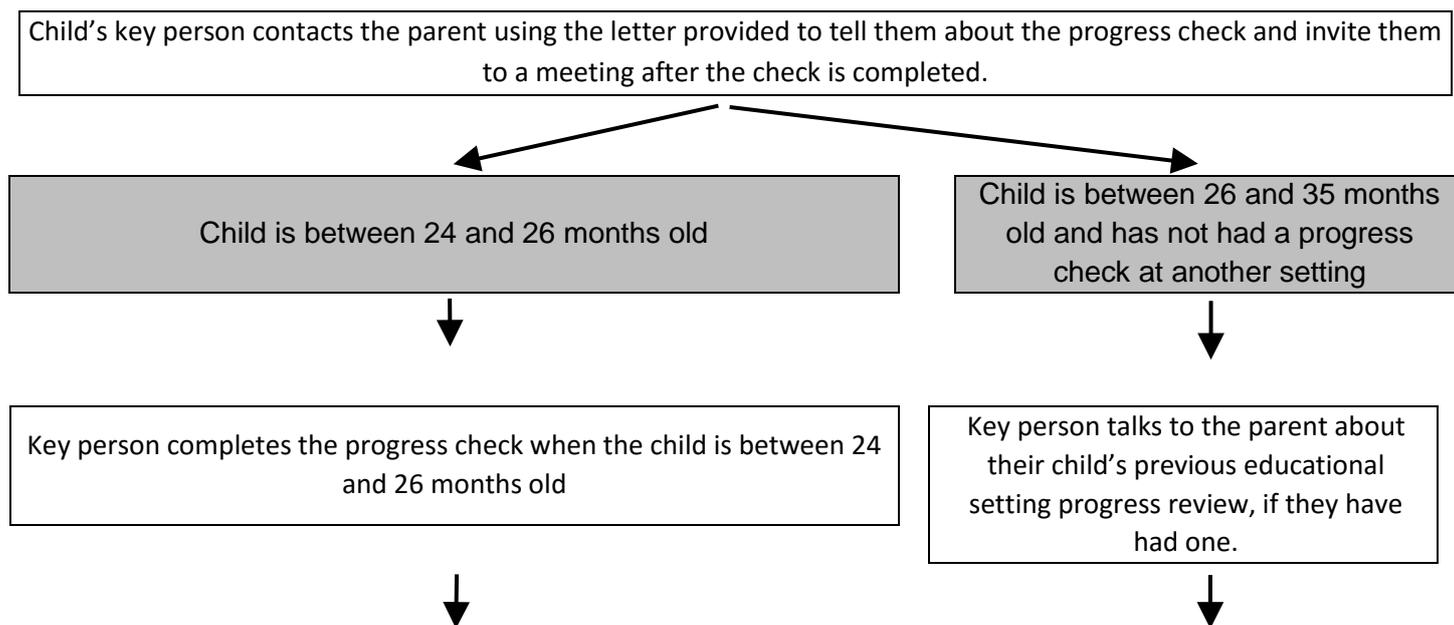
Teachers will keep observing the children's development, use the initial check as a reference benchmark during the second part of the school year. Teachers will also encourage parents to keep informing them about what happens at home, so that parents' vision can be recorded.

If the Key person thinks the child needs more support he/she will consult with the Head teacher and the school psychologist, then he/she will talk to parents about the next steps.

### **What to do if you have concerns about a child's development**

If a key person/teacher/parent is worried about a child's development he/she should always talk to the Head teacher and the school psychologist in order to verify the next steps to be considered.

## **Flowchart of the process**



Key person meets with parent, inserts progress check document into the child's file and encourages parent to keep supporting their child's development



Key person doesn't see any problems with the way the child is developing.



Key person encourages parent to keep supporting their child's progress and refer relevant episodes to be recorded into the child's file.

Key person completes the progress check within six weeks of the child starting at the setting or before they turn three if that is earlier.



Key person thinks the child needs more support.



Key person encourages parent to talk to the school psychologist about what emerged in the progress check development review.

July, 2016

To be reviewed Autumn Term 2018