

Child's Age in Months	Developmental Age Band	Suggests child may be:
12	0-11 Low	Below age related expectations
13	0-11 Secure/High	In line
	8-20 Low/Secure	In line
	8-20 High	Above
	16-26 and above	Above
14	0-11	Below
15	8-20 Low/Secure/High	In line
16	16 -26 Low	In line
17	16-26 Secure/High	Above
18	22-36 and Above	Above
19	0-11	Below
	8-20 Low	Below
	8-20 Secure/High	In line
	16-26 Low/Secure/High	In Line
	22-36 Low	In line
	22-36 Secure/High	Above
	30-50 and above	Above
23	0-11	Below
24	8-20	Below
25	16-26 Low	Below
26	16-26 Secure/High	In line
27	22-36 Low/Secure/High- within range	In line
28	30-50 Low/Secure	Above
	30-50 High	Above
	40-60	Above
29	Pre 22 to 36	Below
30	22-36 Low	Below
31	22-36 Secure/High	In line
32	30-50 Low	In line
33	30-50 Secure/High	Above
34	40-60 Low/Secure/High	Above
35		
36	Pre 22 to 36	Below
	22-36 Low/Secure	Below
37	22-36 High	In line
38	30-50 Low/Secure	In line
39	30-50 High	Above
	40-60 Low/Secure/High	Above
40	Pre 30 to 50	Below
41	30-50 Low/Secure/High	In Line
42	40-60 Low	In line
43		
44	40-60 Secure /High	Above
45		
46	Pre 30 -50	Below
	30-50 Low	Below
47	30-50 Secure/ High	In line
48	40-60 Low/Secure	In line
49	40-60 High	Above
50	Pre 30 to 50	Below
51	30-50 Secure/High	Below
52	40-60 Low/Secure	In Line
53		
54	40-60 High	Above
55	Pre 40 to 60	Below
56	40-60 Low	Below
57		
58	40-60 Secure/High	In Line
59		

Guidance to support judgments about children's development against Development Matters age bands

The table overleaf has been provided to inform judgments about whether a child's stage of learning and development is in line with, above or below age related expectations.

Please bear in mind that all children are individuals and that the developmental age bands in the EYFS are indicative of typical patterns of development. A child may not always be typical. Also, it may be necessary to use more discretion when the child's age falls at either end of a "block" for example is aged 29 or 35 months.

It is expected that practitioners will use their professional judgment in deciding how to proceed when the information is gathered.

Sometimes, a child may only just fall outside the "In line" definition at the time of assessment and it may be appropriate to monitor progress more closely. At other times, early intervention strategies may be appropriate. Discussions with parents and carers at all stages are vital.

Where a child is working above or below age related expectations, it might be necessary to evaluate provision to ensure needs are being met.

In making judgments about where children sit most comfortably, it may be helpful to use the EYFS grids which pull together all the Development Matters statements. You are asked to look at whether children are "low", "secure" or "high" within the band.

Below is a summary of what to think about when making this judgment:

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 Natural, Independent, Consistent and Embedded for almost all statements within the band