

# **Early Years Tracking Tool 2017/18**

## **Version 5 User Guide**

This guide is designed to assist Early Year Practitioners in using the Early Years Tracking Tool. It will provide an overview of all the elements of the tool including how to analyse the data.

The Early Years Tracking Tool has been set up to enable Early Years Practitioners to record the Children's progress in the Seven Areas of Learning and Development from when they joined the setting up to School Age.

## **Overview**

The intention with the Early Years Tracking Tool is to provide Settings with a consistent format of recording children data. This data can then be used to understand how the children are progressing and developing during their time in the setting. It provides the ability to filter each column of the contextual data to view specific areas and see how they progress as a group.

The tool has the ability to display the information in a variety of ways. Through the four Assessment points the children's age banding assessments can be recorded and then the progress can be tracked from the original Entry. There is the ability to show a general overview of groups of children in the setting indicating the number that are 'Inline' or 'below' etc, during each term and the number of steps of progress made.

Finally you have the ability to view the individual child's progress in a graphical format through terms based on whether they are 'inline' or 'below etc and where they are based on their age related group.

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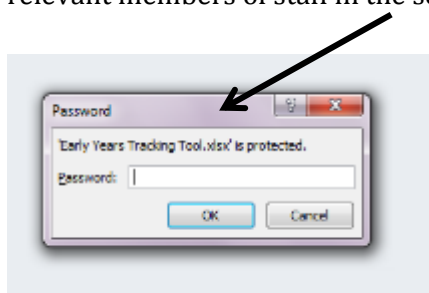
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## Saving the Early Years Tracking Tool

To download the Oxfordshire Early Years Tracking Tool please go to [www.oxfordshire.gov.uk/trackingtool](http://www.oxfordshire.gov.uk/trackingtool) and follow the instructions on screen.

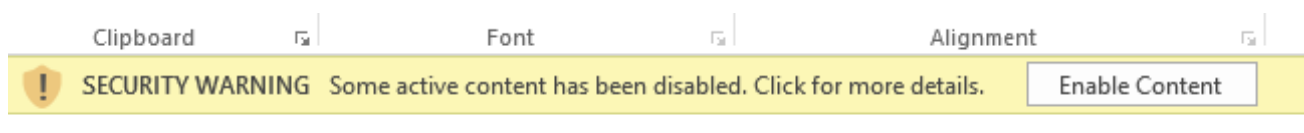
Once the file has been downloaded open the file.

You will be asked to enter a password to use the tool, this would have been sent to you via email during the download process. To ensure data security please only share the password with relevant members of staff in the setting.



Enter the password and then click on OK.

The following message box may appear either asking to 'Enable Content' or 'Enable Macros'



Click on the button to enable as this will then allow the buttons within the tool to work correctly.

To save the spreadsheet click on File followed by Save As. Provide a suitable name for the file for example, Early Years Tracking Tool Academic Year 2017 to 2018.

# Inputting the Data

This is on the third tab on the tool. Click on the 'Data Entry' tab (coloured in light green)

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10/09/2017  
ENTRY 1718  
AUTUMN TERM  
SPRING TERM  
SUMMER TERM

Entry 17/18 Aut Term  
Spr Term Sum Term  
Click to select

Generate Report 20 yrs  
Generate Report 3/4 yrs

+1 Below  
Below  
In line  
Above

Negative  
No Step  
One Step  
Two Steps  
Three Steps  
Four Steps +

Age Banding Key  
Steps of Progress Key

Number of Results  
Mean Grade  
% of Children Working In line and Above  
Average Steps of Progress

Surname Forename	Date of Birth	On Roll	Gender	Admission Date	Academic Age	SEN Status	Early Years Pupil Premium	Funding	Vulnerable and 4 Year Groups	Ethnicity	Year Check	No of Sessions per week	Attendance	Key Person Group	PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT					COMMUNICATION & LANGUAGE						
															20	20	20	20	Average	20	20	20	20	Average		
Annabel	09/09/2015	Y	M	01/09/2016	2-3yrs	In Hou	Low Income	2	VHB	29	Not r	2	100	Unicorn	10/09/2017	16-26A	22-36A	22-36A	8-20A	29	16-26A	22-36A	22-36A	8-20A	29	
Bertie	09/09/2015	Y	M	01/09/2016	2-3yrs	ELF	Low Income	2	VHB	32	Y	3	99	Fairy	10/09/2017	16-26A	16-26A	8-20A	22-36C	32	16-26A	22-36C	16-26C	16-26B	32	
Cerys	09/09/2015	Y	F	01/09/2016	2-3yrs	ELF	Low Income	2	looker	MVA	34	In prc	5	100	Phoenix	20/09/2017	22-36A	16-26A	16-26A	16-26B	34	22-36A	16-26A	16-26A	16-26B	34
David	09/09/2015	Y	M	01/09/2016	2-3yrs	ELF	Low Income	2	looker	MVA	26	Y	15	98	Unicorn	10/09/2017	8-20A	16-26A	8-20B	28	8-20A	16-26C	8-20A	16-26C	28	
Ella	09/09/2014	N	F	01/09/2016	3-4yrs	In Hou	Looked After	2	looker	VHB	38	In prc	3	92	Fairy	10/09/2017	22-36C	22-36A	22-36B	38	22-36C	22-36B	22-36A	22-36B	38	
Freddie	09/09/2014	Y	M	01/09/2016	3-4yrs	In Hou	Low Income	2	VHB	41	Y	4	99	Phoenix	10/09/2017	10-50C	10-50C	10-50B	41	22-36A	22-36C	16-26A	16-26A	41		
Gloria	09/09/2014	Y	F	01/09/2016	3-4yrs	K	Service	2	Servic	REF	43	In prc	4	99	Unicorn	10/09/2017	22-36A	10-50A	22-36A	43	10-50A	22-36A	10-50A	22-36A	43	
Heidi	09/09/2015	Y	F	01/09/2016	2-3yrs	In Hou	Low Income	3	VHB	27	Y	5	100	Fairy	20/09/2017	22-36A	22-36A	22-36A	27	22-36A	22-36B	22-36A	22-36C	27		
Ian	09/09/2015	Y	M	01/09/2016	2-3yrs	In Hou	Low Income	2	APK	25	Y	2	100	Phoenix	10/09/2017	22-36B	16-26A	8-20A	25	22-36B	16-26A	8-20A	16-26C	25		
Julia	09/09/2015	Y	F	01/09/2016	2-3yrs	K	Low Income	2	VHB	25	Not r	5	96	Unicorn	20/09/2017	8-20A	0-11A	16-26C	25	8-20A	0-11A	16-26C	8-20A	25		
Kieran	09/09/2015	N	M	01/09/2016	2-3yrs	EHCP	Low Income	2	BLB	24	Y	3	99	Fairy	10/09/2017	8-20A	8-20A	8-20A	24	8-20A	8-20A	8-20A	16-26B	24		
Lisa	09/09/2015	Y	F	01/09/2016	2-3yrs	K	Low Income	2	VHB	22	Y	2	86	Phoenix	20/09/2017	8-20B	0-11A	0-11A	22	8-20B	0-11A	0-11A	8-20B	22		
Matthew	09/09/2013	Y	M	01/09/2016	3-4yrs	K	Low Income	3	VHT	45	Y	5	70	Unicorn	10/09/2017	10-50C	10-50A	10-50A	45	10-50C	10-50A	10-50A	10-50A	45		
Nomi	09/09/2013	Y	F	01/09/2016	3-4yrs	K	Low Income	3	VHB	47	Y	5	75	Fairy	10/09/2017	10-50B	10-50B	10-50B	47	10-50B	10-50B	10-50B	10-50B	47		
Olivia	09/09/2013	Y	F	01/09/2016	3-4yrs	K	Low Income	3	VHB	48	Y	5	99	Phoenix	10/09/2017	22-36A	22-36A	20-50B	48	22-36A	22-36A	20-50B	20-50B	48		

Analysis Sheet Key Data Entry Summary Graph Progress Graph Individual Graph (IG) Data

This sheet provides you the opportunity to input contextual and assessment data.

The Data can be entered at entry point and then 3 further assessment points. At the beginning of the Entry point and the 3 assessment points you can enter the date relevant for each child. This will allow flexibility for when children start at different points within the year. In the top left hand corner each Term has been colour coded and this has then reflected throughout the spreadsheet for ease of reference.

DATE OF ASSESSMENT	PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT				
	20	20	20	20	Average
22-36C	22-36C	22-36C	22-36C	16-26A	Age
40%	50%	45%	50%	32	
Date	Making Relationships Entry 17/18	Self Conf/Aware Entry 17/18	Manage Feel/Beha Entry 17/18	Overall PSED Entry 17/18	Age (Mths) Entry 17/18
10/09/2017	16-26A	22-36A	22-36A	8-20A	29
10/09/2017	16-26A	16-26A	8-20A	22-36C	32
20/09/2017	22-36A	16-26A	16-26A	16-26B	34
10/09/2017	8-20A	16-26C	8-20A	8-20B	26
10/09/2017	22-36C	22-36A	22-36A	22-36B	38
10/09/2017	10-50C	10-50C	10-50B	16-26A	41
10/09/2017	22-36A	10-50A	22-36A	10-50B	43
20/09/2017	22-36A	22-36A	22-36A	22-36A	27
10/09/2017	22-36B	16-26A	8-20A	16-26C	25
20/09/2017	8-20A	0-11A	16-26C	16-26B	25
10/09/2017	8-20A	8-20A	8-20A	16-26B	24
20/09/2017	8-20B	0-11A	0-11A	8-20B	22

The area highlighted in Green is the area for the contextual data to be entered. There are several fields of information to update.

