***Data collection for Learning together about Learning Project***

**Guidance**

*Step 1:*

Using your current tracking system aggregate your children’s data into 2 groups – EYPP and non-EYPP. For each group record how many children fall into the different categories – inexperienced or below where they would expect to be (B), where they would expect to be (E) and more experienced or above where they would expect to be(A). For the purposes of norm referencing and for this project, children who are in their 3rd year would be expected to be identified as being in the 22- 36 (W & S) age band in development matters and in their 4th year being in the 30 – 50 age band of development matters

|  |  |  |
| --- | --- | --- |
| Number of children | EYPP | Non-EYPP |
|  | B | E | A | B | E | A |
| Making relationships | 2 | 2 |  | 2 | 15 | 2 |
| Managing feelings and behaviour | 1 | 2 | 1 | 1 | 17 | 1 |
| Self-confidence and self-awareness | 2 | 0 | 2 | 1 | 17 | 1 |
| Listening and attention | 1 | 3 |  | 3 | 14 | 2 |
| Understanding  | 1 | 3 |  | 2 | 16 | 1 |
| Speaking | 3 | 1 |  | 3 | 14 | 2 |
| Moving and handling |  | 3 | 1 | 1 | 14 | 4 |
| Health and self-care | 1 | 3 |  | 1 | 18 |  |

*Step 2:*

Using the grid, analyse your data to identify trends and areas of learning that could be focussed on and developed for those children.

|  |  |  |
| --- | --- | --- |
| What is your data telling you? | What are you going to do differently or more of? | How will you know it has made a difference? |
|  |  |  |

There are some questions at the end of this document that you could ask yourself.

*Step 3:*

This information can then be used to develop an action plan. Once the interventions have been put in place and the timeframe for the next data collection point has been reached, the data should be collated again to see the difference the interventions have made.

|  |  |  |
| --- | --- | --- |
| Number of children | EYPP | Non-EYPP |
|  | B | E | A | B | E | A |
| Making relationships |  | 3 | 1 |  | 16 | 4 |
| Managing feelings and behaviour |  | 3 | 1 |  | 17 | 2 |
| Self-confidence and self-awareness | 1 | 1 | 2 |  | 17 | 2 |
| Listening and attention |  | 3 | 1 | 1 | 14 | 4 |
| Understanding  |  | 4 |  |  | 18 | 1 |
| Speaking | 1 | 2 | 1 | 1 | 14 | 4 |
| Moving and handling |  | 3 | 1 |  | 16 | 3 |
| Health and self-care |  | 4 |  |  | 18 | 1 |

*Step 4:*

Analyse the differences between the 2 data sets. There are some questions at the end of this document to help with the analysis may help. Remember the reason EYPP funding is being given is so that these children can make accelerated progress. The 2 children who were identified as being less experienced or below where they would expect to be in making relationships have moved to being where they were expected to be, so the gap for those children has closed.

*Step 5:*

As EYPP is focussed on closing the gap it is important to think about how much progress children are making. EYPP children need to make more rapid progress than non-Eypp. This next step can be used to show the rate of progress children are making. It will also be important for non-EYPP children who inexperienced or not where they are expected to be to make accelerated progress as well. Taking the progress of 1 age band per year to be the norm, children following a ‘typical’ trajectory should make 3 ‘steps’ or ‘points’ of progress across 3 terms or a ‘step’ per term. A ‘step’ or ‘point’ will be the moving in gradations within the band ie entering, within or secure or emerging, consolidating and established depending on the terminology used. These steps can then be plotted to ensure children are making enough progress. Again trends can be analysed to ensure strategies have been successful.

|  |  |  |
| --- | --- | --- |
| Amount of progress made by | EYPP children | Non-EYPP children |
|  | 0 | 1 | 2 | 3+ | 0 | 1 | 2 | 3+ |
| Making relationships |  |  | 1 | 1 |  |  | 4 |  |
| Managing feelings and behaviour |  | 1 | 3 |  |  | 15 | 2 | 2 |
| Self-confidence and self-awareness |  |  |  |  |  |  |  |  |
| Listening and attention |  |  |  |  |  |  |  |  |
| Understanding  |  |  |  |  |  |  |  |  |
| Speaking |  |  |  |  |  |  |  |  |
| Moving and handling |  |  |  |  |  |  |  |  |
| Health and self-care |  |  |  |  |  |  |  |  |

*Step 6*:

Record qualitative data which will also help show the impact of strategies which have been trialled/implemented. These can result from monitoring such as deployment of staff, contributions to Learning Journals from families, which parents have engaged with which parental engagement strategy, quotations from reports from outside professionals, comments from parents etc.

**Blank** **data formats:**

Initial:

|  |  |  |
| --- | --- | --- |
| Number of children | EYPP | Non-EYPP |
|  | B | E | A | B | E | A |
| Making relationships |  |  |  |  |  |  |
| Managing feelings and behaviour |  |  |  |  |  |  |
| Self-confidence and self-awareness |  |  |  |  |  |  |
| Listening and attention |  |  |  |  |  |  |
| Understanding  |  |  |  |  |  |  |
| Speaking |  |  |  |  |  |  |
| Moving and handling |  |  |  |  |  |  |
| Health and self-care |  |  |  |  |  |  |

Analysis:

|  |  |  |
| --- | --- | --- |
| What is your data telling you? | What are you going to do differently or more of? | How will you know it has made a difference? |
|  |  |  |

Questions you could ask yourself:

* What are the areas of learning where the children are most experienced for all groups of children? Why might this be the case? Has there been any recent training, development to the learning environment or to the home learning environment, which could have contributed to this?
* What are the areas of learning where the children need more experience/opportunities?
* What experiences could be offered to the children to develop their skills etc?
* What training opportunities could impact on the staff and families to develop these areas of learning?
* How will the impact be measured and what will the baseline be?
* What does the spread look like for you across the different groups of children? How many of your EYPP children could be more experienced/ above expectations with a focussed strategy or through widening their life experiences?

End data:

|  |  |  |
| --- | --- | --- |
| Number of children | EYPP | Non-EYPP |
|  | B | E | A | B | E | A |
| Making relationships |  |  |  |  |  |  |
| Managing feelings and behaviour |  |  |  |  |  |  |
| Self-confidence and self-awareness |  |  |  |  |  |  |
| Listening and attention |  |  |  |  |  |  |
| Understanding  |  |  |  |  |  |  |
| Speaking |  |  |  |  |  |  |
| Moving and handling |  |  |  |  |  |  |
| Health and self-care |  |  |  |  |  |  |

Progress data:

|  |  |  |
| --- | --- | --- |
| Amount of progress made by | EYPP children | Non-EYPP children |
|  | 0 | 1 | 2 | 3+ | 0 | 1 | 2 | 3+ |
| Making relationships |  |  |  |  |  |  |  |  |
| Managing feelings and behaviour |  |  |  |  |  |  |  |  |
| Self-confidence and self-awareness |  |  |  |  |  |  |  |  |
| Listening and attention |  |  |  |  |  |  |  |  |
| Understanding  |  |  |  |  |  |  |  |  |
| Speaking |  |  |  |  |  |  |  |  |
| Moving and handling |  |  |  |  |  |  |  |  |
| Health and self-care |  |  |  |  |  |  |  |  |

Other impact to note:

|  |  |  |  |
| --- | --- | --- | --- |
| Groups impacted | What other differences have been seen? | What made the difference happen? | What else will you trial? |
| Children |  |  |  |
| Families |  |  |  |
| Staff |  |  |  |