

Early Years Leader Planner for Schools

Glossary of Terms

Please note, templates and further information can be found in the Learning Library within the [School Readiness Passport](#).

Action Review Record - The Action Review Record is the record template used to record children's individual next steps when a child needs targeted support.
Additional funding - There are a number of additional funding pots which can be accessed for eligible children to further support their learning, development and care. Disability Access Fund (DAF) is available for children in receipt of Disability Living Allowance (DLA). Early Years Short Term Additional Resource (EYSTAR) is a targeted fund, further information can be found below (See EYSTAR). Early Years Inclusive Fund is a set amount given to settings to support them with resources and environment enhancements to meet the needs of children in the cohort. Early Years Pupil Premium (EYPP) available for eligible children, this funding increases the hourly rate for the first 15 hours a child attends provision, further information can be found below (See EYPP).
Baseline assessments – The baseline assessment is the first assessment you complete for a child when they start at your provision. This helps you to assess their starting point so you can identify whether your curriculum is appropriate for them or whether adaptations need to be made.
Consideration of Statutory Assessment (COSA) - A COSA is requested if it is considered that a child may benefit from an Education Health and Care Plan (EHCP). This request is likely to be made with the support of the school's Special Educational Needs Coordinator (SENCo) and should always fully involve the child and their parents/carers.
Curriculum impact - The impact of the curriculum intent and implementation will be reviewed through formative and sometimes summative assessment, i.e. have children achieved the intended outcomes set out in the long term plan? Leaders should know how intended outcomes have been achieved, which children have not achieved intended outcomes and what actions will be taken to close gaps in children's learning and development.
Action/development plan – An action or development plan outlines the strengths and areas for improvement across your provision. Areas of improvement can be based on actions identified in recent Ofsted inspections, as part of self-review and/or as a result of feedback from external agencies.
Disability Access Fund (DAF) - Is a one-off annual payment available for children accessing their funded entitlement and in receipt of Disability Living Allowance.
Disadvantaged children - This broad term can include children who have any kind of vulnerability. Children who are in receipt of any additional funding will likely be considered disadvantaged, e.g. accessing funded 2-year-old entitlement, Early Years Pupil Premium (EYPP), Pupil Premium, and/or entitled to DAF. It also includes children with special educational needs and/or disabilities, children/families who have an Early Help Assessment in place and children who are not on track to school readiness.
Early Years Pupil Premium (EYPP) - Can be claimed for eligible children who are accessing their funded entitlement. EYPP should be used to support children's learning and development, helping to close any gaps between these children and their peers.
Early Years Team SLA – You can sign up to our Service Level Agreement and access the training offer provided by the Early Years Team. You also receive 3 visits across the academic year. These visits can focus on any areas of development you have identified.
Education, Health and Care Plan (EHCP) - Is for children and young people aged up to 25 who need more support than is available through special educational needs (SEN)



support. EHC plans identify educational, health and social needs and set out the additional support to meet those needs.
EYFS Profile (EYFSP) - The EYFSP is a statutory assessment, completed for every child in the final term of the year in which they reach age 5 (usually at the end of their reception year). All children are assessed as 'Emerging' or 'Expected' against the 17 Early Learning Goals. The outcome of the assessment against the Prime Areas of Learning, plus Literacy and Mathematics, are used to inform teachers whether children have achieved a 'Good Level of Development' (GLD) and are therefore ready for the next phase (Year 1). This data is submitted to the Local Authority by a given date and outcomes must be shared with parents and the Year 1 teacher. Click here for more information.
Early Years Short Term Additional Resource (EYSTAR) - Can be applied for children who are not on track and where the graduated approach has been initiated. Early Years providers can apply to access additional funding from EYSTAR funding if children are accessing their funded education entitlement. EYSTAR is not available for reception age children. The school SENCo should be involved in this process. EYSTAR should only be applied for if the child has been seen by an Early Years Inclusion Consultant. Their support, and EYSTAR applications , can be requested through the School Readiness Passport.
Formative assessment - This is ongoing assessment where teachers assess whether children are achieving intended outcomes and respond accordingly. The majority of formative assessments will happen in the moment as teachers interact with children, e.g. responding to children during their play by providing additional language, modelling, commenting, questioning, through sustained shared thinking or providing additional resources. Some formative assessment may be recorded, e.g., in a learning journal or floorbook.
Funded Early Learning for 2 year olds - The ELF 2 funded entitlement offer is an enhanced offer for children whose parents meet a range of eligible criteria. These children are entitled to 15 hours of funded education over no fewer than 38 weeks of the year.
Funded Universal 3 and 4 year olds - The funded universal 3 and 4 year old entitlement offer is available for all children in England. All children are entitled to 15 hours of funded education over no fewer than 38 weeks of the year.
Funded Working Families Entitlement - Children in working families who meet the eligibility criteria are entitled to funded education and care from 9 months old until they start their reception year. This equates to 30 hours for 38 weeks of the year. If available, parents can stretch this offer across 52 weeks of the year.
Graduated Approach - The Graduated Approach may begin if a child needs something additional to, or different from, the ordinarily available provision offered to the majority of children. The Graduated Approach refers to the ongoing 'assess, plan, do, review' process, where children are observed, monitored and formatively assessed more closely. This is likely to be delivered as part of SEN Support.
Headcount – Submitted termly for children in receipt of Early Years Funded Entitlement. Children in receipt of EYPP and DAF should be included to ensure all eligible funding is received.
Home learning – To support the education and attainment of children, schools should share ideas for parents/carers to support their child's learning at home. These should be based around the curriculum and/or children's individual next steps.
Induction/welcome materials – As part of your admission information for new starters, it's good practice to include any key information you wish parents/carers to engage with. This could include your packed lunch policy or a poster listing key foods to include/avoid, a home learning commitment where parents/carers agree to engage with home learning ideas, routines of the day that will be followed etc. Asking parents/carers to sign an