Surname Forename	Date of Birth	On Roll	Gender	EAL	Admission Date	Academic Age	SEN Status	Early Years Pupil Premium	Funding	Vulnerable and Other Groups	Ethnicity	Year Check	Year Check	No of Sessions per week	Attendance	Key Person Group
Annabel	01/04/2015	Y	M	Y	01/09/2016	2-3yrs	In Hou	Adopted	2		WHA	29	Not r	2	100	Unicorn
Bertie	01/01/2015	Y	M		01/09/2016	2-3yrs	EHCP	Low Income			WHA	32	Y	3	99	Fairy
Ceris	01/11/2014	Y	F	Y	01/09/2015	2-3yrs		Looked After	2	looked	MVA	34	In prc	5	100	Phoenix
David	01/07/2015	Y	M		01/09/2016	2-3yrs	EHCP				MVA	26	Y	15	98	Unicorn
Eliza	01/07/2015	N	F	Y	01/09/2015	3-4yrs	In Hou	Looked After	2	Looked	WHA	38	In prc	3	52	Fairy
Freddie	01/04/2014	Y	M		01/09/2015	3-4yrs	In Hou	Low Income	2		WHA	41	Y	4	99	Phoenix
Gloria	01/02/2014	Y	F		01/09/2015	3-4yrs	K	Service		Service	REF	43	In prc	4	99	Unicorn
Heidi	01/06/2015	Y	F		01/09/2016	2-3yrs			3		WHA	27		5	100	Fairy
Ian	01/08/2015	Y	M		01/09/2016	2-3yrs	In Hou	Low Income			APK	25		2	100	Phoenix
Julia	01/08/2015	Y	F		01/09/2016	2-3yrs	K	Low Income			WHA	25	Not r	5	96	Unicorn
Kieran	01/09/2015	N	M	Y	01/09/2016		EHCP		2		BLB	24		3	99	Fairy
Lisa	01/11/2015	Y	F	Y	01/09/2016						WHA	22		2	86	Phoenix

- Surname Forename
- Date of Birth
- On Roll
- Gender
- EAL
- Admission Date
- Academic Age
- SEN Status
- Early Years Pupil Premium
- Funding
- Vulnerable and Other Groups
- Ethnicity
- 2 Year Check
- No of Sessions per week
- Attendance
- Key Person Group

- The Surname Forname and Date of Birth columns are free text cells
- The On Roll, Gender and English as an Additional Language (EAL) boxes are a drop down option.
- Admission Date is the date they joined the Early Year's Setting, free text cell.
- Academic Age – this automatically calculates which year group the child is in. This is used for the automatic reporting.
- Special Education Needs (SEN) – drop down option
- Early Years Pupil Premium – drop down option
- Funding – drop down option
- Vulnerable and Other Groups – free text cell
- Ethnicity – drop down option
- 2 year check – automatically calculates the child's age in months. Once they are 30 months it changes the box to a purple colour highlighting that a 2 year check needs to be completed. Next to the purple box there is then a drop down option confirming this has been completed or in progress
- Sessions per week – free text
- Attendance – free text
- Key Person Group – free text

There are three size options of the tool which provide availability for approximately 60, 120 and 180 children to be added onto this data

It is best to enter the contextual data for all the children first before you then enter any information in the areas of Learning and Development.

## Completing the Areas of Learning

Each of the four data entry points have the Seven Areas of Learning and Development. Under each heading the area of learning has been broken down into the individual aspects e.g. PSED is broken down into making relationships, self-confidence and managing feelings. Alongside the individual areas an overall assessment column has been provided. With this flexibility each setting has the choice whether data is recorded for each individual area or just for the overall seven areas of learning.

DATE OF ASSESSMENT	PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT					COMMUNICATION & LANGUAGE				
	20	20	20	20	Average	20	20	20	20	Average
	22-36C	22-36C	16-26A	16-26A	33	22-36C	22-36C	22-36C	22-36C	33
	50%	50%	45%	45%		45%	50%	45%	50%	
Date	Making Relationships Entry	Self Conf/Aware Entry	Manage Feel/Beha Entry	Overall PSED Entry	Age (Mths) Entry	List/Attention Entry	Understanding Entry	Speaking Entry	Overall C&L Entry	Age (Mths) Entry
10/09/2016	16-26A	22-36A	22-36A	8-20A	29	16-26A	22-36A	22-36A	8-20A	29
10/09/2016	16-26A	16-26A	8-20A	22-36C	32	16-26A	22-36C	16-26C	30-50A	32
20/09/2016	22-36A	16-26A	16-26A	16-26B	34	22-36A	16-26A	16-26A	16-26B	34
10/09/2016	8-20A	16-26C	8-20A	8-20B	26	8-20A	16-26C	8-20A	16-26C	26
10/09/2016	22-36C	22-36A	22-36A	22-36B	38	22-36C	22-36B	22-36A	22-36B	38
10/09/2016	30-50C	30-50C	30-50B	16-26A	41	22-36A	22-36C	16-26A	16-26A	41
10/09/2016	22-36A	30-50A	22-36A	30-50B	43	30-50A	22-36A	30-50A	22-36A	43
20/09/2016	22-36A	22-36A	22-36A	22-36A	27	22-36A	22-36B	22-36A	22-36C	27
10/09/2016	22-36B	16-26A	8-20A	16-26C	25	22-36B	16-26A	8-20A	16-26C	25
20/09/2016	8-20A	0-11A	16-26C	16-26B	25	8-20A	0-11A	16-26C	8-20A	25
10/09/2016	8-20A	8-20A	8-20A	16-26B	24	22-36B	16-26A	8-20A	16-26B	24
20/09/2016	8-20B	0-11A	0-11A	8-20B	22	8-20B	0-11A	0-11A	8-20B	22
10/09/2016	16-26C	30-50B	30-50B	30-50B	45	16-26C	30-50B	30-50B	30-50B	45

The assessments that can be recorded are the age bandings used in the Development Matters document. The age bandings have been further broken down to allow settings to monitor progress within each age banding, for example:

- 30-50C (beginning to work within 30-50)
- 30-50B (secure within 30-50)
- 30-50A (high within 30-50)

In line with National and Local Authority guidance, practitioners should use a best fit approach when making decisions regarding assessments.

These age bandings are set up as a drop down option as shown below. The relevant age banding can then be selected and recorded on the tool.

ool@gmail.com

group	Date	PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT				COMMUNICATION	
		20	20	20	20	20	20
		22-36C	22-36C	16-26A	16-26A	22-36C	22-36C
		40%	50%	45%	45%	45%	50%
		Making Relationships Entry	Self Conf/Aware Entry	Manage Feel/Beha Entry	Overall PSED Entry	List/Attention Entry	Understanding Entry
rn	10/09/2016	16-26A	22-36A	22-36A	8-20A	29	16-26A
rn	10/09/2016	16-26A	16-26A	8-20A	22-36C	32	16-26A
nix	20/09/2016	22-36A	16-26A	16-26A	16-26B	34	22-36A
rn	10/09/2016	8-20A	16-26C	8-20A	20B	26	8-20A
rn	10/09/2016	22-36C	22-36A	16-26B	236B	38	22-36C
nix	10/09/2016	30-50C	30-50C	16-26C	26A	41	22-36A
rn	10/09/2016	22-36A	30-50A	8-20B	30B	43	30-50A
rn	20/09/2016	22-36A	22-36A	8-20C	36A	27	22-36A
nix	10/09/2016	22-36B	16-26A	0-11A	26C	25	22-36B
rn	20/09/2016	8-20A	0-11A	0-11C	26B	25	8-20A
rn	10/09/2016	8-20A	8-20A	8-20A	16-26B	24	22-36B
nix	20/09/2016	8-20B	0-11A	0-11A	8-20B	22	8-20B
rn	10/09/2016	40-60-C	30-50A	30-50A	30-50A	45	40-60-C
rn	10/09/2016	30-50B	40-60-B	30-50B	30-50B	47	30-50B
nix	10/09/2016	22-36A	22-36A	30-50B	30-50B	48	22-36A
rn	20/09/2016	22-36B	22-36C	22-36A	16-26A	27	30-50B
rn	10/09/2016	22-36A	22-36B	22-36A	22-36A	38	22-36B
nix	10/09/2016	8-20B	16-26C	8-20C	16-26C	27	8-20B
rn	10/09/2016	0-11A	0-11A	0-11C	0-11B	25	0-11A
rn	20/09/2016	40-60-C	22-36A	22-36A	16-26A	30	40-60-C

When the age banding has been selected the cell will change colour based on whether the child is working Above, Inline, Below and +1 Below based on their age at the time of assessment. Blue is Above, Green is Inline, Beige is Below and Pink is +1 Below

This format then continues for each of the Seven Areas of Learning and Development.

