Using the Cambridgeshire Learning and Development Summary

Use your observations to develop a good understanding of how the child learns and the ages and stages of development s/he is working within. Talk to other practitioners, the parents / carers and other professionals if appropriate. Listen to the child to find out their views. Sample observation proformas can be found on the website www.cambridgeshire.gov.uk/eyc.

Make sure that you have permission from parents to share the information if you work in pre-school. There is a parent consent form on the website.

The documents have been written so that you can add your own logo. On the website you can find sample summaries that have been filled in for fictitious children.

For the two year progress check it is only the Prime Areas which are statutory, we recommend you include the Characteristics of Learning, which give you a holistic view of the child. These are included in the Learning and Development summary document 1. If a setting feels that a child is very interested in specific areas, comments can be made in the additional comments page.

The summary includes:
- A front page
- A summary of the characteristics of learning
- The Prime Areas
- Additional Information.

We recommend that the summary for children at transition to school includes the Characteristics of Learning and the Prime and Specific Areas. This would be the Learning and Development summary document 2.

The summary includes:
- A front page
- A summary of the characteristics of learning
- The Prime Areas
- The Specific Areas
- Additional Information.

At the end of Reception it is a Statutory requirement to report the Characteristics of Learning. The Learning and Development summary document 3 ELG will meet this requirement. Use the document with the Early Learning Goals, rather than the ages / stages of development.

The summary includes:
- A front page
- A summary of the characteristics of learning
- The Prime Areas
• The Specific Areas
• Additional Information.

When the summary is completed discuss findings with parents / carers and other professionals where appropriate. Ensure that parents / carers have a clear picture of their child’s development. This may mean taking time to help parents understand whether a child is showing typical development for their age, may be at risk of delay or is ahead for their age.

The Learning and Development summary should help practitioners to identify the next steps in the child’s learning and development and provide some suggestions for parents in supporting their child at home.

Transfer the age / stage information into the Individual Tracking Assessment Document by entering the month in the appropriate box. Use the ‘best fit’ guidance to decide whether the child is emerging, developing or secure in the age / stage.

At the Revised EYFS Training sessions, settings in Cambridgeshire were given the following to support assessment:

‘Understanding the revised Early Years Foundation Stage’, by Helen Moylett and Nancy Stewart, Early Education 2012 ISBN -10 0-904187-58-6

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