



CAMBRIDGE

Measuring learner progress in the early years classroom

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This webinar includes:

- Why, how and when to observe.
- How to measure progress.
- Cambridge Early Years Check Together.
- What you need to know.
- Working with parents.
- Observation cycle.
- Apply knowledge gained.
- Observations in practice.



Poll



Why we observe

- For the children
- For planning
- Monitor progress
- Partnership working



Think of a child.

How to observe.

- Visually
- Speaking
- Notes
- Formal, written observation
- Tick sheet/checklist/rubric
- Playing with children
- From a distance



How do you currently support this child with your observation
and assessment process?

When to observe.

- Continual process
- Child-initiated play
- Guided play
- Adult-led activity
- Include changes, transitions and routine
- Teaching resources – Listen and observe
- School Support Hub



Could you make some different observations or use different assessment methods?

How to measure progress

- Tracking/rubric
- Play
- Communication
- Cambridge Early Years Check Together



Cambridge Early Years Check Together

- Check Together is our story-based digital assessment.
- It's designed to support our curriculum, covering early literacy, numeracy and social & emotional development.
- It helps measure each child's starting point of ability. And their progress through the year.
- **We recommend using it alongside your observational assessment in the classroom.**



How does it work?

- The teacher sits with the learner and guides them through the different activities.
- In most cases, the learner answers the questions by pointing at the screen or saying the answer aloud.
- The teacher marks each answer right or wrong.



Examples - Literacy



Previous Item

Replay Audio

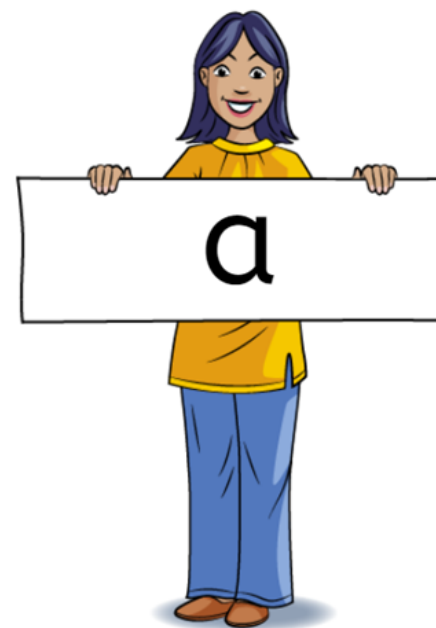
Y

N

id:30

Point to the person who is reading.

Save & Exit



Previous Item

Replay Audio

Y

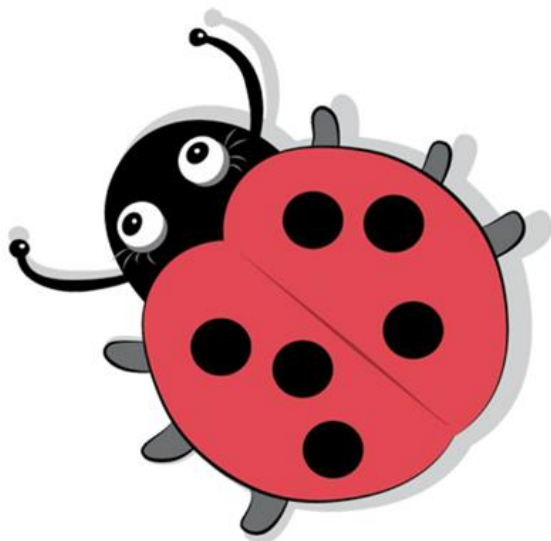
N

id:270

What letter is this?