For Autumn, Spring and Summer Terms there is the ability to select the relevant age banding, once this has been done the progress from the Entry point will also be displayed.

20	20	20	20	Steps of Progress			
22-36B	22-36C	22-36C	22-36B	1.40	0.50	0.75	1.65
60%	50%	45%	50%				
Making Relationships Autumn Term	Self Conf/Aware Autumn Term	Manage Feel/Beha Autumn Term	Overall PSED Autumn Term	Making Relationships Entry 17/18 - Autumn Term	Self Confidence & Awareness Entry 17/18 - Autumn Term	Manage Feelings & Behaviour Entry 18 - Autumn	Overall Progress Entry 17/18 - Autumn
22-36C	30-50C	30-50C	16-26B	1	1	1	2
22-36B	22-36A	16-26C	30-50C	2	3	1	3
22-36A	16-26B	16-26A	16-26A	0	-1	0	1
16-26B	16-26C	16-26B	16-26B	2	0	2	3



In four of the Areas of Learning and Development; Literacy, Mathematics, Understanding the World and Expressive Arts and Design some of the aspects are not relevant for the younger age child. In these situations there is an option to put in 'not req'.

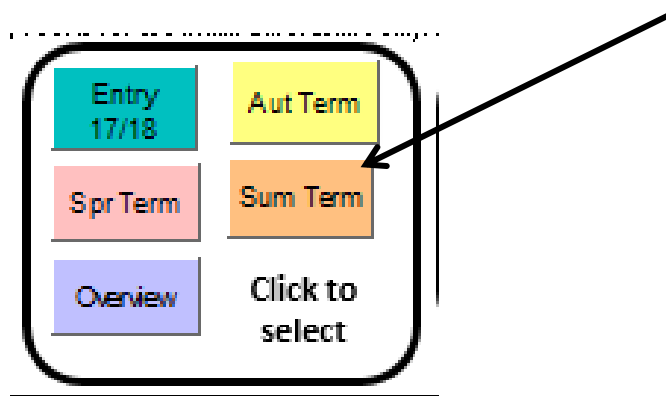
LITERACY									
Average Age	20	20	20	Steps of Progress			Average Age	20	20
35	55%	50%	45%				35	55%	50%
				1.75	0.85	2.40			
Age (Mths)	Reading Autumn Term	Writing Autumn Term	Overall Literacy Autumn Term	Reading Entry 17/18 - Autumn	Writing Entry 17/18 - Autumn	Overall Progress Entry 17/18 - Autumn	Age (Mths)	Reading Autumn Term	Writing Autumn Term
1	32	16-26B	16-26B	16-26B	3	1	32	16-26B	16-26B
2	35	8-20B	16-26C	8-20B	-4	-1	35	8-20B	16-26C
3	37	22-36A	16-26B	22-36A	5	-5	37	22-36A	16-26B
4	29	22-36C	22-36C	22-36C	-2	-2	29	22-36C	22-36C
5	41	22-36B	22-36B	22-36B	6	1	41	22-36B	22-36B
6	44	22-36A	16-26A	22-36A	-3	-3	44	22-36A	16-26A
7	46	40-60-B	Nat Req	40-60-B	50A	3	46	40-60-B	Nat Req
8	30	40-60-B	40-60-A	40-60-B	50A	3	30	40-60-B	40-60-A
9	28	22-36A	40-60-B	22-36A	26B	0	28	22-36A	40-60-B
10	28	22-36B	40-60-C	22-36B	36C	-1	28	22-36B	40-60-C
11	27	22-36B	30-50A	22-36B	26C	2	27	22-36B	30-50A
12	27	22-36B	30-50B	22-36B	26C	1	27	22-36B	30-50B
13	25	22-36C	22-36A	22-36C	36A	-1	25	22-36C	22-36A
14	48	22-36A	30-50C	22-36A	2	3	48	22-36A	30-50C
15	50	30-50A	40-60-B	30-50A	1	5	50	30-50A	40-60-B
16	51	40-60-C	40-60-C	40-60-C	3	4	51	40-60-C	40-60-C

At the end of each term there is the option to add a comment to explain the reasons why the child has certain grading's in specific or overall areas.

SPRING TERM									
SUMMER TERM									
Overview									
Click to select									
Generate Report 3/4 yrs									
Above									
Age Banding Key									
Three Steps									
Four Steps +									
Steps of Progress Key									
Number of Results									
Mean Grade									
% of Children Working In-line and Above									
Average Steps of Progress									
Surname	Forename	Date of Birth	On Roll	Gender	EAL	Admission Date	Academic Age	SEN Status	Early Years Pupil Premium
Annabel		09/04/2015	Y	M	Y	01/09/2016	2-3yrs	In Hou	Adopted
Bertie		09/09/2015	Y	M		01/09/2016	2-3yrs	EHCP	Low Income
Cerys		01/11/2014	Y	F	Y	01/09/2016	2-3yrs	Looked After	
David		01/07/2015	Y	M		01/09/2016	2-3yrs	EHCP	
Ella		01/07/2014	N	F	Y	01/09/2016	2-4yrs	In Hou	Looked After
Freddie		09/04/2014	Y	M		01/09/2016	3-4yrs	In Hou	Low Income
Gloria		01/02/2014	Y	F		01/09/2016	3-4yrs	K	Service
Heidi		01/08/2015	Y	F		01/09/2016	2-3yrs		
Ian		01/08/2015	Y	M		01/09/2016	2-3yrs	In Hou	Low Income
Julia		01/08/2015	Y	F		01/09/2016	2-3yrs	K	Low Income
Kieran		01/09/2015	N	M	Y	01/09/2016	2-3yrs	EHCP	
Lisa		01/11/2015	Y	F	Y	01/09/2016	2-3yrs		
Matthew		01/10/2013	Y	M		01/09/2016	3-4yrs	K	Low Income
Naomi		01/10/2013	Y	F		01/09/2016	3-4yrs		
Expressive Arts & Design									
Overall Comments									
Overall A&D Autumn Term									
Exploring & Using Media & Materials Entry 17/18 - Autumn									
Imaginative Play Entry 17/18 - Autumn									
Progress Entry 17/18 - Autumn									
Age (Mths) Autumn Term									
Overall Comments for Individuals									
Annabel		09/04/2015	Y	M	Y	01/09/2016	2-3yrs	In Hou	Adopted
Bertie		09/09/2015	Y	M		01/09/2016	2-3yrs	EHCP	Low Income
Cerys		01/11/2014	Y	F	Y	01/09/2016	2-3yrs	Looked After	
David		01/07/2015	Y	M		01/09/2016	2-3yrs	EHCP	
Ella		01/07/2014	N	F	Y	01/09/2016	2-4yrs	In Hou	Looked After
Freddie		09/04/2014	Y	M		01/09/2016	3-4yrs	In Hou	Low Income
Gloria		01/02/2014	Y	F		01/09/2016	3-4yrs	K	Service
Heidi		01/08/2015	Y	F		01/09/2016	2-3yrs		
Ian		01/08/2015	Y	M		01/09/2016	2-3yrs	In Hou	Low Income
Julia		01/08/2015	Y	F		01/09/2016	2-3yrs	K	Low Income
Kieran		01/09/2015	N	M	Y	01/09/2016	2-3yrs	EHCP	
Lisa		01/11/2015	Y	F	Y	01/09/2016	2-3yrs		
Matthew		01/10/2013	Y	M		01/09/2016	3-4yrs	K	Low Income
Naomi		01/10/2013	Y	F		01/09/2016	3-4yrs		

## Navigating Around the Assessment Points

To move between the different Assessment points there are buttons at the top of the tool which can be clicked on to navigate to the selected Assessment point.



The options that can be selected are:

Entry 17/18

Autumn Term

Spring Term

Summer Term

Overview (review of overall result from Entry 17/18 and Summer Term and progress made).

## End of the Academic Year

As mentioned earlier, at the end of the Summer Term there is an overview table which shows the overall position in each of the Seven Areas of Learning and Development for the beginning of the year and the end of the year. This will automatically populate from the data entered into Entry 17/18 and Summer Term. It also shows the progress made from Entry 17/18 to Summer Term.

