

Step 5

Key headlines:

- This is best practice guidance
- It will help you to manage information about the progress of all children in your setting
- This information will help you to plan for the future of your setting, to develop your staff and your ethos

5

Progress Overviews

Setting's Story

Managing cohort information

- As each key person completes the six monthly Individual Progress Tracker (completed alongside Progress Summaries) you can collate this to bring together the profile of learning across your whole setting.
- The information from each child's individual tracker can be used to calculate the percentage of children who are working within each age phase for the Areas of Learning.
- The Cohort Analysis Grid can be used to collate the information.
- By collating this information together you will be able to see patterns developing. The patterns are there to enable you as a manager and leader to ask questions:
 - Are there any Areas of Learning that are repeatedly out of alignment? If so why? Is it to do with staff expertise? Is further training required? Is the provision within the settings meetings children's needs?
 - The pro-forma provided for a cohort analysis groups the children into girls and boys, this will enable you to look for any patterns relating to gender.
 - You may wish to break down the analysis into term of birth i.e. autumn, spring, summer or English as an Additional Language or Special Education Needs.
 - Are there any patterns here? Look for strengths and weaknesses as this will help you alongside other parts of your setting story to plan your next aspects of development.



Key headlines:

- This is best practice guidance
- It will help you to manage information about the progress of all children in your setting
- This information will help you to plan for the future of your setting, to develop your staff and your ethos

5

Progress Overviews

Setting's Story

- Do you make sure observations are taking place regularly?
- Have you created the climate in your setting where this is possible as part of the daily routine?
- As the manager or leader, do you transfer periodic summative assessments onto a whole group cohort summary sheet?
- Do you use this to 'place' the cohort group, and reflect on and track their progress?
- Does your setting collect information about groups of children or about cohorts (i.e. gender, term of birth etc)?
- Do you reflect on the different progress made by different groups or cohorts and why this might be?
- Can you talk about whether groups of children are on track for their age, making progress over time or are 'stuck'?
- Are you identifying children who are not making progress?
- What do you do about this?

