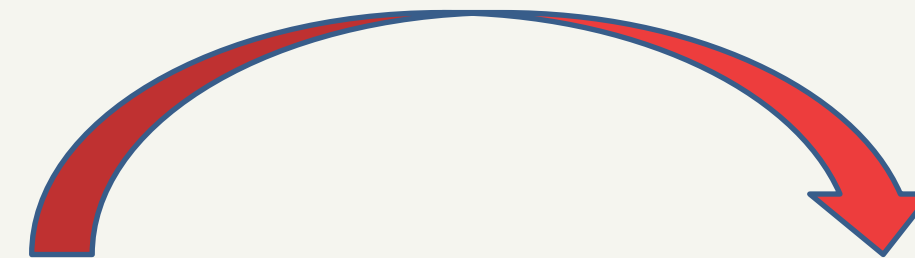
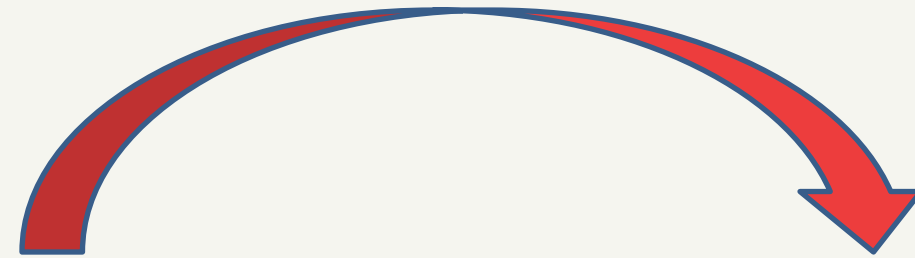


Step 3:

New Systems



The fear

Keep it simple

Tell the story

Understandably the complete overhaul of our assessment procedures have caused a level of distress amongst practitioners who want to know what they will now do instead.

The fear can be dampened by the notion that new methods needn't be complicated or stressful. In fact, these new approaches are likely to be much more suitable.

Ultimately, without progress data, it is going to be necessary for someone to be able to describe the progress that a child has made in their different areas of learning.



'I can't remember it all'

Who needs to know?

Monitoring

You don't need to know everything about every child – but if you don't then you should know who does. These systems mean it is going to be in our best interests to really get to know the children we are working with.

This depends on your setting. It might be that a Key Worker is able to discuss the progress of each of their children. They should be having regular discussions with the teacher/lead to let them know.

The most important information for a lead to be aware of is which children need additional support to progress further – and what will they do about it? This may be the only thing that you 'track'.