



Tracking Children's Progress Policy

1. Statement of Purpose

As an Early Learning and Childcare (ELC) setting we aim to provide a high-quality service for both children and parents. We recognise the value of monitoring and tracking children's progress. By monitoring children's strengths and areas for development next steps in learning can be identified. Continuity of learning is vital to ensure all children reach their full potential and that their individual needs are met. Tracking children's progress allows us to provide appropriate support and monitor the impact on the progress and development of the child.

Throughout the policy the term 'parents' is used to include all main caregivers.

2. Observations for Assessment

By observing children, we can build knowledge which allows us to understand their development and growth. Observations help us plan a curriculum that is valuable and has breadth and depth for all learners. Planning children's experiences and learning intentions is an ongoing process and assessment information gathered will be shared to plan future learning experiences. Observation is at the heart of our work with children and observations will be carried out formally and/or informally, specifically and/or continuously. Information will be gathered in a variety of ways including observations, self assessment and peer assessment and will be shared with relevant professionals and parents as appropriate. When observing children, the most suitable method(s) of observation should be chosen to ensure the relevant information is gained. Depending on the aim of the observation will determine the method chosen. Methods of observation include Time Sampling, Target Child, Frequency Sampling, Duration Sampling and Diaries. Please note that this is not an exhaustive list. Children present us with a variety of opportunities to learn more about them and by observing them we can understand how best to meet their needs.

[Realising the Ambition: Being Me](#) is an extremely important and useful reference. Settings should make reference to this document while implementing this policy, particularly the 'child-centred pedagogy in practice' cycle (on page 64 of the document), as well as point 3.1. 'How I grow and develop' and 5.2 'What do we mean by pedagogy and pedagogical leadership'.

3. Using Observations and Assessments

3.1

Our observations and assessments will provide information and feedback for all relevant stakeholders including children, parents, staff and other professionals. Children will be at

the heart of the assessment process as we support them to become reflective learners, able to evaluate their own progress and use this evidence to inform their choices. Staff will work in partnership with children, parents and other professionals as relevant, making effective use of a range of assessments to inform future learning and to identify progress made. We will ensure that all staff involved in this process have a very good understanding of child development and early learning pedagogy.

3.2

Staff will use observations and assessments, in conjunction with their knowledge of the developing child, to identify supports for children who may need them and then to assess the effectiveness of these supports. The assessment process will also identify children who require to be challenged in their learning and to plan appropriate programmes for them. Supporting and challenging children in this way will help us ensure learner engagement and development built around the individual child.

3.3

Information from observations and assessments will help inform our evaluations of the curriculum on offer and the effectiveness of our learning and teaching strategies. This will enable strategies to be put in place to support learning, enhance our practice and ensure progress. The information will also help us ensure that the curriculum offers breadth and depth and that all children are developing as successful learners, confident individuals, responsible citizens and effective contributors.

3.4

Reliable continuous information gathered from observations and assessments will allow us to recognise, capture and celebrate achievements; profile children's learning and progress; report on this at various transition points such as home to setting, movement through the various stages within the setting and transfer to primary school. All the while we will ensure that all aspects of the child's learning and development are taken into consideration, and progress in communication, early language, mathematics and health and wellbeing will form a key part of the observation, assessment and reporting cycle.

4. Recorded Evidence of Progress

4.1

We will keep records of children's progress to support the processes outlined above. This evidence will take the form of personal plans, daily diaries/record sheets for our youngest children and personal plans, learning journals for older children. Children and parents will be encouraged to contribute to and make decisions on what is included in these plans, learning journals. While these records will be kept up to date by the child's key person, we recognise the value of shared information from other members of the staff team in order to form an accurate assessment of the child's progress.

All practitioners will have a clear focus on monitoring and evaluating the quality of children's learning and on tracking their progress and achievements (as per [How good is our early learning and childcare? \(HGIOELC\)](#)).

4.2

In accordance with the [Social Care and Social Work Improvement Scotland \(Requirements for Care Services\) Regulations 2011, SSI 2011/210, Regulation 5: Personal Plans](#), every person attending a registered service must have a personal plan within 28 days of them starting to use the service.

The Care Inspectorate have developed a [guide](#) to support staff in services to develop personal plans, sometimes referred to as care plans, for children attending early learning and childcare services registered with the Care Inspectorate. Personal plans must be reviewed at least once every six months or sooner if required. We will monitor individual children's plans, record progress and discuss next steps using the wellbeing indicators to support their development and learning.

