

## How to ... Birth to 5 Matters Guidance

Should you choose to use Birth to 5 Matters as a curriculum framework, the general rules of the methodology and philosophy should be engaged with.

These rules are as follows:

1.	<b>Professional Development for Practitioners</b>	<p>You may use the Curriculum Framework to support practitioner understanding of child development. This can be carried out by providing access to the Unique Child, Positive Relationship and Enabling Environment grids for the Areas of Learning &amp; Development, and Characteristics of Effective Learning as reference material to assist with professional development and reflection.</p>
2.	<b>Observation, Assessment and Planning (Formative Assessment)</b>	<p>You may use the framework:</p> <ul style="list-style-type: none"> <li>• To flag observations being associated with Areas of Learning and Development (AoLD), Characteristics of Effective Learning (CoEL), or Aspects of AoLD and CoEL.</li> <li>• To show groups of statements from an AoLD/CoEL and a Range or Ranges but <b>not</b> individual statements, and <b>not</b> with the option of checking these off.</li> <li>• To provide prompts and ideas of how children’s development and learning can be supported (using the Positive Relationships and Enabling Environments columns within the document). Planning may be supported by identifying how a Range from the Unique Child column is linked to a Range from the Positive Relationship and Enabling Environment columns. The focus must be on next steps for the adult, not the child, including both the adult interactions and environmental support. These should be open-ended, supported by, but <b>not</b> limited to the statements from Birth to 5 Matters.</li> <li>• To share with parents and/or staff reflections in relation to the above.</li> </ul>

3.	<b>Summative Assessment</b>	<p>You may use the framework:</p> <ul style="list-style-type: none"> <li>• To allow practitioners to view Ranges within the AoLD/Aspects when making and recording best-fit judgements as to whether children are 'on track' (or an equivalent phrase to indicate being in line with their chronological age) or recording alerts about support needs.</li> <li>• To support recording of periodic 'best fit' judgements about the broad Range which best describes a child's development, allowing for alerting to areas to explore further or for further support. This should be at <b>no more</b> than three points across the year, and <b>not</b> for constant updating over short periods of time.</li> <li>• Recording against a Range must <b>not</b> be broken down, e.g., use of categories such as 'emerging'/'developing'/'secure' must <b>not</b> be used. Progress should be explained with reference to practitioners' knowledge of the child, but <b>not</b> as part of tracking data.</li> </ul>
4.	<b>Please <u>do not</u> use the Birth to 5 methodologies for any of the following:</b>	<ul style="list-style-type: none"> <li>• To allow individual statements from the descriptions of typical child development to be used as tick-lists to track children's progress.</li> <li>• Individual statements may <b>not</b> be identified as linked to specific observations.</li> <li>• To present individual statements from the trajectories as 'next steps', specifying a progression for children's development and learning.</li> <li>• To flag an observation as linked to a Range number as defined in the Material.</li> <li>• To support judgements of 'emerging'/'developing'/'secure' within a Range, or similar excessively detailed gradations linked to the Material.</li> </ul>