OVERVIEW														
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT			COMMUNICATION AND LANGUAGE			PHYSICAL DEVELOPMENT			LITERACY			MATHEMATICS		
20	20		20	20		20	20		20	20		20	20	
16-26A	22-36A		22-36C	22-36B		22-36C	22-36A		16-26B	22-36A		16-26A	22-36A	
50%	60%		50%	55%		60%	55%		20%	50%		40%	55%	
2.80			1.30			1.45			3.75					
Overall Entry 17/18	Overall Summer Term	Overall Progress Entry 17/18-Summer Term	Overall Entry 17/18	Overall Summer Term	Overall Progress Entry 17/18-Summer Term	Overall Entry 17/18	Overall Summer Term	Overall Progress Entry 17/18-Summer Term	Overall Entry 17/18	Overall Summer Term	Overall Progress Entry 17/18-Summer Term	Overall Entry 17/18	Overall Summer Term	Overall Progress Entry 17/18-Summer Term
8-20A	30-50A	9	8-20A	30-50B	8	16-26C	30-50B	7	16-26C	22-36C	3	16-26C	30-50B	
22-36C	40-60A	8	30-50A	30-50B	-1	22-36C	40-60C	8	8-20C	30-50B	10	22-36C	30-50C	
16-26B	16-26C	-1	16-26B	16-26B	0	22-36A	22-36B	-1	22-36A	22-36B	-1	22-36A	22-36B	
8-20B	16-26B	3	16-26C	22-36C	3	22-36B	16-26B	-3	8-20A	22-36C	4	8-20A	16-26B	
22-36B	30-50C	2	22-36B	22-36B	0	16-26C	30-50C	6	16-26C	22-36B	4	16-26C	16-26A	
16-26A	22-36A	3	16-26A	30-50B	5	30-50A	30-50C	-2	22-36A	30-50A	3	30-50A	30-50C	
30-50B	40-60B	3	22-36A	40-60C	4	22-36A	40-60B	5	22-36A	40-60B	5	22-36A	40-60B	
22-36A	30-50A	3	22-36C	30-50B	4	22-36A	30-50A	3	16-26A	40-60B	8	16-26A	30-50A	
16-26C	16-26B	1	16-26C	16-26B	1	30-50B	16-26B	-6	8-20A	22-36A	6	8-20A	16-26B	
16-26B	22-36C	2	8-20A	0-11A	-3	16-26B	22-36C	2	8-20A	16-26C	1	8-20A	22-36C	
16-26B	22-36A	4	16-26B	16-26C	-1	22-36B	16-26C	-4	8-20A	22-36B	5	22-36B	22-36B	
8-20B	8-20C	-1	8-20B	8-20B	0	22-36A	8-20C	-8	22-36A	16-26C	-5	22-36A	8-20C	
30-50A	40-60C	1	30-50A	30-50A	0	22-36B	40-60C	5	22-36B	30-50A	4	22-36B	40-60C	
30-50B	30-50A	1	30-50B	40-60B	3	30-50B	30-50A	1	30-50B	30-50A	1	30-50B	30-50B	
30-50B	40-60C	2	30-50B	40-60C	2	22-36A	40-60C	4	22-36A	40-60C	4	22-36A	40-60C	

## Filtering the Data

In the green area where the contextual data has been entered, all of these columns can be filtered to provide details on specific areas that you choose. I.e: to view the results from all the girls within the setting filter the gender column to F. This can be done by clicking on the filter button on the top of the column.

Number of Results  
Mean Grade  
% of Children Working Inline and Above

Surname Forename	Date of Birth	On Roll	Gender	EAL	Admission Date	SEN Status	Funding
Example 7	01/02/2011	Y	M	Y			
Example 8	01/06/2012	Y	F				
Example 9	01/08/2012	Y	M		EY AP		
Example 10	01/10/2012	Y	F				
Example 11	01/10/2013	Y	M	Y			
Example 12	01/11/2013	Y	F				
Example 13	01/12/2010	Y	M				
Example 14	01/10/2010	Y	F		EY S		
Example 15	01/09/2010	Y	M				
Example 16	01/06/2012	Y	F				

Once the filter button has been clicked there is then the option to choose what to filter to. To just see the girls, remove the ticks in the M box and the (blanks) box. To remove the ticks you just click in the box next to the M and Blanks.

Then click on Ok and it will display just the girls.

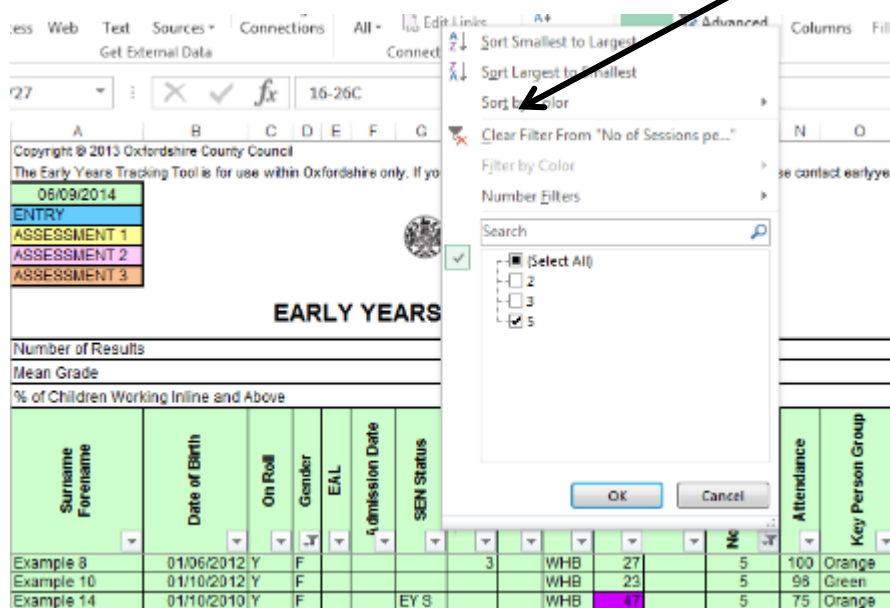
Surname Forename	Date of Birth	On Roll	Gender	EAL	Admission Date	Academic Age	SEN Status	Early Years Pupil Premium	Funding	Vulnerable and other Groups	Ethnicity	Year Check	Year Check	No of Sessions per week	Attendance	Key Person Group
Cerys	01/11/2014	Y	F	Y	01/09/2015	2-3yrs		Looked After	2	looked	MwA	34	In prc	5	100	Phoenix
Eliza	01/07/2014	N	F		01/09/2015	3-4yrs	In Hou	Looked After	2	Looked	WHB	38	In prc	3	52	Fairy
Gloria	01/02/2014	Y	F		01/09/2015	3-4yrs	K	Service		Servid	REF	43	In prc	4	99	Unicorn
Heidi	01/06/2015	Y	F		01/09/2016	2-3yrs			3		wHB	27		5	100	Fairy
Julia	01/08/2015	Y	F		01/09/2016	2-3yrs	K	Low Income			WHB	25	Not r	5	96	Unicorn
Lisa	01/11/2015	Y	F	Y	01/09/2016						WHB	22		2	86	Phoenix
Naomi	01/10/2013	Y	F		01/09/2014	3-4yrs					WHB	47	Y	5	75	Fairy
Olivia	01/09/2013	Y	F		01/09/2014	3-4yrs			3		WHB	48		5	99	Phoenix
Ruth	01/06/2015	Y	F		01/09/2016	2-3yrs	EHCP	Looked After			WHB	27		2	86	Phoenix
Tim	05/10/2016	Y	F		01/09/2016				2		WHB	20	In prc	3	99	Unicorn

This filter can be applied to any of the columns – ie all the children that receive funding, all the children are in the 'Green' key person group.

Several filters can be applied at the same time. For example: filter by 'Girls' and then filter by the number of sessions per week – see below

Surname Forename	Date of Birth	On Roll	Gender	EAL	Admission Date	Academic Age	SEN Status	Early Years Pupil Premium	Funding	Vulnerable and other Groups	Ethnicity	Year Check	Year Check	No of Sessions per week	Attendance	Key Person Group
Cerys	01/11/2014	Y	F	Y	01/09/2015	2-3yrs		Looked After	2	looked after	M/W/A	34	In prc	5	100	Phoenix
Heidi	01/06/2015	Y	F		01/09/2016	2-3yrs			3		W/HB	27		5	100	Fairy
Julia	01/08/2015	Y	F		01/09/2016	2-3yrs	K	Low Income			W/HB	25	Not r	5	96	Unicorn
Naomi	01/10/2013	Y	F		01/09/2014	3-4yrs					W/HB	47	Y	5	75	Fairy
Olivia	01/09/2013	Y	F		01/09/2014	3-4yrs			3		W/HB	48		5	99	Phoenix

To clear the filter from that area click on the filter button at the top of the relevant column and then click on 'clear filter from .....box' as highlighted in orange below. This will then return the column to the full data entered.



The screenshot shows the 'Filter by Color' dialog box. The 'Clear Filter From' option is selected, and the 'No of Sessions per week' column is highlighted in orange. The dialog box also shows a search bar and a list of filter options.

It is clear to see which columns have the filter applied to them as they have a 'filter' or 'wine glass!' next to the arrow.



## Reviewing the Results

At the top of each of the Seven areas of learning and development there are five different summaries of the results.

1. One shows the number of results (ie the number of children where data has been entered in that column).
2. The second one shows the Mean Grade of all the age bandings selected in that column.
3. The third one shows the overall % of children that are 'Inline' or 'Above'.
4. The fourth one shows the average steps of progress for the children being viewed at that time.
5. Finally the fifth one shows the average age of the children being viewed at that time.

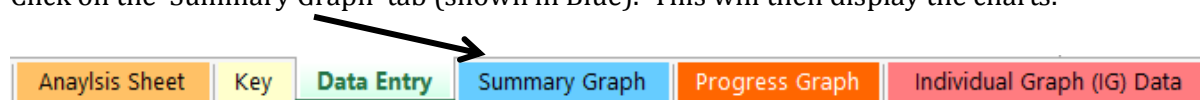
All of these results then change based on what filter has been selected in the contextual data.

