

## **Bristol Progress Check at Two – Pathway for Assessment**

This flow diagram shows the pathway for making a professional summative assessment of a child's development and learning for the statutory Progress Check at age two 2 ([EYFS 2021](#) para 2.4, 2.4, 2.6). It can be used to complete the Bristol Progress Check at Two form or to inform a setting's own processes for the check. The progress check should always be a collaborative process, undertaken in partnership with parents and/ or carers.

The Progress Check at Two is a best-fit, snapshot of a child's development and progress undertaken at any point between the ages of 24 and 36 months, but is usually carried out somewhere around 30 months. It indicates whether a child has met, or not yet met, key developmental milestones and informs parents and carers and other professionals involved with the child of the support needed to ensure continuing progress and identify any concerns that may need further investigation.

For children who may 'not yet' have met the key developmental milestones it is important to consider the range of possible reasons for this. These may include: whether the setting's provision and practices are appropriate to the child's developmental stage; the key person's attachment and relationship with the child; the child's preferred communication system or language; their life experiences and family history; and any emerging additional needs. These factors should be explored together with families, practitioners, and other professionals working with families before looking to make an early identification of emerging needs.

To create a holistic understanding of the child's development and inform any additional support needed, the Bristol progress check at two should include feedback from the family's discussions with their health visitor. It is also good practice to share the range of services and group activities available from the local Children's Centre. For some families, a referral to Family Support services may also be appropriate to complete with consent.

Bristol Children's Centre Hubs links: [North Bristol](#) [East Bristol](#) [Central Bristol](#) [South Bristol](#)

### **Making the Progress Check at Two**

Discussion based on ongoing formative assessment, together with a strong parent/carer partnership keeps the child at the centre of the assessment, captures the family's perspective and creates a brief pen-picture of the child's interests, strengths and preferences. Settings should also refer to the [Bristol Assessment Guidance](#) document when making assessments.

The progress check at two should include a short narrative about the child's development in the statutory characteristics of effective teaching and learning. [The Bristol Characteristics of Effective Learning Toolkit](#) can be used to support this. 'Met' and 'Not Yet' judgements in relation to child's learning and development in the EYFS prime areas of learning should be made by making a 'best-fit' decision using professional knowledge of the child. Whichever assessment system is referred to, it is important to use a 'best-fit approach' and consider learning and development descriptors or milestones for each area of learning in their entirety and not as a tick-list. Where the check is being undertaken in between chronological milestones or checkpoints, practitioners should use their professional judgement to look carefully at how milestones that come just before their chronological age might have been achieved, and how well the child is working towards the next.

If it is agreed that a child has 'Not Yet' met learning and development expectations for their age, the 'Not Yet Toolkit' in the pathway signposts practitioners and leaders to the series of steps in reviewing practice and provision, and tools for more precise assessment. These will help to inform and plan the next step in the child's learning and support following the progress check at two.

## Bristol Progress Check at Two Pathway

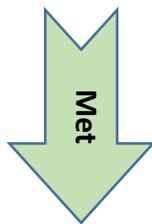
Ongoing formative assessment in partnership with parents/ carers



### Summative progress check at age 2.

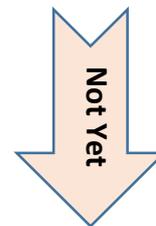
A professional judgement of whether a child has met age-appropriate developmental milestones.

Settings may choose to use the free [OPAL assessment tool](#) which offers a good summary of expected learning and development at 24 and 30 months. (password - BEYA2021). Alternatively, settings may choose to make a best-fit judgement using the appropriate development range in [Birth to Five Matters](#) or [Development Matters](#) checkpoints



#### Age related milestones have been met

Carry on looking for opportunities to challenge and deepen development & learning within the curriculum



Carry on looking for opportunities to challenge and deepen development & learning within the curriculum *and*

#### Gather more information about possible barriers to learning and development that can be addressed

- Further conversations with parents, colleagues and other professionals involved
- More closely observe and monitor the child's development & learning
- Review setting's provision and practice (see box 1)
- Use more precise assessment (see box 2)
- Consider early identification and assessment of needs and consult with the SENCO (see box 3)

Not Yet Tools



## 'Not Yet' Assessment Toolkit

1

### Review Provision and Practice

- Refer to B25M's Positive Relationships and Enabling Environments columns for ideas to enhance provision and practice to support specific areas of learning and development
- Refer to [Bristol Characteristics of Effective Learning](#) positive relationships and enabling environments columns for guidance to support how children learn
- Refer to the [Ordinarily Available Provision \(OAP\)](#) document for guidance around provision and practice.

2

### More Precise Assessment

- Bristol Characteristics of Effective Learning Assessment Tool to help understand HOW a child is learning and to plan appropriate support.
- Refer to C&L assessment documents e.g. [Universally Speaking Ages and stages of Children's Communication Development](#) and Bristol Every Child a Talker Assessment (BECAT)
- For children with EAL, [The Bell Foundation](#) and [NALDIC](#) are useful sources of information

3

### Early Identification of Need at Age Two

Where a child's learning and development is still a cause for concern after reviewing provision and using finer graded assessment tools, the SENCO should be consulted to consider if investigating early identification of need is appropriate.

- Work in partnership with parents/carers and the SENCO
- Consult with the Inclusion Team to develop provision and practice to meet needs
- Use [DEYO](#) (Differentiated Early Years Outcomes) aligned to B25M. The additional small-step red statements along with the black B25Ms statements will support summative assessment, curriculum planning and target setting for children with SEND.
- Refer to section 2 of the Ordinarily Available Provision (OAP) document against identified need for individualised guidance on provision.
- Follow a graduated approach to support achievement of outcomes, using IEPs, BSSP or EHCP as appropriate. Ensure reference is made to the Children and Young People's Outcomes Framework.
- Specific assessment and provision guidance documents where there is involvement from specialist support teams
  - AET (BAT)
  - Developmental Journal for children with Downs Syndrome
  - Visual impairment, etc.

### Glossary of terms

B25M	<a href="#">Birth to Five Matters</a>	BCOEL	<a href="#">Bristol Characteristics of Effective Learning</a>
OPAL	<a href="#">Observation of Play &amp; Learning</a> (Password: BEYA2021)	DEYO	<a href="#">Differentiated Early Years Outcomes</a>
		AET	<a href="#">Autism Education Trust Framework</a>
OAP	<a href="#">Ordinarily Available Provision</a>	BSSP	<a href="#">Bristol SEND Support Plan</a>
BAT	<a href="#">Bristol Autism Team</a>	IEP	<a href="#">Individual Education Plan</a>
EHCP	<a href="#">Education, Health and Care Plan</a>	DM	<a href="#">Development Matters</a>