



The Butterfly Rooms (Incorporating Woodlands) LTD

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Years Foundation Stage Progress Check at Two Policy

This policy sets out our approach to the statutory **Progress Check at Age Two**, in line with the **Early Years Foundation Stage (EYFS) statutory framework (current version)** and **Ofsted expectations for high-quality assessment and inclusive practice**.

We are committed to:

- Delivering **accurate, proportionate and meaningful assessment** that supports every child's development
- Ensuring **inclusive practice**, particularly for children with **Special Educational Needs and Disabilities (SEND)** and neurodiverse learners
- Working in **close partnership with parents/carers and other professionals**
- Promoting **safeguarding, equality, and early identification of need**
- Maintaining **secure, confidential data handling** in line with UK GDPR

We use a secure digital system (e.g. iConnect) to record and share learning, ensuring transparency and accessibility for families.

Aims

The Progress Check at Age Two is used to:

- Review each child's development in the **three prime areas of learning**
- Identify strengths and areas where progress is less than expected
- Support **early identification of additional needs**
- Enable timely **targeted intervention and support**
- Strengthen **parent partnerships and shared understanding**
- Inform future teaching, learning, and curriculum planning

Prime Areas of Learning (EYFS)

The progress check focuses on:

- **Communication and Language**
- **Personal, Social and Emotional Development**
- **Physical Development**

Assessment reflects **current EYFS expectations**, focusing on what children know, can do, and understand.

Procedures

1. Key Person Responsibility

Each child is assigned a **key person** who leads the Progress Check.

The key person:

- Maintains accurate, up-to-date knowledge of the child's development
- Uses ongoing observations to form a secure understanding of progress
- Ensures the child's **voice is represented**, including non-verbal communication
- Works in partnership with parents and other professionals

2. Ongoing Observation and Assessment

Assessment is **continuous and embedded in practice**, not a one-off activity.

Practitioners:

- Observe children through **play-based learning and daily interactions**
- Build a holistic picture of development over time
- Ensure assessments are **developmentally appropriate, inclusive and non-intrusive**

3. Completing the Progress Check

The Progress Check is completed when the child is aged **between 24–36 months**.

A **short written summary** is produced which includes:

- The child's **strengths and interests**
- Areas where progress is less than expected
- **Next steps** to support development

Language used is:

- Clear, concise and parent-friendly
- Free from unnecessary jargon
- Focused on development and potential

4. Timeliness

Progress checks are:

- Completed **within the required age range**
- Carried out when practitioners have a **secure understanding of the child**

Delays are avoided unless:

- The child is newly settled
- Further observations are required for accuracy

5. Working in Partnership with Parents

We prioritise strong parent partnerships by:

- Sharing and discussing the progress check
- Offering **flexible meeting options** (in-person or virtual)
- Providing **accessible and inclusive communication methods**, including translations where needed

Parents are encouraged to:

- Contribute their knowledge of their child
- Share observations from home
- Engage in planning next steps

6. Supporting SEND and Inclusion

We are committed to inclusive assessment practices.

Where concerns are identified:

- We follow the **graduated approach (Assess–Plan–Do–Review)**
- The **SENCo is involved early**
- Individual strategies are implemented promptly

Referrals to external professionals are made:

- With **parental consent**
- At the earliest appropriate stage

We ensure:

- Adjustments are made for individual needs
- No child is disadvantaged during assessment

7. Supporting Disadvantaged Children

We recognise that some children may be at risk of falling behind.

We:

- Monitor progress closely
- Prioritise early support and intervention
- Ensure all children have equal opportunity to succeed

8. Multi-Agency Working

With parental consent, information may be shared with:

- Health visitors (to support the integrated 2-year check)
- Early help services
- Other relevant professionals

We follow:

- EYFS guidance on information sharing
- GDPR and confidentiality requirements

9. Early Identification and Intervention

If concerns arise **before the age of two**:

- We do not wait for the statutory check
- Support is put in place immediately
- We work collaboratively with parents and professionals

10. Supporting Learning at Home

We support families by providing:

- Practical ideas linked to next steps
- Evidence-informed strategies to support development
- Access to digital learning platforms where appropriate

Curriculum Link

The Progress Check is an integral part of our **assessment cycle** and informs our curriculum.

Outcomes are used to:

- Plan **next steps tailored to individual children**
- Adapt teaching strategies and the learning environment
- Ensure all children can access a **broad and balanced curriculum**

Safeguarding

The Progress Check contributes to safeguarding by:

- Supporting early identification of developmental concerns
- Highlighting potential welfare issues

Any safeguarding concerns are:

- Reported immediately to the **Designated Safeguarding Lead (DSL)**
- Managed in line with the setting's **Safeguarding and Child Protection Policy**

Transitions

Information from the Progress Check:

- Supports transitions within the setting
- Is shared with new settings, where appropriate and with parental consent

Assessment Moderation

To ensure consistency and accuracy:

- Practitioners participate in **moderation and peer review**
- Assessments are discussed as part of team practice

This ensures:

- Reliable judgements
- Consistent quality across the setting

Staff Training and Development

All staff involved in assessment:

- Receive training on **EYFS and child development**
- Are supported through supervision and coaching

- Are inducted in assessment procedures and digital systems

Proportionate Assessment

We ensure assessment remains manageable and meaningful by:

- Avoiding unnecessary paperwork
- Recording only relevant and useful information
- Ensuring the Progress Check is concise and purposeful

Reflective Practice

Practitioners:

- Reflect on the effectiveness of assessments
- Use feedback from colleagues and families
- Continuously improve practice through supervision and discussion

Equality, Inclusion and British Values

We promote:

- Respect for diversity and individual differences
- Inclusive practice reflecting each child's culture, background and identity

All children are valued as unique individuals.

Data Protection and Confidentiality

We ensure:

- All records are stored securely
- Information is only shared with appropriate consent
- Parents understand how their data is used

We comply with:

- **UK GDPR**
- **Data Protection Act**

Leadership and Oversight

Leaders:

- Monitor the quality and impact of progress checks
- Ensure statutory requirements are met
- Use findings to inform setting improvements

Monitoring and Review

This policy is reviewed:

- Annually
- In response to updates in EYFS or Ofsted guidance

This policy was adopted by

The Butterfly Rooms Ltd

On

4th June 2026

Date to be reviewed

4th June 2027

Signed on behalf of the Management
committee

A.Thompson

Name of signatory

Miss Aimee Thompson