Number of Results																	5	5	5	Steps of Progress			Average Age
Mean Grade																	30-50C	22-36A	30-50C				45
% of Children Working Inline and Above																	40%	60%	60%				
Average Steps of Progress																				2.60	1.60	2.60	
Surname Forename	Date of Birth	On Roll	Gender	EAL	Admission Date	Academic Age	SEN Status	Early Years Pupil Premium	Funding	Vulnerable and other Groups	Ethnicity	Year Check	Year Check	No of Sessions per week	Attendance	Key Person Group	Numbers Summer Term	Shape, Space & Measure Summer Term	Overall Maths Summer Term	Numbers Entry 17/18-Summer Term	Shape, Space & Measure Entry 17/18-Summer Term	Overall Progress Entry 17/18-Summer Term	Age (Mths) Summer Term
Cerys	01/11/2014	Y	F	Y	01/09/2015	2-3yrs		Looked After	2	looked	MWA	34	In prc	5	100	Phoenix	22-36A	22-36B	22-36B	5	-2	-1	43
Heidi	01/06/2015	Y	F		01/09/2016	2-3yrs			3		W/HB	27		5	100	Fairy	40-60-B	30-50B	30-50A	9	4	6	36
Julia	01/08/2015	Y	F		01/09/2016	2-3yrs	K	Low Income			W/HB	25	Not r	5	96	Unicorn	16-26C	0-11A	22-36C	-5	-3	4	34
Naomi	01/10/2013	Y	F		01/09/2014	3-4yrs					W/HB	42	Y	5	75	Fairy	30-50A	40-60-B	30-50B	1	5	0	56
Olivia	01/09/2013	Y	F		01/09/2014	3-4yrs			3		W/HB	48		5	99	Phoenix	40-60-C	40-60-C	40-60-C	3	4	4	57

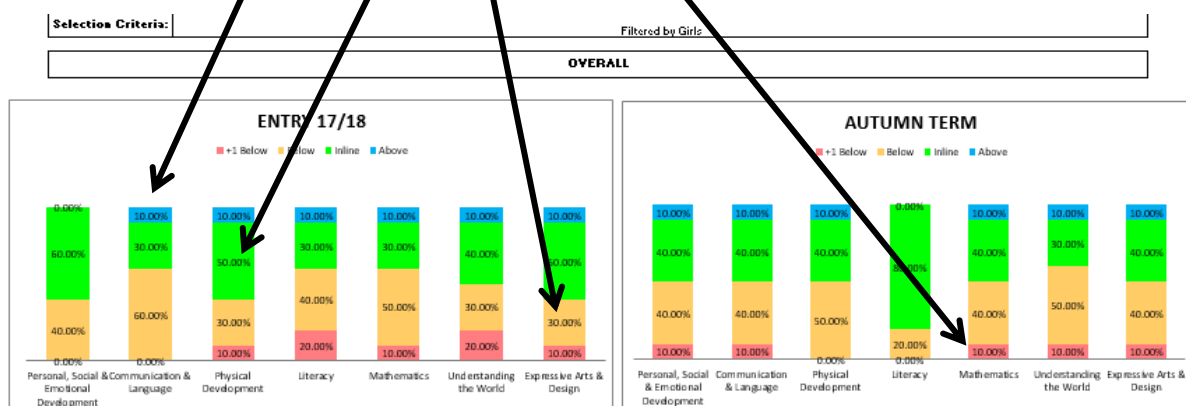
## Using the Summary Graph

On the fourth tab there are charts highlighting the overall and the specific positions for all the children in the setting and the percentage that are Above, Inline, Below, +1 Below for Entry 17/18, Autumn Term, Spring Term and Summer Term respectively.

Click on the 'Summary Graph' tab (shown in Blue). This will then display the charts.

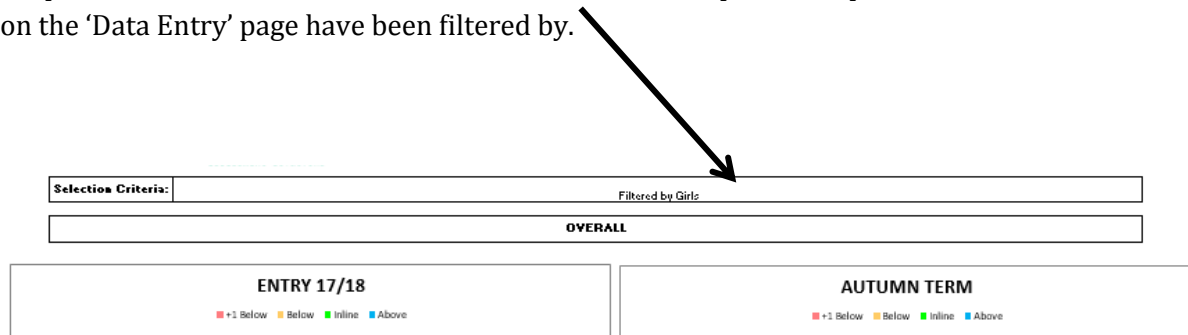


Each of the colours on Above, Inline, Below +1 Below remain consistent to the colour that is shown in the 'Data Entry' sheet.



This sheet is a visual display to show in each of the Seven Areas of Learning and Development areas that may require more focus. For example – looking at Literacy in Entry chart on the above example – 5% of children are +1 Below. In Assessment 1 in Literacy 10% of children are +1 Below. Therefore some additional focus can be looked at in this area to see what can be done to try and improve the learning.

These charts are initially showing the total picture for all of the children in the setting, however these can be filtered to just look at specific groups. If you click on the Data Entry Tab and filter the relevant column as described earlier, this will then filter the information on the Summary Graph as well. In the box 'Selection Criteria' there is the option to input the areas that the data on the 'Data Entry' page have been filtered by.



**Selection Criteria:** Filtered by Girls

**OVERALL**

**ENTRY 17/18**

■ +1 Below ■ Below ■ Inline ■ Above

**AUTUMN TERM**

■ +1 Below ■ Below ■ Inline ■ Above



## Progress

As mentioned previously the progress can be viewed from Autumn Term onwards alongside the age banding selected for that term.

DATE OF ASSESSMENT		PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT								
		10	10	10	10	Steps of Progress				Average Age
		22-36A	22-36B	22-36A	22-36A					
		60%	50%	60%	50%					36
						2.00	0.60	1.20	1.80	
Date	Making Relationships Autumn Term	Self Conf/Aware Autumn Term	Manage Feel/Beha Autumn Term	Overall PSSED Autumn Term	Making Relationships Entry 17/18 - Autumn Term	Self Confidence & Awareness Entry 17/18 - Autumn Term	Manage Feelings & Behaviour Entry 17/18 - Autumn Term	Overall Progress Entry 17/18 - Autumn Term	Age (Mths) Autumn Term	
25/12/2017	22-36A	16-26B	16-26A	16-26A	0	-1	0	1	37	
25/12/2017	22-36B	22-36B	30-50C	22-36A	1	-1	1	1	41	
25/12/2017	40-60-B	30-50A	30-50A	30-50B	5	0	3	0	46	
25/12/2017	40-60-B	30-50B	30-50A	30-50A	5	2	3	3	30	
25/12/2017	16-26C	0-11A	16-26C	16-26C	1	0	0	-1	28	
25/12/2017	16-26C	8-20B	8-20C	8-20A	2	2	1	1	25	
25/12/2017	30-50A	40-60-B	30-50A	30-50A	1	0	1	1	50	
25/12/2017	40-60-C	40-60-C	40-60-C	40-60-C	4	4	2	2	51	
25/12/2017	8-20A	16-26C	16-26B	16-26B	1	0	4	1	30	
25/12/2017	40-60-C	22-36A	30-50C	40-60-A	0	0	-3	9	23	

This shows how the children have progressed between Entry 17/18 and Autumn Term, Entry 17/18 and Spring Term and finally between Entry 17/18 and Summer Term.

The progress is reflected in numerical format, indicating whether the child has increased, decreased or stayed the same throughout the assessment points. For example: if a child has moved up 2 levels this is then reflected by the number 2, however if they have fallen down 1 level this is then reflected by -1. The movements are also reflected in the colour coding on the cell.

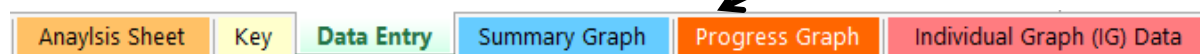
Pink – Negative Progress, Beige – No Progress, Yellow – One Step, Green – Two Steps, Blue – Three Steps, Purple – Four Steps or more

At the top of the Steps of Progress the 'Average Steps of Progress' are shown in each area.

Steps of Progress				
2.00	0.60	1.20	1.80	
Making Relationships Entry 17/18 - Autumn Term	Self Confidence & Awareness Entry 17/18 - Autumn Term	Manage Feelings & Behaviour Entry 17/18 - Autumn	Overall Progress Entry 17/18 - Autumn	
0	-1	0	1	
1	-1	1	1	
5	0	3	0	
5	2	3	3	
1	0	0	-1	
2	2	1	1	
1	0	1	1	
4	4	2	2	
1	0	4	1	
0	0	-3	9	

## Progress Graphs

Similar to the Summary Graph the results can also be seen on the Progress Graph tab.



These display as a percentage the number of children who have made negative progress, no progress, one step of progress and more than one step of progress between Entry 17/18 and Autumn Term, Entry 17/18 and Spring Term and Entry 17/18 and Summer Term. Each time it looks back at the Entry 17/18 figures.

