



**Nottinghamshire
County Council**

Early Years Quality and Attainment Team

Early Childhood and Early Intervention

Guidance for the NCC 2 Year Progress Summary

(When using Birth to Five Matters)

This guidance has been designed to be used alongside **Birth to 5 Matters: Non-Statutory Guidance for the Early Years Foundation Stage** [Birthto5Matters-download.pdf](#) (Other templates are available if you are not using Birth to 5 Matters in your setting)

2 year Progress Summary - A Brief Description of This Document

The progress check is a statutory requirement of the EYFS. Providers should seek the consent of parents to share information from the check directly with relevant professionals. Providers must have written policies and procedures in place to safeguard children, in line with the guidance and requirements of the relevant Local Safeguarding Children Partnership (LSCP).

The statutory requirements of the progress check at age two

This section explains what we must do as early years practitioners. These actions are legally required and are set out in the statutory framework for the EYFS. In addition, there are actions which we should take. These actions are not legally required but we need to be mindful of what we should do. We should only take another course of action if there is good reason for doing so.

Practitioners **must** provide parents with a short, written summary of their child's development in the prime areas of learning:

- communication and language
- personal, social and emotional development
- physical development

Practitioners **must**:

- discuss with parents how the summary can be used to support learning and development at home
- describe the activities and strategies they intend to adopt in their setting to address any issues or concerns

Beyond these points, it is for practitioners to decide what the written summary document could include.

The following factors may determine the timing of the progress check:

➤ **The child's entry point**

Providers should consider a settling in period for a child to enable their key person and other practitioners to build up good knowledge of that child's development, abilities and interests before completing the progress check.

➤ **Parental preferences**

Practitioners should agree with parents when is the best time to provide the summary. Where possible, early years providers should consider carrying out the progress check in time for parents to share it with the health visitor at the two year old health and development review.

➤ **Contextual information**

If there are concerns about a child's development, consider any relevant contextual information:

- Were they born prematurely?
- Have they experienced transitions such as foster care or adoption?
- Have they experienced an adverse childhood experience?
- Has there been a change in family circumstances? For example: the arrival of a new sibling, the death of a parent or grandparent, the breakdown of a relationship or the arrival of a new partner.

For further guidance on timing please refer to the **Progress check at age two Non Statutory Guidance for the Early Years Foundation Stage** (DfE,2022). If a need for further support is identified, practitioners should complete an action plan and share this with the child, the child's parents/carers and if relevant other professional.

[Progress check at age two – Non statutory guidance for the early years foundation stage \(publishing.service.gov.uk\)](#)

When a child is aged between two and three, practitioners must review their progress, and provide parents and/or carers with a short written summary of their child's development in the prime areas. (EYFS 2021, 2.4)

This progress check will identify the child's strengths, and any areas where the child's progress is less than expected. If there are emerging concerns, or an identified special educational need or disability, practitioners will develop a targeted plan to support the child's future learning and development involving other professionals (for example, the provider's Special Educational Needs Co-ordinator (SENCO) or health professionals) as appropriate.

Beyond the prime areas, it is for practitioners to decide what the written summary should include, reflecting the development level and needs of the individual child. The summary must highlight: areas in which a child is progressing well; areas in which some additional support might be needed; and focus particularly on any areas where there is a concern that a child may have a developmental delay (which may indicate a special educational need or disability). It must describe the activities and strategies the provider intends to adopt to address any issues or concerns. If a child moves settings between the ages of two and three it is expected that the progress check would usually be undertaken by the setting where the child has spent most time. Practitioners must discuss with parents and/or carers.

Where children have experienced difficulties in their early years, their development may reflect those circumstances. It is useful to consider what further support might help the child and their family. The difficulties the child is experiencing may be temporary or long-term. Either way, early intervention is crucial. Helping children come through difficult times can make them more resilient.

