The Suffolk County Council My Learning Journey (MLJ) assessment materials have been updated in line with the revised Early Years Foundation Stage (EYFS, 2012).

The MLJ’s have been designed to encompass the breadth and diversity of Early Years and Childcare provision and they reflect the EYFS message of continuity of learning from birth to 5.

In recognition of the importance of parental involvement, the MLJ’s have been designed to be used in partnership and therefore should be easily accessible to parents/carers within the learning environment.

My Learning Journeys:
- Are used by practitioners to manage assessments and provide consistency across the county
- Promote assessment and support good practices throughout the EYFS
- Provide a way to manage evidence of children’s progress and learning that can be used in informing the EYFS profile at the end of the Reception Year and the EYFS progress check at age two.
- Support transition between settings and schools
- Should be used alongside supporting materials, for example planning, Special Educational Needs, and monitoring.

Progress Check at Two

As of September 2012, it is a statutory requirement for practitioners to complete a two year old progress check for children in their care. This is a review of the child’s progress and a summary of their development (EYFS, 2012). A format for completing this has been incorporated into the MLJ’s and forms a part of the on-going cycle of assessment for the child.

The MLJ document and supporting materials can be accessed through CPD online.
Page by page guidance

Front Page

A brief history of the child’s ‘attachment’ and support is built up by completing the page. Each time you become a child’s new Key Person, you should complete a new front cover, including an up to date photo of the child.

Parents and Carers Page

This page is for parents/carers to share their comments and observations about their child’s development and interests at any time.

Research indicates that parental involvement within the learning process is essential to increase the opportunities for each child’s development and outcomes (Sylva, K. et al, 2004)

Parents/carers comments enable you as the Key Person to connect the learning experiences of the setting/school with experiences and activities elsewhere.

You should encourage parents/carers to make contributions at every opportunity.

My Learning Journey

This page is to be used to record observations of a child’s activity and play.

You should collect and add observations, photos and evidence of children’s work in chronological order so as to document progress, capturing the journey and the holistic way in which children learn.
The EYFS Learning and Development Summary format is for recording a formative assessment (a review/evaluation) of the child's learning and development within the prime and specific areas. They help to form a link between what we see and what it tells us. You should add notes based on observations and with reference to Development Matters in the EYFS (2012).

In the Characteristics of Effective Learning section you should record brief comments that reflect the child’s individuality in the way they approach learning, including their particular interests that arouse curiosity and engagement. The Characteristics of Effective Early Childhood Learning document can be used as a prompt (available through CPD online).

You should use a summary from the early stages of a child’s time at a setting. This can be completed after four to six weeks, so that the child has had time to settle into the new situation, and you as their key person have had an opportunity to get to know the child in a range of contexts.

It is expected that you will complete a summary at regular intervals (a minimum of every six months) in order to consider a child’s progress. It would be ‘good practice’ for you to carry this out more frequently and especially at transition points, in order to share valuable information with other settings or practitioners.

Practitioners must consider the individual needs, interests and stage of development of each child in their care and must use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development. Practitioners working with the youngest children are expected to focus strongly on the three Prime Areas, which are the basis for successful learning in the other four specific areas.

(EYFS, 2012, 1.7, p.6)

The three summary formats have been developed for you to use. You need to use your professional judgement to determine which of the following would be most appropriate:

- Learning and Development Summary (Prime Areas only)
- Two Year Old Learning and Development Summary
- Learning and Development Summary (Prime and Specific Areas)

You should use the completed Summary when reviewing a child’s progress (My Learning Journey So Far) with parents and planning (Where next?) for future learning opportunities.
The Unique Child 2 Year old
Learning and Development Summary

You should use this summary as the ‘Progress check at age two’. The ‘Progress check at age two’ must be completed with reference to ‘Know How’ guide (NCB). This is available through CPD online.

This summary is a review of the Characteristics of Effective Learning and the Prime Areas. You must also indicate the ‘best fit’ age bands for each of the Prime Areas in which the child is currently working which can be transferred from the Progress Tracker.

As the child’s Key Person, you should complete this summary and ensure it is reviewed and signed by a line manager. (N.B. This may not be applicable in all childminding settings.)

You must provide a signed copy for parents/carers and add a copy to the child’s My Learning Journey.

Progress Tracker

When reviewing a child’s learning and development from observations and with reference to Development Matters, it is important to note which age band the child is currently working within. You should record this by highlighting the whole box in the relevant section of the Progress Tracker. Most children should be working within an age band that includes their chronological age and these are given in both years and months to help identify which is the most appropriate. If you feel these statements do not give a ‘best fit’ description of the level the child is at given the observations collected, you can review the age bands above and below to decide on the appropriate assessment level.