This can be used for groups of children or to display progress for individuals by filtering on the Data Entry Tab.



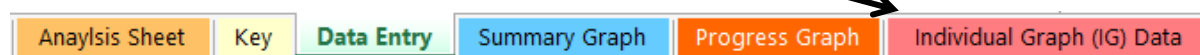
## Using the Individual Graph

The other way of being able to analyse the children data is by using the Individual Graph tab.

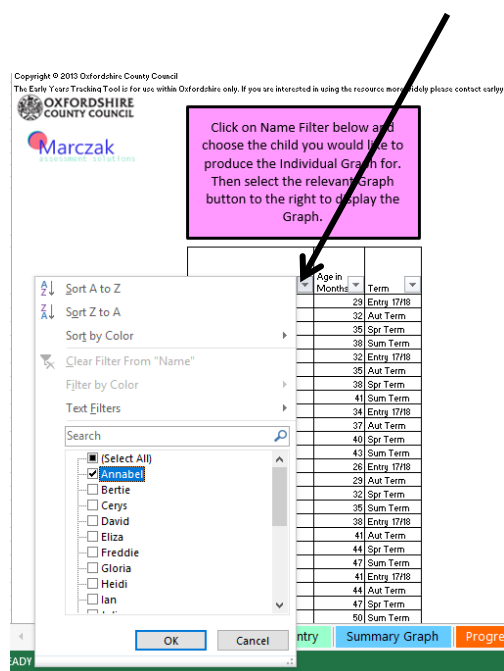
The intention of these graphs is to be able to display an individual child's banding results through the different assessment points and show whether in each of the Seven Areas of Learning and Development they were Above, Inline, Below, +1 Below. However, there is also the ability to look at a small group of children at just one assessment point – ie boys/girls/key person groups.

To display one child:

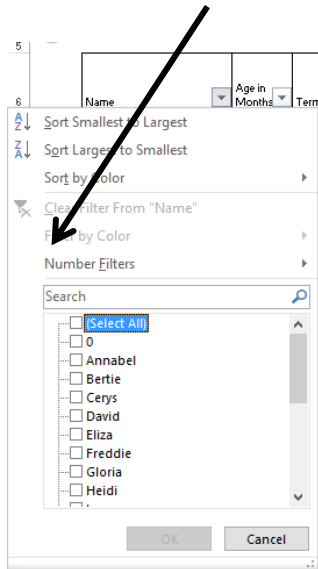
Click on 'Individual Graph Data' tab



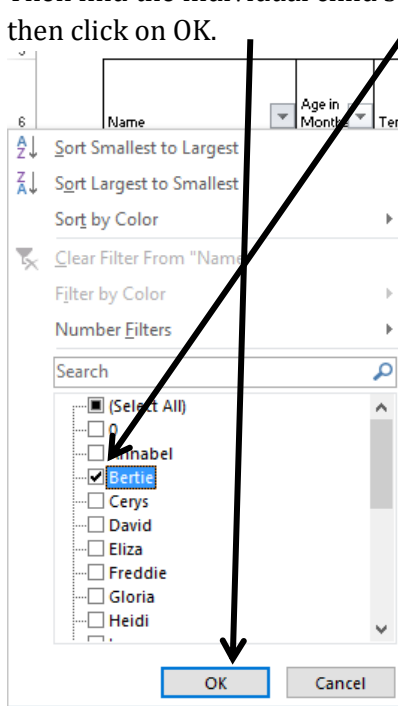
and then click on the filter above the name column.



To select just one name firstly take the 'tick' out of the select all box (this will remove any selections of any names).



Then find the individual child's name that you want to display and 'tick' the box next to that and then click on OK.



This will then display the child you have selected.

Name	Age in Months	Term
Bertie	32	Entry 17/18
Bertie	35	Aut Term
Bertie	38	Spr Term
Bertie	41	Sum Term

If the name of the child doesn't appear on the list then click the button on the right of the page and this will then open another Individual Graph Tab. Click on the filter at the top of the name column to find the name required. If the name doesn't appear then click another button on the right of the page to open a final Individual Graph Tab. Whether you are able to open additional graphs is dependant on the size of the tool that is being used.

If the Child's name doesn't appear in the name filter then click this button to open the next set of Data

Now choose which Individual graph to view by clicking one of the below relevant buttons .

**Individual Graph (IG)  
Overall Strands**

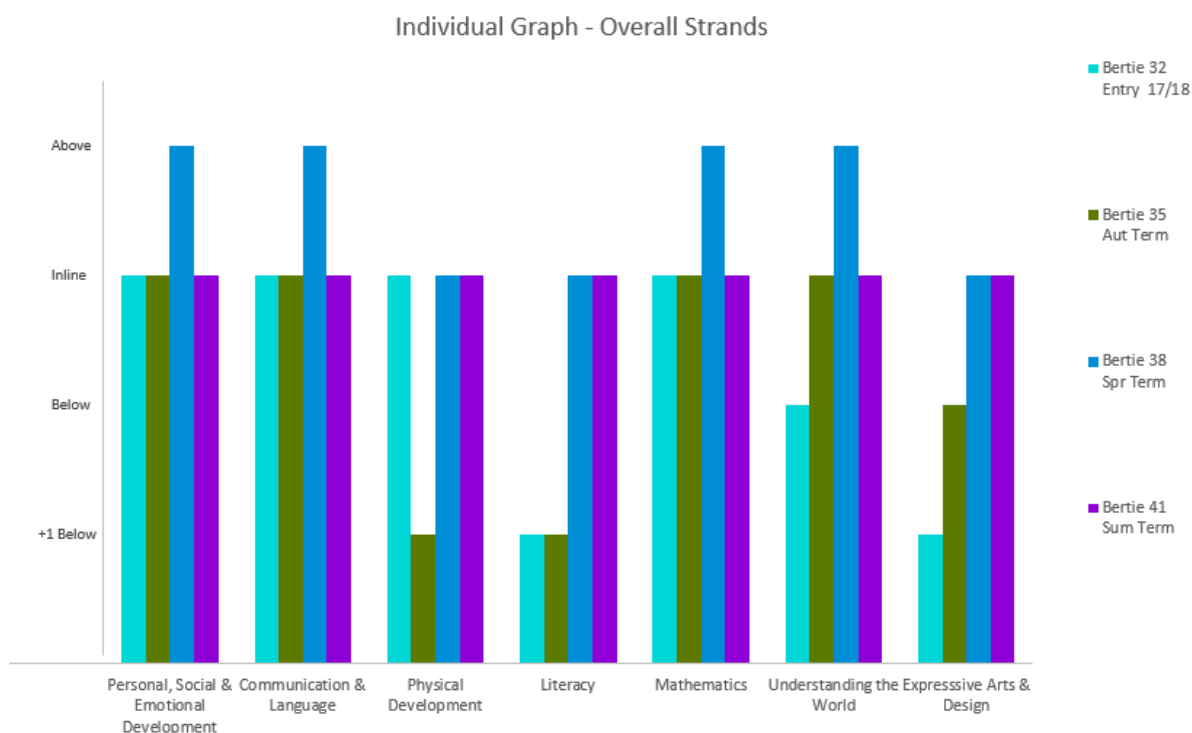
**IG Age Band-Overall  
Strands (plotted by  
Strand)**

