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

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **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 their  dev. band  **30-50 months** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Children working **above** their  dev. band  **40-60+ months** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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

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

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **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) | **Summer Term** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Children working **below** their  dev. 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 children in receipt of Early Years Pupil Premium, 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.