The guide provides information based around the [GIRFEC principles and SHANARRI](#) wellbeing indicators to track children's progress and celebrate their achievements

Since 1 April 2018, the [Health and Social Care Standards](#) have been used across Scotland. The Care Inspectorate's expectation is that they will be used in planning, commissioning, assessing, and delivering care and support. All services should use the Standards as a guideline for how to achieve high quality care.

Wellbeing

- I am asked about my lifestyle preferences and aspirations, and I am supported to achieve these.
- I am encouraged and helped to achieve my full potential.

Responsive Care

- My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices.
- I am fully involved in developing and reviewing my personal plan, which is always available to me
- My health and social care needs are assessed and reviewed to ensure I receive the right support and care at the right time

Experiencing my care and support


- My needs, as agreed in my personal plan, are fully met, and my wishes and choices are respected
- My care and support adapts when my needs, choices and decisions change.

4.3

There is an expectation for all of the curriculum that progress will be evidenced through the levels. We will monitor and evaluate progress across the curriculum to improve children's learning. We will produce reports at relevant reporting stages. These will include at least bi-annual reports to parents on their child's progress, reports to assist smooth movement between stages within the setting and a transition record for parents and receiving primary school. Children's plans, diaries, records and folios/learning journals will also be used to assist educational psychologists, speech therapists and any other relevant professional in their assessment of a child, as appropriate. Alongside observations and assessments of children, curriculum planning and recording tools will be used to assess the collective effectiveness of the curriculum. We aim to fully involve parents in their child's learning and development and will take their views and information of successes beyond the setting into consideration when making assessments and compiling reports on children.

4.4

We will use the [Experiences and Outcomes](#) and [CFE benchmarks](#) to evidence progress as these have been developed to provide clarity on the national standards

expected within each curriculum area at each level. They set out clear lines of progression in literacy, English, numeracy and mathematics and across all other curriculum areas from Early to Fourth Levels. Their purpose is to make clear what learners need to know and be able to do to progress through the levels, and to support consistency in teachers' and other practitioners' professional judgements (as per [How good is our early learning and childcare? \(HGIOELC\)](#)). For mental, emotional, social & physical (MESP) the Experiences and Outcomes fall within  **Responsibility of All**. Here, progress will be evaluated on a regular basis as progression is not linear and wellbeing fluctuates from day to day, week to week, month to month and as a result there are no progressive benchmarks for Responsibility of All.

We will use the language within the Benchmarks to help identify the skills as well as next steps for children's learning.

Monitoring of this Policy

It will be the responsibility of Sophie Startin to ensure that all staff, including new or temporary staff, are familiar with this policy and to monitor that it is being implemented. Monitoring and evaluation of the policy will be achieved by all staff continuously reflecting on and evaluating their practice. This will be monitored through our planning and assessment material and will be reviewed regularly to assess impact. The monitoring of children's learning journals will be ongoing to ensure all information is relevant and up to date. Staff training records and practice will be monitored to ensure that staff knowledge of child development and learning and early learning pedagogy is current and reflected in all aspects of practice.

See also

Additional Support for Learning Policy
Child Protection Policy
Curriculum Policy
Responsive Care Policy
Promoting Positive Behaviour Policy
Self Evaluation Policy
Transitions Policy
GDPR Members Privacy Policy

Links to national policy

Health and Social Care Standards. My Support, my life, Scottish Government 2017
www.gov.scot/publications/health-social-care-standards-support-life/

Building the Ambition, Scottish Government 2014
<https://blogs.glowscotland.org.uk/ab/public/saliarchive/uploads/sites/884/2015/01/Building-the-Ambition-document.pdf>

Realising the Ambition: Being Me
<https://education.gov.scot/media/3bjpr3wa/realisingtheambition.pdf>

[How good is our early learning and childcare? | Self-evaluation | National Improvement Hub \(education.gov.scot\)](#)

[Funding follows the child and the national standard for early learning and childcare providers: operating guidance - gov.scot \(www.gov.scot\)](#)

Guidance

[Monitoring-and-Tracking-Progress-in-ELC-Literacy-and-English-1.pdf \(glowscotland.org.uk\)](#)

[Effective observation leading to effective assessment | Learning resources | National Improvement Hub \(education.gov.scot\)](#)

[elc25-observation-resource-part3-using-observation-to-improve-learning.pptx \(live.com\)](#)

Evaluating progress of wellbeing [nih297-cycle-of-wellbeing.pptx \(live.com\)](#)

[Early learning and childcare \(ELC\) | Scottish education system | Education Scotland](#)

[A quality framework for daycare of children, childminding and school aged childcare June 2021](#)