

# EYFS progress check at age two: Revised guidance

'Progress check at age two: Non-statutory guidance for the early years foundation stage' was published on 11<sup>th</sup> May 2022.

The revised guidance aims to provide support for early years practitioners when completing the early years foundation stage (EYFS) progress check at age 2 and replaces 'A Know How Guide: The EYFS progress check at age two' (2012).

This information sheet is for nursery managers and practitioners to understand the aims and key additions in the revised guidance.

## Why has the guidance been revised?

Following the 2021 EYFS reforms, the progress check at age two remains statutory, underlining the importance of early years provision for two-year olds. The check enables you to celebrate young children's development and learning with their parents. It also enables you to identify where children might need more support.

The guidance has been revised and updated to ensure it is in line with Government policy following the EYFS reforms.

## What do I need to do?

Download a copy of 'Progress check at age two: Non-statutory guidance for the early years foundation stage' from <https://bit.ly/3yE5mZl>

This document replaces 'A Know How Guide: The EYFS progress check at age two' (2012) so you can discard any copies of this former guidance.

Read and familiarise yourself with the revised guidance, share the revised guidance with all staff, students and volunteers working in the setting, ensuring that everyone is aware of the revised guidance and its contents.

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## Are there changes to the statutory requirements of the progress check at age two?

No, the statutory requirements for the progress check at age two remain the same.

You must:

- Undertake the progress check between the child's second and third birthday
- Provide parents with a short, written summary of their child's development in the prime areas of learning:
  - Communication and language
  - Personal, social and emotional development
  - Physical development
- Describe the activities and strategies you intend to adopt in your setting to address any issues or concerns
- Discuss with parents how the summary can be used to support learning and development at home
- Consider any support needed from other agencies – for example, speech and language therapy
- Add a copy to the child's learning and development record.

Beyond these points, it is for practitioners to decide what to include in the written summary document. The revised guidance informs, supports and offers suggestions but it does not replace professional judgement. In line with the EYFS reforms, it reduces the need for unnecessary workload.

Some children attend more than one setting (e.g. a nursery and childminder). The setting where the child spends most of their time should complete the check. Consider how you can also include the views of the practitioners in the other setting(s).

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Page 9 of the revised guidance contains this useful summary table of the statutory requirements.

The statutory requirements	
<p>Practitioners and providers must:</p> <ul style="list-style-type: none"><li>• Review the child’s progress, and provide parents and/or carers with a short written summary of their child’s development in the prime areas</li><li>• Identify the child’s strengths, and any areas where the child’s progress is less than expected – if there are significant emerging concerns (or identified SEND), practitioners should develop a targeted plan to support the child, involving other professionals such as the setting’s special educational needs co-ordinator (SENCO) or the area SENCO, as appropriate.</li><li>• The summary must highlight areas where:<ul style="list-style-type: none"><li>○ Good progress is being made</li><li>○ Some additional support might be needed</li><li>○ There is a concern that a child may have a developmental delay (which may indicate SEND)</li></ul></li><li>• Describe the activities and strategies they intend to adopt to address any issues or concerns</li><li>• Have the consent of parents to share information directly with other relevant professionals.</li></ul>	<p>Practitioners and providers should:</p> <ul style="list-style-type: none"><li>• Review progress in the setting where the child has spent the most time</li><li>• Encourage parents to share information acquired during the progress check with other relevant professionals, including their health visitor and the practitioners of any new provision that the child may transfer to</li><li>• Inform and support integrated working wherever possible, through the progress check and the Healthy Child Programme health and development review at age two (when health visitors gather information on a child’s health and development) – this will allow health and education professionals to identify strengths and any developmental delays, as well as particular support that they or the child might benefit from.</li></ul>

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## What is contained in the revised guidance?

The revised guidance contains the same key areas which were in the previous guidance but these have been re-organised with additional information and research to support you in completing the progress check at age two.

Here is a summary of the main key changes and additions in the revised document for your attention.

*(Please note this list is not exhaustive. To ensure you meet all statutory requirements please obtain and read a copy of the revised guidance.)*

	<b>Key changes or additions in 'Progress check at age two: Non-statutory guidance for the early years foundation stage' (2022)</b>
<b>Title and front cover</b>	Front cover with graphic. New title: 'Progress check at age two: Non-statutory guidance for the early years foundation stage'.
<b>Format</b>	Landscape. Contains more graphics.
<b>Number of pages</b>	Due to additional information and graphics the revised guidance has increased from 34 to 40 pages.
<b>Contents</b>	The revised guidance now has 6 sections including appendices: <ol style="list-style-type: none"><li>1. Introduction</li><li>2. At a glance: the progress check at age two</li><li>3. Undertaking the progress check at age two</li><li>4. Emerging and identified SEND and additional needs</li><li>5. Integrated health and education reviews</li><li>6. Appendices.</li></ol> Example case studies from the previous guidance have been removed.