Save & Exit

Examples - Mathematics



Previous Item

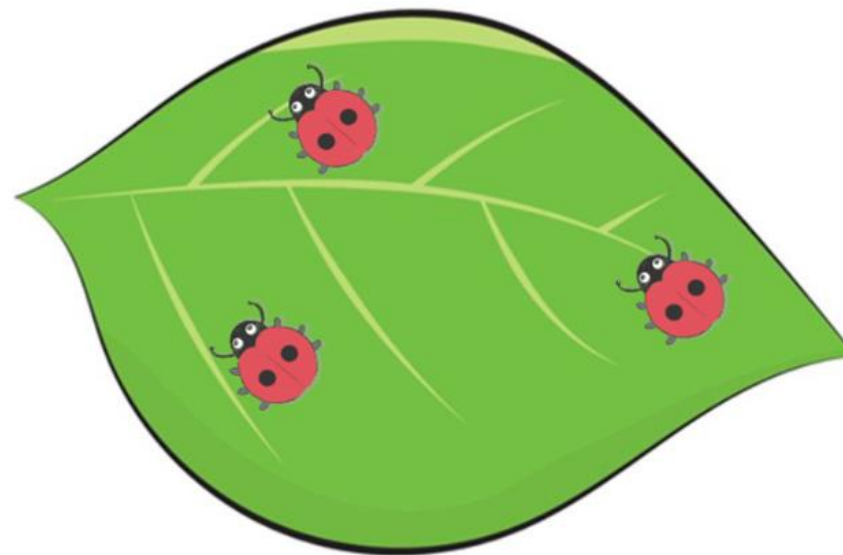
Replay Audio

Y

N

Look at this bug. How many spots are on its back?

Save & Exit



Previous Item

Replay Audio

Y

N

id:1560

There are three bugs on a leaf. If one flew away, how many would be left?

Save & Exit

Personal, Social and Emotional Development (PSED)

Making relationships in the classroom

Joins in activities and conversations.

Never **Rarely** Sometimes Often Always

Shows affection and concern for people who are special to them.

Never Rarely **Sometimes** Often Always

Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.

Never Rarely Sometimes **Often** Always

Replay Audio

Continue

id:1820

To what extent does each statement apply?

Save & Exit

Self-confidence and self-awareness

Separates from main carer with ease.

Never Rarely **Sometimes** Often Always

Expresses own preferences and interests.

Never Rarely **Sometimes** Often Always

Can select and use activities and resources.

Never Rarely **Sometimes** Often Always

Previous Item

Replay Audio

Continue

id:1850

To what extent does each statement apply?

Save & Exit

Check Together can be used twice per year
Shortly after the learner starts, and again at the end of the year.
The reports show the progress the child has made during the year.

Check Together Pupil Report

Literacy

At this stage, a child generally:

SoY EoY

successfully decodes a range of challenging words and sentences and makes basic inferences to answer questions about what they have read

is developing improved phonic strategies to read a selection of more complicated words and is beginning to understand simple sentence structure

is able to recognise and name most letters of the alphabet, is gradually acquiring a larger vocabulary and is developing their phonic knowledge

recognises some letters of the alphabet, knows that print conveys meaning, is beginning to read some simple words and relates some common nouns to familiar objects

is starting to develop an understanding of basic literacy concepts, recognises when someone is reading or writing and has an emerging awareness of the alphabet



Mathematics

At this stage, a child generally:

SoY EoY

reads some 3 and 4-digit numbers, orders 2-digit numbers, adds and subtracts larger values and is beginning to understand the concepts of multiplication and division

is able to count groups of objects with increasing accuracy, continues simple pattern and number sequences and is beginning to add and subtract numbers using informal methods

recognises and names some common shapes, reads a wider range of numbers, is able to describe the relative positions and sizes of objects

recognises some shapes, uses simple language to compare everyday items, reads some 1-digit numbers, is beginning to count small groups of objects

is beginning to develop an understanding of basic concepts and shows an emerging awareness of numbers and counting



Personal, social and emotional development

At this stage, a child generally:

SoY EoY

is increasingly confident, is caring in nature and articulates thoughts and feelings clearly

manages feelings well, adapts to change and interacts positively with others

is confident to try new activities, usually follows rules and co-operates well with others

is developing good relationships and sometimes initiates interactions with peers and familiar adults

is beginning to be aware of the emotions of others and how to express personal feelings in appropriate ways



Check Together Question Level report

Question Level Report

Entry	Meaning
	Correct answer
	Incorrect answer
	Question not asked
	Question not presented at end of year*
SoY	Start of Year
EoY	End of Year

Mathematics

2D Shapes	circle	square	star	triangle	rectangle	hexagon
SOY						
EOY						

3D Shapes	pyramid	cylinder	cube	sphere
SOY				
EOY				

Do you know what stage they are currently at?

