Early Years Tracker - (Academic year in which children turn 4)

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|  | **Date of Assessment** | **% of children working within their Developmental Age/Stage Band (Development Matters) within each strand in each Area of Learning** |
| **PSED** | **Physical Development** | **Communication and Language** | **Literacy** | **Maths** | **Understanding of the World** | **Expressive Arts and Design** |
| **Making relationships** | **Self-confidence and self-awareness** | **Managing feelings and behaviour** | **Moving and handling** | **Health and self-care** | **Listening and attention** | **Understanding** | **Speaking** | **Reading**  | **Writing** | **Number** | **Shape, space and measure** | **People and communities** | **The World** | **Technology** | **Exploring and using media and materials** | **Being imaginative** |
| Children working **significantly below** their dev. band**16-26 months** **(**and below) | **Entry** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Children working **below** their dev. band **22-36 months** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Children working **in-line** with theirdev. band **30-50 months** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Children working **above** their dev. band **40-60+ months** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| Children working **significantly below** their dev. band **16-26 months (**and below) | **Autumn Term** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Children working **below** their dev. band**22-36 months** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Children working **in-line** with theirdev. band**30-50 months** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Children working **above** theirdev. band**40-60+ months** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| Children working **significantly below** their dev. band**16-26 months (**and below) | **Spring Term** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Children working **below** theirdev. band**22-36 months** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Children working **in-line** with their dev. band **30-50 months** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Children working **above** their dev. band**40-60+ months** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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|  | **Date of Assessment** | **% of children working within their Developmental Age/Stage Band (Development Matters) within each strand in each Area of Learning** |
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| **Making relationships** | **Self-confidence and self-awareness** | **Managing feelings and behaviour** | **Moving and handling** | **Health and self-care** | **Listening and attention** | **Understanding** | **Speaking** | **Reading**  | **Writing** | **Number** | **Shape, space and measure** | **People and communities** | **The World** | **Technology** | **Exploring and using media and materials** | **Being imaginative** |
| Children working **significantly below** their dev. band**16-26 months (**and below) | **Summer Term** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Children working **below** theirdev. band**22-36 months** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Children working **in-line** with their dev. band **30-50 months** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Children working **above** their dev. band**40-60+ months** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Key questions to support data analysis.**

* What proportion the of children have made typical or better progress from their starting points, including disabled children, those with special educational needs and the most able?
* Is attainment consistent across all areas of learning, particularly in the Prime Areas?
* What does the data tell you about the attainment and needs of individual children e.g. SEND/EAL/Early Years Pupil Premium/more able?
* How quickly are disadvantaged children, and any groups that are underachieving, catching up?
* What does the data tell you about priorities for your setting? Add any specific actions in response to data analysis to your Action Plan.