|  |  |  |
| --- | --- | --- |
| **Area** | **Aspect** |  |
| **PSED:**  | Self-confidence and self-awareness | 0-11 | 8-20 | 16-26 | 22-36 | 30-50**LOW** | 40-60+ | **INLINE** |
| Making relationships | 0-11 | 8-20 | 16-26 | 22-36 | 30-50**LOW** | 40-60+ | **INLINE** |
| Managing feelings and behaviour | 0-11 | 8-20 | 16-26 | 22-36**HIGH** | 30-50 | 40-60+ | **BELOW** |
| **CL:** | Listening and attention | 0-11 | 8-20 | 16-26 | 22-36 | 30-50**SECURE** | 40-60+ | **INLINE** |
| Understanding | 0-11 | 8-20 | 16-26 | 22-36 | 30-50**SECURE** | 40-60+ | **INLINE** |
| Speaking | 0-11 | 8-20 | 16-26 | 22-36 | 30-50**SECURE** | 40-60+ | **INLINE** |
| **Physical:** | Moving and handling | 0-11 | 8-20 | 16-26 | 22-36 | 30-50**LOW** | 40-60+ | **INLINE** |
| Health and self- care | 0-11 | 8-20 | 16-26 | 22-36 | 30-50**LOW** | 40-60+ | **INLINE** |
| **Literacy:** | Reading | 0-11 | 8-20 | 16-26 | 22-36 | 30-50**LOW** | 40-60+ | **INLINE** |
| Writing | 0-11 | 8-20 | 16-26 | 22-36**LOW** | 30-50 | 40-60+ | **BELOW** |
| **Mathematics:** | Numbers | 0-11 | 8-20 | 16-26 | 22-36 | 30-50**LOW** | 40-60+ | **INLINE** |
| Shape, space and measure | 0-11 | 8-20 | 16-26 | 22-36 | 30-50**LOW** | 40-60+ | **INLINE** |
| **UTW:** | People | 0-11 | 8-20 | 16-26 | 22-36 | 30-50**LOW** | 40-60+ | **INLINE** |
| The World | 0-11 | 8-20 | 16-26 | 22-36 | 30-50**LOW** | 40-60+ | **INLINE** |
| Technology | 0-11 | 8-20 | 16-26 | 22-36 | 30-50**LOW** | 40-60+ | **INLINE** |
| **Expressive Arts and Design:** | Media and materials | 0-11 | 8-20 | 16-26 | 22-36 | 30-50**LOW** | 40-60+ | **INLINE** |
| Being imaginative | 0-11 | 8-20 | 16-26 | 22-36 | 30-50**LOW** | 40-60+ | **INLINE** |
| *L=low: The child is just beginning to work within the developmental band**S=secure: The child is well established within the band i.e. confidently meeting many of the statements**H= high: Evidence of learning which is* ***N****atural,* ***I****ndependent,* ***C****onsistent and* ***E****mbedded for almost all statements within the band* |
| **Areas below expected age / of concern:** *Indicate any areas where the child is below expectations for their actual age – where this is ‘significant’ record concern and note in box below what actions are being taken to support. NB if this box is filled in then it must be discussed with parent/carer first.*Managing feelings and behaviour – B is gradually adjusting to being in the setting and we are helping him to see how his behaviour affects others.Writing – B can be encouraged to write by providing opportunities eg writing his name, shopping lists, messages to others , etc |
| **Areas above expected age stage:** |
| **Support or additional action needed at home/ in school/ in setting:** *Where the child shows ‘significant’ delay and concerns are raised –use this box to indicate what actions will be taken: for example discussing with parents for referral, putting an IEP in place.*  |