**IG Age Band - Overall  
Strands (plotted by  
Terms)**

**IG Age Band - All Strands**

## Individual Graph Overall Strands

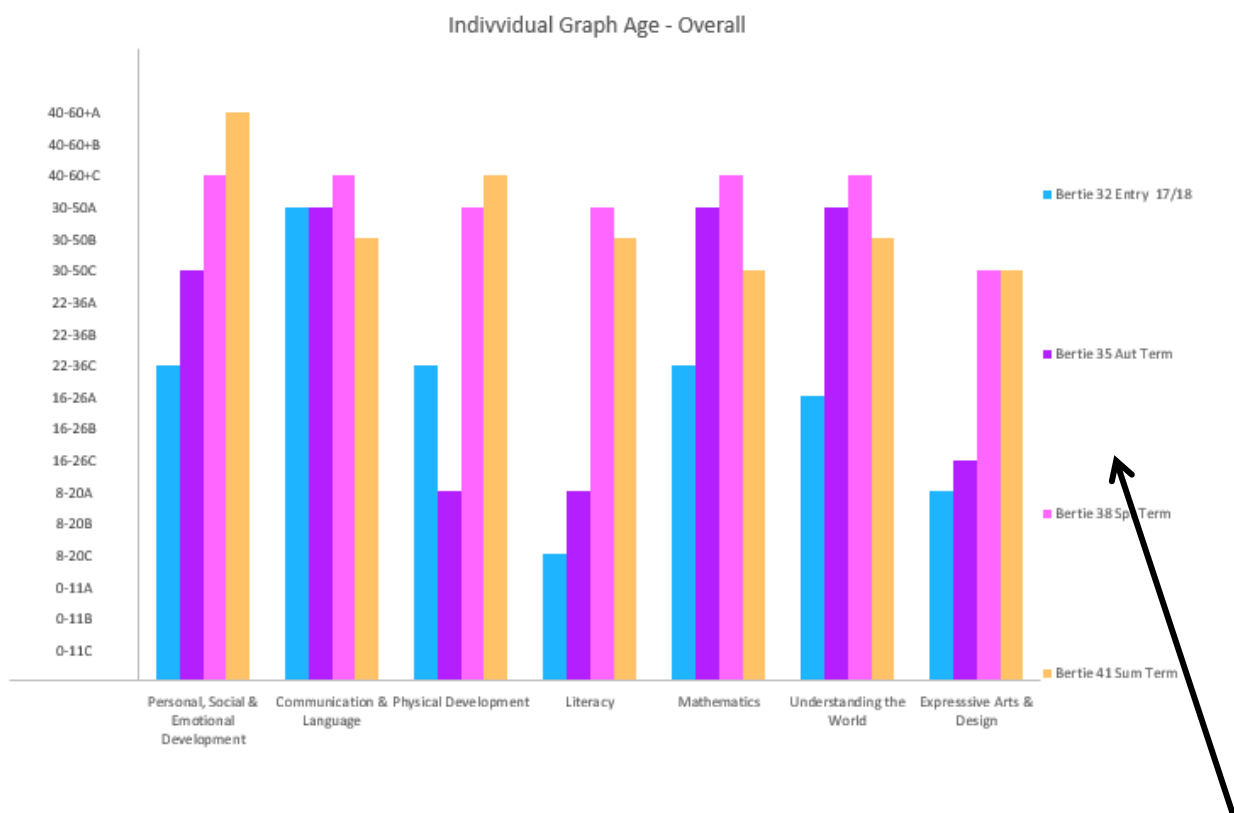
The Individual Graph Overall Strands button shows a column for each assessment indicating whether they are above, inline, below or +1 below, for each of the seven areas of learning and development.



This shows that in Expressive Arts and Design this child has progressed within the assessment points. On Entry 17/18 they were +1 Below shown on the aqua column and Autumn Term, shown on the Green column they were Below. In the Spring Term, shown on the blue column they were Inline and the Summer Term, shown on the Purple column they are also Inline.

## Individual Graph Age Band Overall (plotted by Strands)

This button displays the following graph showing how the child has developed in the overall seven areas of learning and development based on the age banding they have been allocated.

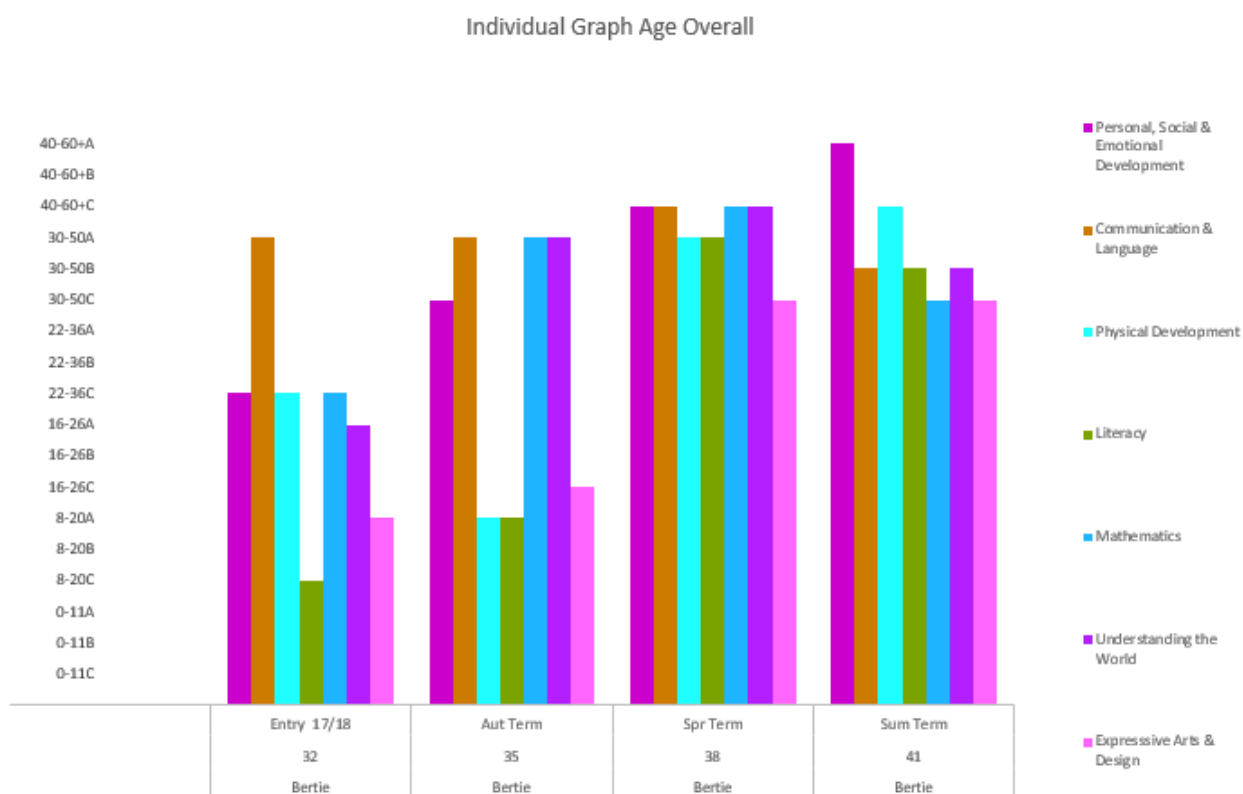


On the right hand side it shows the Name, Age and Assessment point for the child the data is plotted on.



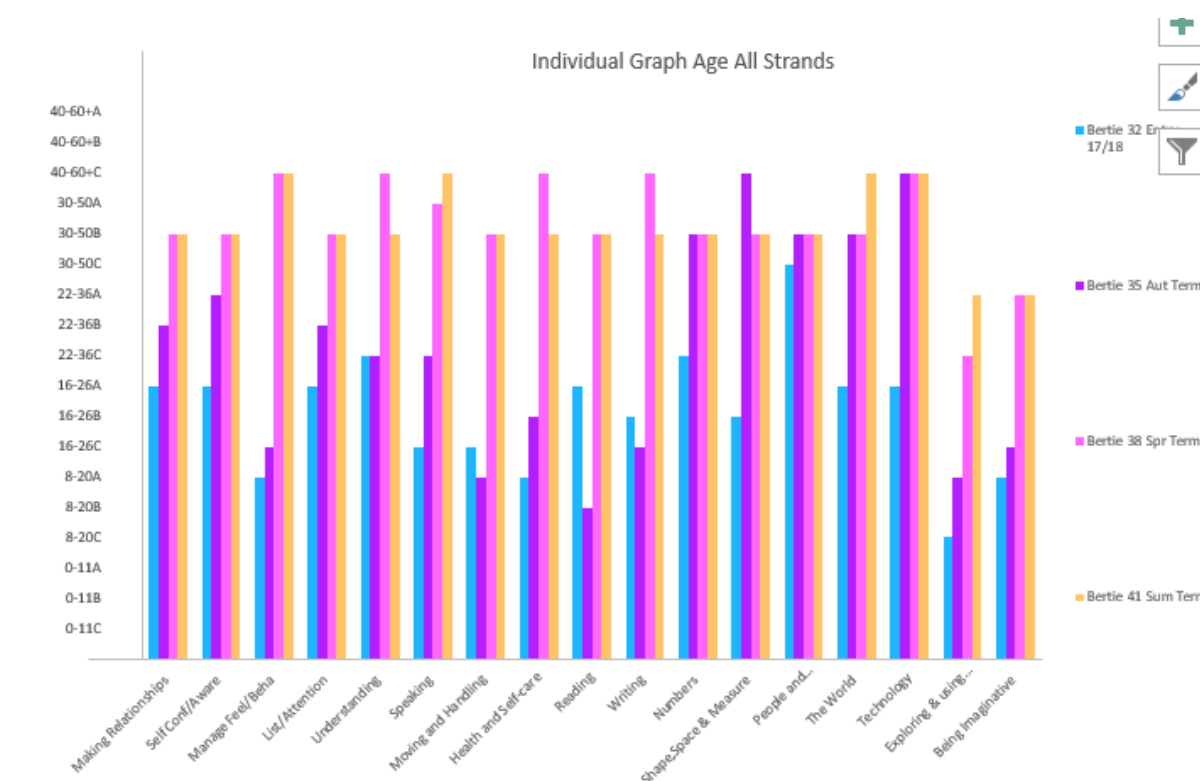
## Individual Graph Age Band Overall (plotted by Terms)

This graph shows the same information however this time it is plotting the data with the assessments points along the bottom and displaying all the areas of learning at that assessment point.



## Individual Graph Age Band All Strands

This Graph plots child's data across all of the individual strands. This can look busy as there are a lot of strands to plot against. Therefore it is often useful to use this graph in conjunction with one of the other graphs.

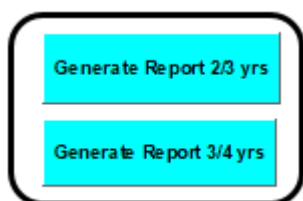


To return to select alternative graphs or to change the child that is being view, click on the 'Individual Graph Data' Tab. This will then allow either the filtered child to be changed or an alternative graph to be selected.