What to expect in the Early Years Foundation Stage: a guide for parents

[What-to-expect-in-the-EYFS-complete-FINAL-16.09-compressed.pdf \(foundationyears.org.uk\)](https://www.foundationyears.org.uk/What-to-expect-in-the-EYFS-complete-FINAL-16.09-compressed.pdf)

You may find this guide useful for parents. It will help them find out more about their child's learning and development in the EYFS, including the seven areas of learning and development, and top tips for fun, playful experiences that they can do together with their child at home.



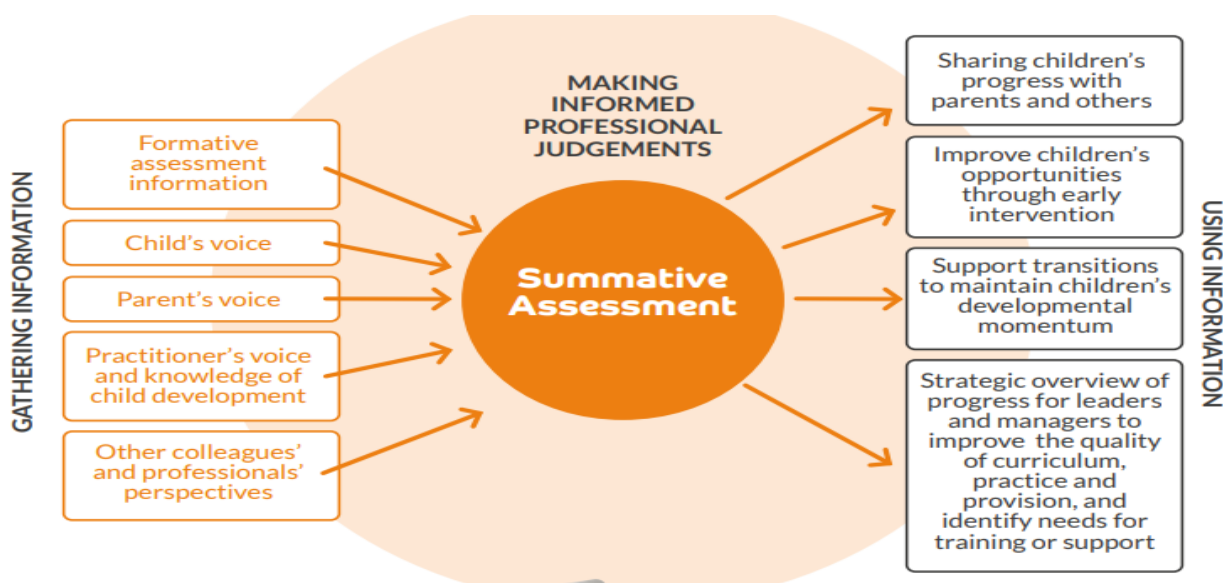
The Characteristics of Effective Learning

The Characteristics of Effective Learning describe behaviours children use in order to learn. To learn well, children must approach opportunities with curiosity, energy and enthusiasm. Effective learning must be meaningful to a child, so that they are able to use what they have learned and apply it in new situations. These abilities and attitudes of strong learners will support them to learn well and make good progress in all the Areas of Learning and Development

Characteristics of Effective Learning
Playing and Exploring ENGAGEMENT Finding out and exploring Playing with what they know Being willing to 'have a go'
Active Learning MOTIVATION Being involved and concentrating Keep trying Enjoying achieving what they set out to do
Creative and Critical Thinking THINKING Having their own ideas Making links Working with ideas

Areas of Learning and Development	Birth to 5 Matters Aspects
Prime Areas	
Personal, Social and Emotional Development	Making Relationships
	Sense of Self
	Understanding Feelings
Physical Development	Moving and handling
	Health and Self-care
Communication and Language	Listening and Attention
	Understanding
	Speaking

When completing this 2 year progress summary the key person will use their professional judgment, knowledge of child development, the characteristics of effective learning and observations of the child to make an informed decision about where the child is at in their learning and development.