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<p><b>Introduction</b></p>	<p>The revised guidance identifies three main purposes of the progress check at age two in the introduction:</p> <ol style="list-style-type: none"> <li>1. <b>Partnership with parents.</b> While practitioners and other professionals can support children’s development and wellbeing individually, they can achieve so much more by working together.</li> <li>2. <b>Action for every child.</b> Writing down observations and sharing reports do not help children. Practitioners need to listen to the child, talk with each other and then plan together. Working together can make a difference.</li> <li>3. <b>Early identification.</b> Some children need extra help for a while as they grow and develop – for example, with their communication. Other children may have long-term developmental needs. Some families may struggle and need support. Whatever the circumstances, sensitive early intervention can make a big difference. Children develop rapidly between the ages of two and three – practitioners need to be quick to support and identify help where it is needed.</li> </ol> <p>Whole new section added to the introduction entitled: Background and evidence.</p> <p>This section outlines evidence-based research underpinning the importance of high quality early years provision and the importance of the progress check at age two, with a strong focus on the home learning environment being an important factor in children’s success. Contains hyperlinks to key research which are useful for staff CPD.</p>
<p><b>At a glance: the progress check at age two</b></p>	<p>Contains a new and useful summary table of the statutory requirements for the progress check at age two (page 9).</p>
<p><b>Undertaking the progress check at age two</b></p>	<p>The revised guidance highlights the importance of working respectfully with parents providing some additional guidance points to support practitioners to prepare for undertaking the progress check at age two, including effectively communication with parents. For example, having prompts and questions ready to help build a mutual understanding about the child’s play and learning at home and using open-ended questions to get more information.</p> <p>Refers to ‘What to expect in the early years foundation stage: a guide for parents’ <a href="https://bit.ly/3l3pcpo">https://bit.ly/3l3pcpo</a> as a useful tool for suggesting ideas to parents.</p> <p>Timing of the progress check. Parental preferences have been removed in the revised guidance, leaving the following considerations:</p>

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	<ul style="list-style-type: none"> <li>• When the child started in the setting</li> <li>• Individual needs and circumstances</li> <li>• Pattern of attendance.</li> </ul> <p>Addition of tables with prompts to help review and reflect with parents on a child’s development across the three prime areas of learning with links to checkpoints in Development Matters. They are intended as a guide.</p> <p>For settings using Birth to 5 Matters guidance, the discussion prompts from the tables can be used.</p>
<p><b>Emerging and identified SEND and additional needs</b></p>	<p>Highlights that the focus of the progress check at age two is to take action where a child may have special educational needs.</p> <p>Links to the SEND code of practice and includes the requirement to monitor and review the progress and development of every child being alert to:</p> <ul style="list-style-type: none"> <li>• A delay in learning and development</li> <li>• Instances where a child may be displaying difficult or withdrawn behaviour.</li> </ul> <p>Identifies two groups of children:</p> <ul style="list-style-type: none"> <li>• Those who have a significant developmental delay (or in some instances, profound and multiple learning difficulties)</li> <li>• Those who present with a developmental delay when compared with their peer group.</li> </ul> <p>Contains link to ‘A celebratory approach to working with children with SEND – Giving additional support in the early years’ <a href="https://bit.ly/3wqtyfp">https://bit.ly/3wqtyfp</a>. Useful for staff CPD.</p> <p>Addition of further examples of contextual information.</p> <p>The examples in the revised guidance are:</p> <ul style="list-style-type: none"> <li>• Were they born prematurely?</li> <li>• Have they experienced transitions such as foster care or adoption?</li> <li>• Have they experienced an adverse childhood experience?</li> </ul>

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	<ul style="list-style-type: none"> <li>• Has there been a change in family circumstances? For example, the arrival of a new sibling, the death of a parent or grandparent, the breakdown of a relationship or the arrival of a new partner?</li> </ul> <p>Includes information on SEND support in the early years beyond the progress check at age two and focuses on the ‘graduated approach’, involving a four-stage cycle: assess, plan, do and review including a flow chart of what this looks like in practice.</p> <p>Additional guidance on communicating with parents whose children have emerging or identified SEND to support practitioners to prepare for difficult conversations.</p>
<p><b>Integrated health and education reviews</b></p>	<p>New section entitled: Integrated health and education reviews.</p> <p>Highlights that since 2015, the government has encouraged local authorities, health visiting services and early years providers to work together on an integrated education and health two-year-old review process. This can give a more complete and accurate picture of the child by drawing together:</p> <ul style="list-style-type: none"> <li>• Parents’ views and concerns about their child’s progress</li> <li>• The early years practitioner’s detailed knowledge of how the child is learning and developing</li> <li>• The health professional’s expertise in the health and development of young children.</li> </ul> <p>Acknowledges that integrated reviews take a variety of formats and there is no one-size-fits-all solution.</p> <p>Refers to the child’s Personal Child Health Record (PCHR) commonly referred to as the ‘Red Book’ as an effective tool to record and share information between all parties. It can help with the planning of referrals or interventions when additional support is required.</p> <p>Practitioners working in schools and settings are encouraged to explore and develop ways of working with colleagues in the NHS.</p>

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<b>Appendices</b>	<p>All previous templates and examples have been removed.</p> <p>The revised guidance includes:</p> <ul style="list-style-type: none"><li>• <b>Appendix 1:</b> Example format for the progress check at age two. Contains one example format for the progress check at age two. Settings may choose to use this format, use an integrated format from their local authority or create their own.</li><li>• <b>Appendix 2:</b> Example letter format. New example letter format for parents explaining about the progress check at age two.</li><li>• <b>Appendix 3:</b> Example infographic for parents. New infographics which can be used to give parents examples of what is important for their children in the first five years of life.</li></ul>
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## Further information and support

The DfE have published a vodcast to explain the new guidance to early years practitioners which you can access at <https://www.youtube.com/watch?v=5K0JJfc1Xlo>