**Transition to School One Page Summary**

These judgements are based on the skills, knowledge, understanding and behaviour that the child demonstrates consistently and independently.

They show the ‘best fit’ stage of development for children during the last term before they transition to school using the information from observations, parents and practitioner knowledge.

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| **Name of Setting and Key Person:  Contact details:** | | | | | | | | | | | | | | | | | | |
| **Child's Name:** | If you are using Birth to Five Matter non-statutory guidance – please be aware that your judgement for Physical Development - Health and Self-Care will come under PSED - Managing Self. | | | | | | | | | | | | | | | | | |
| **Child's Date of Birth:** | **Areas of Development Aspects relating to EYFS Educational Programmes** | | | | | | | | | | | | | | | | | |
| **Date assessment judgement made:** | Personal, Social and Emotional Development | | | Communication and Language | | Physical Development | | Literacy | | | Mathematics | | Understanding the World | | | Expressive Arts and Design | | |
| **Level of Development in relation to age related expectations** | SR | MS | BR | LAU | S | GMS | FMS | C | WR | W | N | NP | PP | PCC | TNW | CWM | BIE |
| **Working at or above** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Working towards** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Working below** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Working significantly below** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **If the child’s best-fit judgement is ‘working below’ or ‘working significantly below’ please refer to SEND transition documents for further information.** | | | | | | | | | | | | | | | | | | |

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| **Other information** | |
| **Characteristics of Effective Learning Child's Interests and behavioural traits:** |  |
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| **Other professionals involved with child:** |  |  |
| **You may wish to provide a short summary of development in the prime areas PSED, C&L and PD** |  |  |
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| **Any other additional information such as home language(s), any skills that the child needs support with.** |  |  |
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