Remember:
Children develop at their own rates, and in their own ways. The development statements and their order should not be taken as necessary steps for individual children. They should not be used as checklists. The age/stage bands overlap because these are not fixed age boundaries but suggest a typical range of development.

Development Matters in the Early Years Foundation Stage (EYFS) 2012, p6 - p46
My Learning Journey so far

The purpose of this page is to gather the views of the parents/carers and the child about activities and experiences that really engage and interest them; along with key points from your assessments. Consider how the child engages with their play and everyday activities and how this fosters the effective characteristics of early learning set out in the Early Years Foundation Stage framework. The Characteristics of Effective Learning are given as prompts for the discussions between the Key Person, the child and the parent/carer.

This page follows naturally on from the process of reviewing the child’s learning, development and progress and should therefore be completed a minimum of every 6 months, but more regularly, if appropriate, to ensure the child’s individual needs are considered. This page has been designed to be used alongside the ‘Where next?’ page to plan activities and possible learning experiences for the child.

Where next?

You should add the child’s name, the date and the main interests and learning characteristics of the child in the circle of the ‘Where Next?’ page. The aim is then to capture a range of activities and experiences around the circle that you and the parent/carer agree will both engage and challenge the child to broaden their skills, knowledge and understanding across the curriculum. Although the individual ideas recorded will cover many different curriculum areas, the Prime and Specific Areas are included for reference on this page to ensure a completed plan for the child has the full breadth included.

These pages should inform the short term planning within your practice until the next opportunity to review progress arises. This ensures that each child’s learning and development needs are provided for within the ‘planned’ curriculum. Once the child has had the opportunity to access an activity, it should be initialled and dated on this sheet. You can give a copy of this page to the parent/carer for use at home.

References:

<table>
<thead>
<tr>
<th><strong>Observation</strong></th>
<th><strong>Description</strong></th>
<th><strong>When</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Front Cover</td>
<td>The child’s history of ‘attachment’ and support is built up by completing the page</td>
<td>A new page should be added when a child has a new Key Person.</td>
</tr>
<tr>
<td>Parents and Carers comments</td>
<td>Parents and carers can add their ideas at any time and Key Persons should encourage regular opportunities</td>
<td>Continuously</td>
</tr>
<tr>
<td>My Learning Journey (observations)</td>
<td>Significant observations, photos of the child’s play and activity are placed in chronological order, initialled and dated by observer. The learning characteristics and main curriculum areas can be subsequently identified.</td>
<td>Weekly</td>
</tr>
<tr>
<td>Learning and Development Summary</td>
<td>Key Person reviews the learning and development (with reference to the Characteristics of Effective Learning and the Prime Areas from Development Matters)</td>
<td>6 weeks - 6 months; (from entry into the setting until the child begins working within the 22 – 36 months age band of Development Matters)</td>
</tr>
<tr>
<td>2 Year old Learning and Development Summary (Two Year Old Check)</td>
<td>As above, including the current age band the child is working within. A copy must be given to the child’s parents or carers.</td>
<td>Completed as soon as appropriate after second birthday (but before the child is 3 years old).</td>
</tr>
<tr>
<td>Learning and Development Summary (including specific areas)</td>
<td>As with the Learning and Development Summary, but added focus on Specific Areas of the curriculum</td>
<td>6 weeks - 6 months; (from when the child is working within 22 – 36 months age band of Development Matters) Updated each time a Learning and Development Summary is completed</td>
</tr>
<tr>
<td>Progress trackers</td>
<td>Once an observation indicates the child is working within a new age band, the whole box for the area of learning is coloured in.</td>
<td>Ideally, at a meeting between the parent and Key Person following the Learning and Development Summary and Progress assessments.</td>
</tr>
<tr>
<td>My Learning Journey so far… (jigsaw page)</td>
<td>Captures the views of the child, the parent or carer and the Key Person about the child’s individual learning and development characteristics, including their current interests and learning behaviours.</td>
<td>Completed alongside the Jigsaw Page. When individual activities are offered in the setting, they can be initialled and dated.</td>
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**Planning**

<table>
<thead>
<tr>
<th>Description</th>
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<tbody>
<tr>
<td>Where next? (Possible lines of development)</td>
<td>Ideas from the child, the parent or carer and the Key Person about motivating activities for trying at both home and the setting. A copy should be provided for the parent. It will form a part of the next review.</td>
</tr>
</tbody>
</table>