What do I need to know?

- Child development
- The child
- When to observe
- Communication



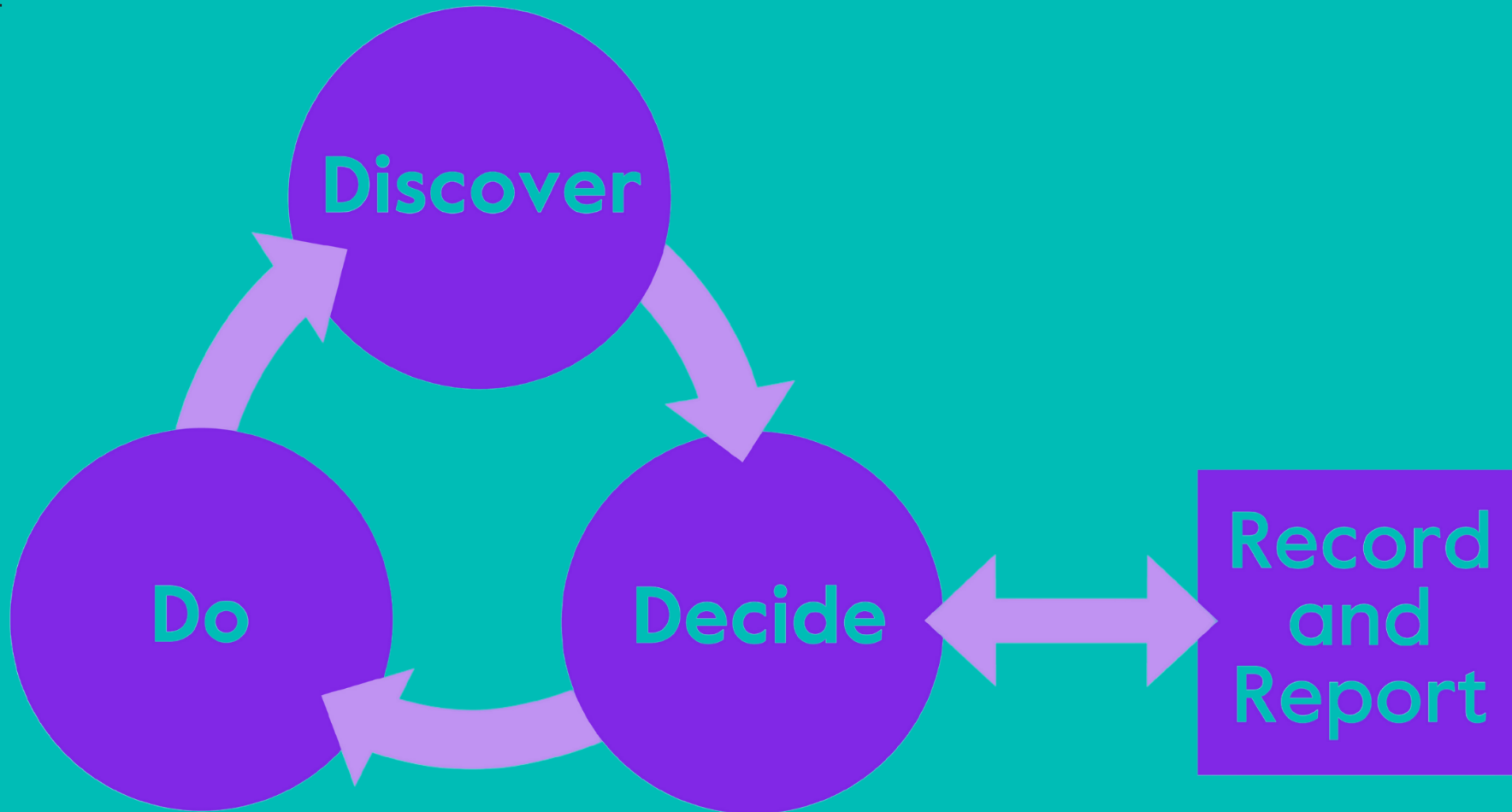
Working with parents.