agreement to engage with these materials will help you to ensure you have the full support of families, in line with your ethos and policies.
Integrated Review Meeting – The integrated review meeting is the meeting that takes place between the child’s provider, health visitor and parents/carers when a child is identified as not being on track at their Progress Check at Age 2 or Health Review. We have an agreed process for the integrated review, which can be found here .
Interventions - In Early Years the majority of ‘interventions’ will be delivered through Quality First Teaching and high-quality interactions with children during play. If a child is identified as not on track in a particular area of learning, practitioners should adapt their teaching to “close” this gap. The ‘actions in place’ section on the School Readiness Passport allows practitioners to record the interventions used to support the closure of gaps in children’s learning and development. There may also be times where children will benefit from discrete interventions in small groups, e.g. Early Talk Boost or NELI.
Key person – All children should be allocated a key person. This is a member of qualified staff who oversees the care and learning for the child. The requirement to have a key person is stated in the EYFS.
Leuven Scales - Can be used to assess children’s levels of wellbeing and involvement. If wellbeing and involvement is low, children are less likely to achieve the curriculum intent and their behaviour for learning could be negatively affected.
Long term plan - Provides an overview of the intended learning outcomes across the year. There is no one way to record a long term plan but it should cover the key objectives for learning. Your long term plan will outline your curriculum, i.e., what children will learn throughout the year. Long term progression plans for each area of learning can be found in the Learning Library. If you would like support with long term planning, please contact your Early Years Consultant.
Medium term plan - Feeds down from the long term plan, providing more detail about the objectives for the term, activities and experiences which may be included and key vocabulary that children will learn.
Moderation/professional dialogue - Involves a professional discussion about children in relation to particular areas of learning (educational programmes). Moderation can be completed in house or with other providers. It is considered good practice to moderate judgements to ensure their accuracy and ensure that children who are not on track are appropriately supported. In Northumberland, we encourage all providers to use the School Readiness Passport Checker to assess children’s attainment. We have developed a series of exemplification materials which provide examples of what attainment might look like. These can be access here . The Local Authority facilitates 3 professional dialogue sessions across the year for schools. The DfE recommend all schools attend these sessions.
New parents/carers - Conversations should be held with parent/carers when their child starts a new school to ensure the school is ready for their child. These conversations should help practitioners to identify children’s starting points, understanding what children already know and can do. Schools may also wish to hold group meeting with parents to share ideas for supporting their children’s learning and development at home.
Next steps - For many children the next steps for their learning and development will be recorded in the long term curriculum plan. For children who are not on track however, personalised next steps may be required in order to help those children to get back on track to school readiness. These next steps should be centred around the areas of learning where gap lie.
Observation of practice - Leaders might observe practice across the Early Years provision to support teachers to identify potential CPD, assess children’s levels of wellbeing and involvement or attainment, observe practice and provision and the quality of interactions, or teaching of specific areas of learning. Leaders might invite teachers to take



