

Using this guidance to support each child's learning and development

Development matters can help practitioners to support children's learning and development, by closely matching what they provide to a child's current needs.

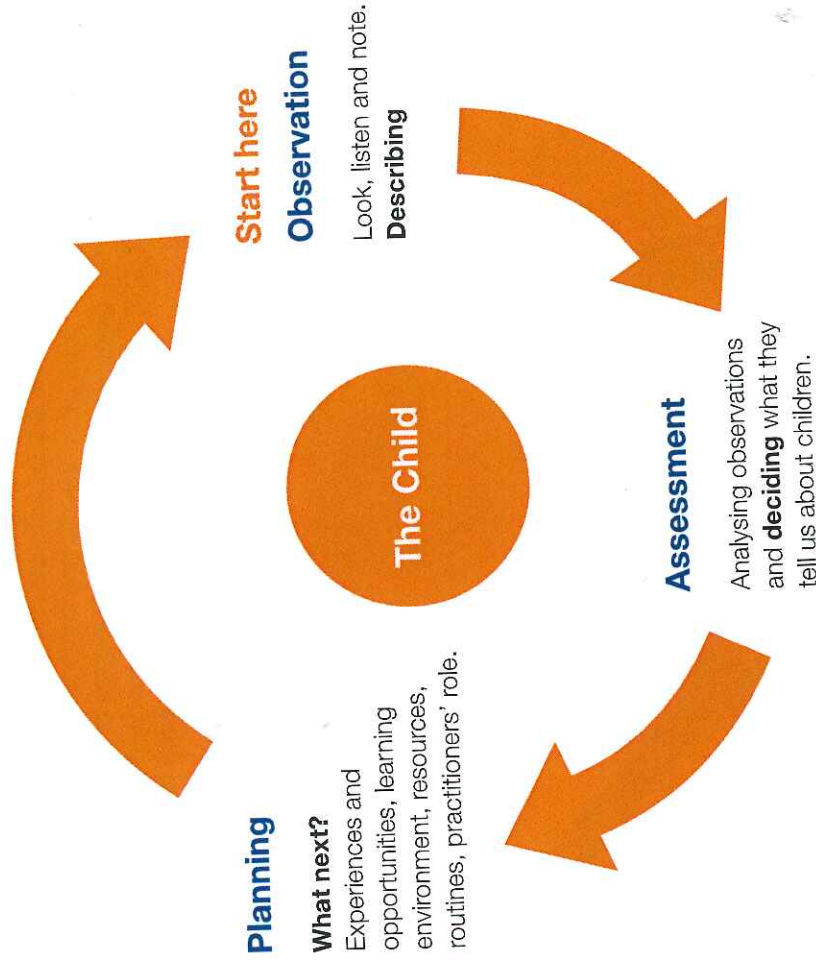
On-going **formative assessment** is at the heart of effective early years practice.

Practitioners can:

- Observe children as they act and interact in their play, everyday activities and planned activities, and learn from parents about what the child does at home (**observation**).
- Consider the examples of development in the columns headed 'Unique Child: observing what children can do' to help identify where the child may be in their own developmental pathway (**assessment**).
- Consider ways to support the child to strengthen and deepen their current learning and development, reflecting on guidance in columns headed 'Positive Relationships' and 'Enabling Environments' (**planning**). These columns contain some examples of what practitioners might do to support learning. Practitioners will develop many other approaches in response to the children with whom they work.

- Where appropriate, use the development statements to identify possible areas in which to challenge and extend the child's current learning and development (**planning**).

This way of teaching is particularly appropriate to support learning in early years settings.



Summative assessment

The EYFS requires early years practitioners to review children's progress and share a summary with parents at two points:

- in the prime areas between the ages of 24 and 36 months
- and at the end of the EYFS in the EYFS Profile.

Development Matters might be used by early years settings throughout the EYFS as a guide to making best-fit judgements about whether a child is showing typical development for their age, may be at risk of delay or is ahead for their age. Summative assessment supports information sharing with parents, colleagues and other settings.

Characteristics of Effective Learning
<p>Playing and exploring – engagement</p> <ul style="list-style-type: none"> Finding out and exploring Playing with what they know Being willing to 'have a go'
<p>Active learning – motivation</p> <ul style="list-style-type: none"> Being involved and concentrating Keeping trying Enjoying achieving what they set out to do
<p>Creating and thinking critically – thinking</p> <ul style="list-style-type: none"> Having their own ideas Making links Choosing ways to do things

Area of Learning and Development	Aspect
Prime Areas	
Personal, Social and Emotional Development	Making relationships
	Self-confidence and self-awareness
	Managing feelings and behaviour
Physical Development	Moving and handling
	Health and self-care
Communication and Language	Listening and attention
	Understanding
	Speaking
Specific areas	
Literacy	Reading
	Writing
Mathematics	Numbers
	Shape, space and measure
Understanding the World	People and communities
	The world
Expressive Arts and Design	Technology
	Exploring and using media and materials
	Being imaginative