- Parents know their child best.
- Reflect:
 - How do you share information with parents?
 - How do you involve parents in their child's learning?
 - What do you do with parental information?
 - What else could you do?



What else could you do to help the child's development progress?

What happens next?



Make a difference through your observations and assessments.

Observations in practice.

- What do you do next to support children's progress?
- 1. A child is playing with some blocks, trying to build a car but it keeps collapsing.
- 2. At drop off, a parent reports that at the weekend the family went to a wedding.
- 3. A group of children often role-play outside, frequently being builders in the sand pit.
- 4. Whilst playing with a child, you struggle to understand what the child is saying.



Cambridge Pathway

Cambridge
Pathway 

A clear path for educational success from age 3 to 19

Cambridge
Early Years
Age 3+

Cambridge
Primary
Age 5+

Cambridge
Lower Secondary
Age 11+

Cambridge
Upper Secondary
Age 14+

Cambridge
Advanced
Age 16+

Cambridge Professional Development for teachers and school leaders

Ready for
the world



Professional Development support

- If you're looking for early years professional development, scan the QR code and explore our calendar.
- **Our next 'Getting to know Cambridge Early Years' webinar will take place on the 15th May.**
- We also offer 'Preparing to teach' PD focussing on our resources [here](#).



Or visit: <https://www.cambridgeinternational.org/professionaldevelopment>



Further support for measuring learner progress

School support hub

Measuring learner progress

Cambridge Early Years

Our approach

Messages

Curriculum

Teaching support

Teaching & learning resources

Measuring learner progress ▾

> Check Together

Professional development

Community of Practice

Communications toolkit ▾

Help from Cambridge

You will be able to access all of our Cambridge Early Years Assessment guidance and support from May.

In early years settings, measuring progress is about knowing each individual child and evaluating their development against the learning statements in the curriculum. You can find out more about the assessment approaches we recommend in the sections below.



Understand our assessment approach

Find out more about the assessment approaches we recommend for Cambridge Early Years, and how to get started.

[Read more](#) 



What does good assessment look like?

See examples of how assessments are used successfully across different early years settings.

[Read more](#) 

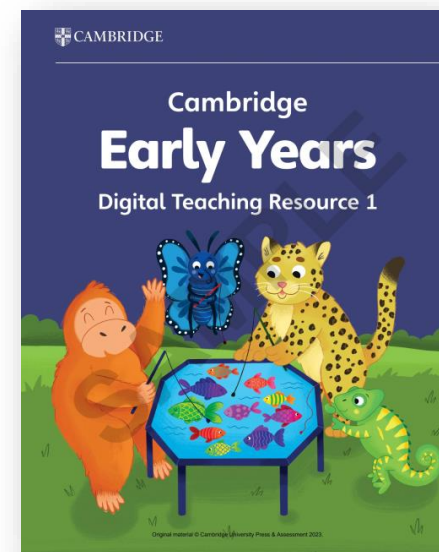


Evaluation at the beginning of EY1



Cambridge Early Years Check Together

Teaching resources



Listen and observe

Support:

- Work with children on a one-to-one basis if necessary. Show the child the die pattern for one, confirm that they need to do just one bang/tap; ask the child to count as they bang/tap. Repeat for two, then one and two randomly before including three, then four and five.

Challenge:

- Roll the die and use a puppet to bang/tap a drum the number incorrectly. Encourage children to notice, explain and correct the mistake.



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Thank you!

Learn more about Cambridge Early Years today:



www.cambridgeinternational.org/earlyyears