part in peer observations or complete joint observations of children, supporting reflective practice and teamwork.
Priority children – Within Ofsted's School Inspection Toolkit , they identify a number of children who will be prioritised for discussion during inspection. This includes any children who are disadvantaged (e.g., in receipt of Early Years Pupil Premium), those with SEND, those who are known (or previously known) to children's social care, and those who may face barriers to their learning and/or well-being.
Progress Check at Age 2 - Is a statutory assessment for all children which must be completed between a child's 2 nd and 3 rd birthday. The check should cover each of the Prime Areas of Learning. The Progress Check at Age 2 can be completed on the School Readiness Passport. In Northumberland, we encourage providers to complete this check as close to the child's 2 nd birthday as possible to support early intervention. Click here for more information and click here for more information about the integrated review in Northumberland, which is to be done for any child not on track in this check.
Progress review - Termly progress reviews allow teachers to monitor the progress of disadvantaged children or other children not on track, set targets and agree actions/interventions. Reviewing the impact of these targets frequently ensures effective strategies for support are identified to close gaps between disadvantaged children and their peers and ensure children receive early intervention.
Pupil Premium - Is available for disadvantaged children to support their attainment once they begin reception. Children entitled to pupil premium may be, or have been, adopted, looked after, be entitled to free school meals or have received free school meals at any point over the last 6 years (Ever 6) or have a parent who has worked in HM Forces or retired from the Ministry of Defence. The amount of funding depends upon the child's eligibility criteria. Funding should be used to support these children in accordance with their need. Click here for more information.
Quality First Teaching (QFT) - Is high quality, inclusive teaching for all learners. Teachers delivering QFT use formative assessment effectively to understand what children already know and differentiate accordingly to build on that knowledge for all learners.
Reception Baseline Assessment - Is a statutory assessment which must be completed for all reception children within the first 6 weeks of starting reception. This assessment is managed directly by DfE. More information can be found here .
School Readiness Checker - Is the summative assessment system within the School Readiness Passport. For children aged 6 months – 3 years old the checker is completed on their birthday and half birthday. For nursery aged children (3-4) the checker is completed as an on entry, mid-point and on exit assessment.
School Readiness Passport - Is available to all providers in Northumberland. The Passport is designed to support consistency of assessment for children from 6 months old to the end of their reception year. The Passport also is where all our Early Years training is stored and accessed and where inclusion support is requested. Children's passports can be transferred to a new provider to support the transition process.
SENCo – Is the Special Educational Needs Coordinator. Each school need to have an assigned SENCo. They should receive CPD and training to support them to fulfil their role effectively. The SENCo will be able to support other staff members with target setting and actions to support early intervention.
Special Educational Needs (SEN) Support - Is when a child has been identified as requiring additional support above what can be provided within Quality First Teaching. The Graduated Approach has been implemented, and the child has a support plan in place with specific, individualised targets for their learning and development. This support plan

should be written and reviewed regularly in partnership with parents/ carers and any other professionals supporting the child.
SEND Support Checker - Is an additional, more refined, summative assessment tool within the School Readiness Passport for children who are significantly not on track, where the graduated approach has been implemented or who have an identified SEND.
Staff CPD – All staff should receive regular CPD. This could be in the form of training, such as a self-directed or in person training course, reading, listening to Podcasts etc. It's important the CPD they undertake is of a high-quality and evidence based. The training offered by the Early Years Team is always based on current evidence and research, you can therefore be sure of its reliability. Any CPD should be used to impact and develop practice and provision in your school, therefore the focus of any CPD should be aligned with your Early Years priorities. Learning should also be disseminated across the team so all team members can benefit – ensuring consistency and quality for all.
Summative assessment - Is completed at the end of a period of time to assess children against a benchmark. The EYFSP is an example of a summative assessment. Schools may complete additional summative assessment throughout the Early Years but there should be no more than 3 summative assessment points per year (Ofsted, 2021). The School Readiness Passport provides a summative assessment system for Early Years children to assess children's attainment against developmental milestones.
Supervision and appraisal – Appraisals should be completed annually and reviewed (usually 6 months after the appraisal meeting). Appraisals provide an opportunity to set personal targets for staff which support the wider team and school intent. CPD should be discussed, planned and the impact on children's learning reviewed as part of this. Supervision support is an important part of the appraisal process. It should be used to discuss work related activities, safeguarding concerns, individual child development, training needs and personal development. Supervision is a way of ensuring you meet your organisation's professional and personal objectives. It should provide support and empowerment to staff to ensure they feel equipped and ready to fulfil their job effectively. This could be carried out as a monthly 1:1 with individual staff members. More information and support templates can be found in the Learning Library within the School Readiness Passport.
Timetables - Can initially be set at the start of the year but should be regularly reviewed. Individual staff may have timetables to ensure time is given to key groups of children, e.g. for intervention or activity delivery. Class timetables should be designed to provide children with time for in depth learning and exploration without too many disruptions.
Transition - Well planned transition is important to help prepare the child and their family for big changes, i.e. starting nursery or school. It also ensures schools and settings are ready and prepared for the children due to start. Transition should take place earlier for children with SEND to ensure the child is supported as effectively as possible and the school and staff know the child and how to meet their needs before they start. Schools should accept transition transfers on the School Readiness Passport to ensure they have all relevant information before the child starts.
Vision and ethos - A vision is a statement which summarises the intent for your school or Early Years. It should be ambitious and agreed by all staff. Schools may share this with parents to express their ethos (their values which underpin their practice).
Wizard - In Northumberland we have a digital system called Wizard which providers should use to check children's funded entitlements. Once termly headcount is submitted, providers can see exactly what they've been paid, including any additional funding streams that have been claimed. This enables you to ensure you make the most of all funding to best support children's learning, development and care.
Work scrutiny - In Early Years work scrutiny will likely include scrutiny of evidence within children's learning journals. Leaders may wish to look at children's work across specific



subjects. It is therefore important that subject leaders know where the educational programmes link to the National Curriculum subjects. Work scrutiny allows teachers to assess whether children are on track in relation to the curriculum intent and whether this reflects where children need to be in order to be ready for the next stage of learning.