Taken from Birth to 5 Matters: Non-statutory guidance for the Early Years Foundation Stage

A Unique Child

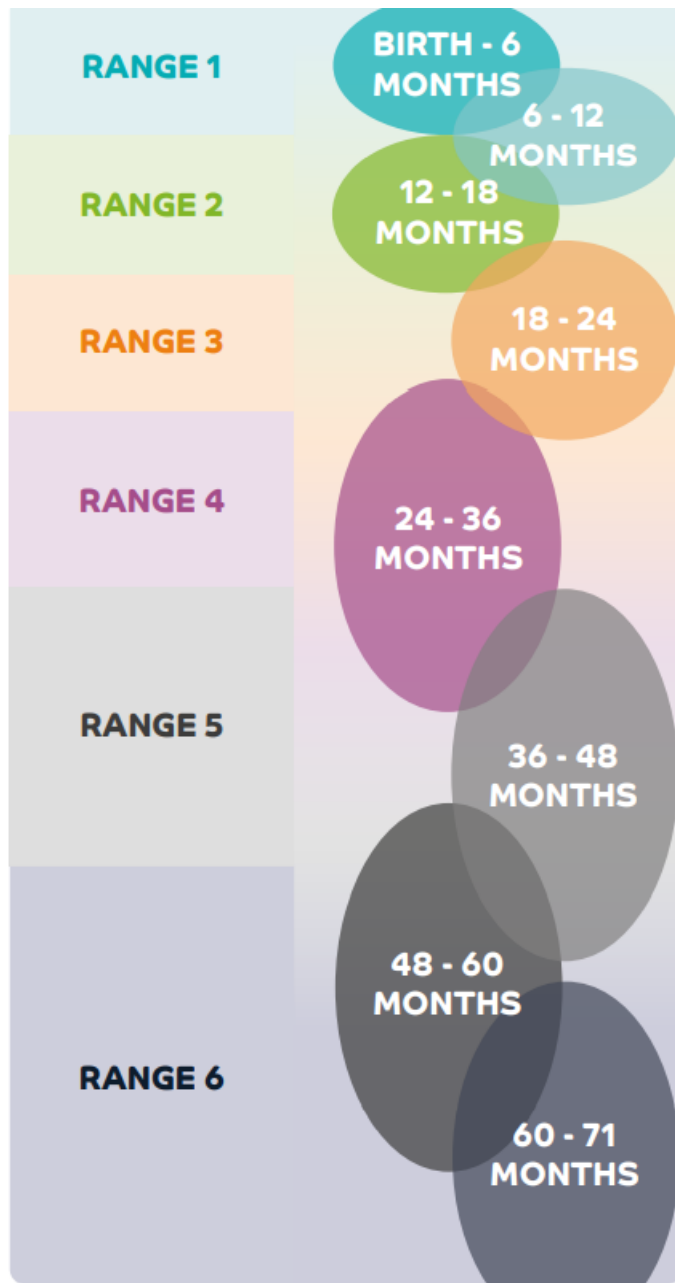
When referring to the guidance for the Areas of Learning and Development, it is important to start with what is observed and understood about the individual child.

A typical progression in development and learning has been grouped into broad ranges in the column for A Unique Child. This is intended to support knowledge of a general pattern of child development.

Practitioners can identify a range that most closely describes the child's development and learning, and then consider the suggestions for adults within that range (or earlier ranges) to plan to support continued progress.

The guidance can also help to identify when children may need additional support, by referring to the key provided here which links the ranges to typical age spans.

In summative assessments, comparing best-fit judgements of ranges with typical age spans can help identify whether children are roughly on track, or are progressing more slowly or quickly. This information can be useful for leaders and managers in planning for the continual improvement of practice and provision in the setting.



Taken from Birth to 5 Matters: Non-statutory guidance for the Early Years Foundation Stage

[Birthto5Matters-download.pdf](#)