## Automatic Reporting

There is an option to produce a report for each of the assessment points showing the percentage of children who are working within each age banding regardless of their age. The percentages will pre populate the relevant report depending on which Academic Age has been selected.

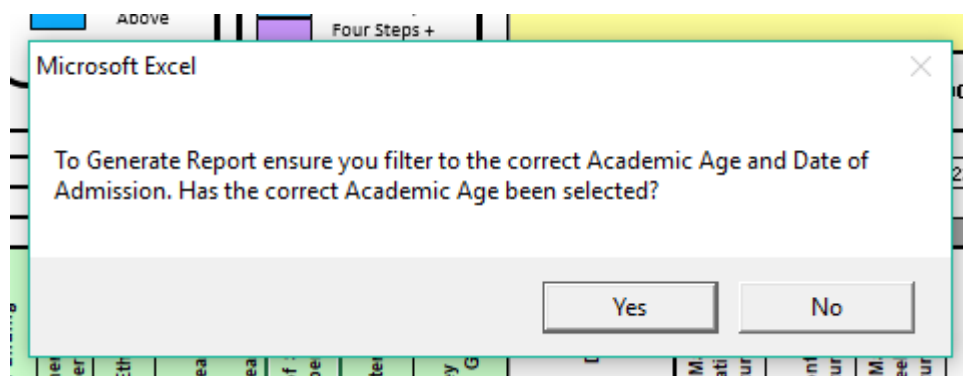
On the Data Entry tab there are two buttons at the top of the page which can be selected depending on what age report is wanted to be produced.



To produce a report for the children who turn three in this academic year click on the 'Generate Report 2/3 yrs'

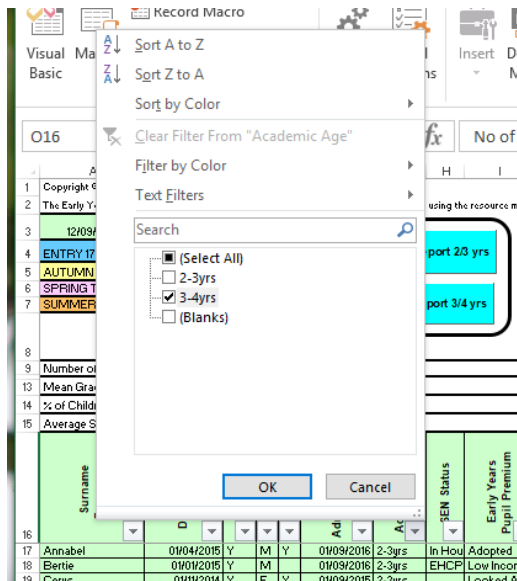
To produce a report for the children who turn four in this academic year click on the 'Generate Report 3/4 yrs'

After the relevant button has been selected a note will appear as per below



If the filter has not been applied click on No, this will then remove the box and the filter can be applied to the Academic Age, and the Date of Admission if applicable.

To apply the filter click on the arrow at the top of the 'Academic Age' column and select either 2-3 yrs or 3-4 yrs



Then click on the report button again. For example in the above situation as the 3-4 yrs has been selected on the filter, the 'Generate Report 3/4 yrs' button would be selected.

This time when the note asking about whether the filter has been applied click Yes.

Once Yes has been selected the report will then appear populated with the children selected from the filter, showing the % within each strand.

Click to Return to Data Entry

Children working **significantly below** their dev. band. **16-26 Months** (and below)

Children working **below** their dev. band. **22-36 Months**.

Children working **inline** with their dev. band. **30-50 Months**.

Children working **above** their dev. band. **40-60+ Months**

Early Years Tracker - (Academic Year in which children turn 4)

Date of Assessment		% of Children working within their Developmental Age/Stage Band (Development Matters) within each strand in each Area of Learning																
		PSED			C&L		PD		LIT		MATHS		UTW		EA&D			
		Making Relationships	Self Conf/ Awareness	Manage Feel/ Behaviours	List/Attention Entry	Understanding Entry	Speaking Entry	Moving and Handling Entry	Health and Self-care Entry	Reading Entry	Writing Entry	Numbers Entry	Shape Space & Measure Entry	People and Communities Entry	The World Entry	Technology Entry	Exploring & using media & materials Entry	Being Imaginative Entry
Entry 17/18	Children working <b>significantly below</b> their dev. band. <b>16-26 Months</b> (and below)	0%	0%	0%	0%	0%	14%	29%	29%	29%	14%	14%	14%	14%	14%	14%	29%	29%
	Children working <b>below</b> their dev. band. <b>22-36 Months</b> .	57%	43%	43%	57%	71%	29%	29%	57%	29%	86%	29%	71%	43%	43%	29%	29%	57%
	Children working <b>inline</b> with their dev. band. <b>30-50 Months</b> .	29%	43%	57%	29%	14%	57%	43%	0%	43%	0%	57%	0%	29%	29%	57%	43%	0%
	Children working <b>above</b> their dev. band. <b>40-60+ Months</b>	14%	14%	0%	14%	14%	0%	0%	14%	0%	0%	0%	14%	14%	14%	0%	0%	14%

Date of Assessment

The report is displayed for all of the four assessment points.

Once the report has been reviewed/printed click on the green button to return to the 'Data Entry' page.



**Click to Return to Data Entry**

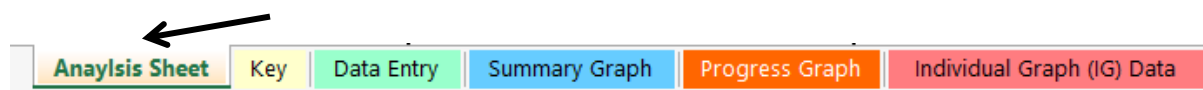
When the green button has been clicked the Data Entry page will then appear and the report will be removed. If the report is wanted to be viewed again, click on the 'Generate Report' button.

Additional filters can be applied and the report will then be generated dependant on the filters set.

For example – filter the 'Academic Age' column to 3-4yrs and then filter the 'Gender' column to 'F'. Then click on the 'Generate Report 3/4 yrs' and the report will appear showing the %'s of children who are age between 3 and 4 and who are girls.

## Use of the Analysis Sheet

At the beginning of the tool the first tab is a blank Analysis Sheet. This has been set up as an option to help assess the information and demonstrate what action has been taken and how this has then impacted on the children's progression.



On this sheet the information can either be entered on the system or printed off and completed by hand.

WHAT THE DATA TELLS ME	ACTIONS	OUTCOMES AND IMPACT

The first column is to enter in details of what the data is highlighting. For example: out of 10 children within the setting, 5 of them are working below their age banding in Mathematics. This highlights that potentially further Mathematics activities could be set up.

In the second column this is to enter in the action that has been set up to help resolve the information highlighted within the data.

In the third column this is to demonstrate how those actions have now helped the children progress within that area. For example, following the introduction of further Mathematical activities the number of children now working inline in Mathematics has increased to 8 at the next Assessment point.

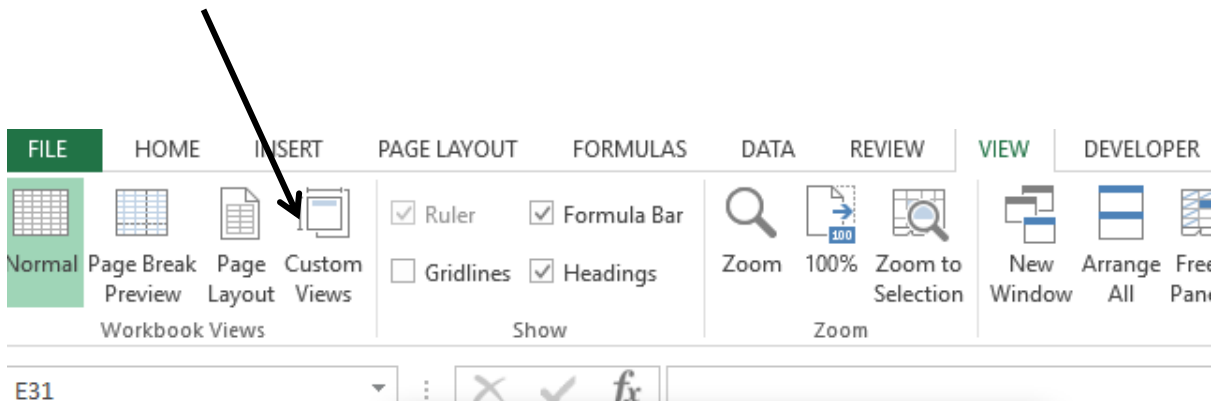
## Printing

All of the sheets have been set up to print the full range, some of them over several pages due to the size.

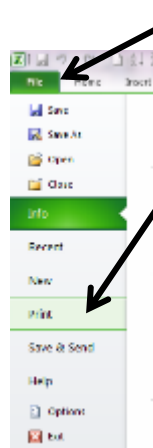
In respect of the 'Data Entry' sheet if you want to print just a single term of data, from the toolbar you need to click on 'View'



Then click on 'custom views'



Then click on File and Print



**For further support please contact [earlyyearstrackingtool@gmail.com](mailto:earlyyearstrackingtool@gmail.com)**