

## Welcome to the Early Excellence Assessment Tool, EExAT



EExAT is an online assessment system designed around a Child Development Framework which uses six monthly, age related learning and development milestones to monitor children's progress. The framework fully supports the Revised EYFS (Sept 21) with milestones that cover all Areas of Learning and lead towards the Early Learning Goals. The system also takes account of the whole child, their Well-being & Involvement as well as the Characteristics of Effective Learning.

EExAT is a comprehensive system that provides meaningful information to enable practitioners to identify, plan for and support significant aspects of children's learning and development and we encourage you to explore the whole system with us.

To help you get a sense of how EExAT works, here you will find sample statements for aspects of

- PSED: Building Relationships
- Communication and Language: Speaking (1)
- Physical Development: Fine Motor

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Aspect of Learning	Monthly Milestones											
	By 6 months (0-6 months)	By 12 months (7-12 months)	By 18 months (13-18 months)	By 24 months (19-24 months)	By 30 months (25-30 months)	By 36 months (31-36 months)	By 42 months (37-42 months)	By 48 months (43-48 months)	By 54 months (49-54 months)	By 60 months (55-60 months)	By 66 months (61-66 months)	By 67+
<b>Personal, Social &amp; Emotional Development</b>												
<b>Building Relationships</b>	Recognises and is responsive to main carer's voice. Uses voice, gesture, eye contact or facial expression to make contact with people, interact and keep their attention.	Uses familiar adult as a base from which to explore environment. Likes to be in sight and hearing of familiar people.	Plays contentedly and can give and receive objects to another person. Will alternate between clinging and resistance.	Parallel play present; plays contentedly near other children but not with them. Copies everyday adult activity.	Watches other children at play before joining in. Emotionally less dependent on familiar adult but still requires reassurance in unfamiliar situations.	Will approach familiar adults when upset, excited or want to play. Is able to explore or try out a new activity or experience with adult support.	Will willingly approach others to play.	Can play in a group with friends suggesting ideas. Can initiate an interaction with other children.	Has a good relationship with peers and familiar adults. Is confident to interact with others.	Confidently initiates conversations with unfamiliar adults. Begins to be able to compromise in social situations and negotiate with peers, working as part of a group - understanding and following rules, adapting their behaviours to different situations.	Takes account of one another's needs and feelings with a growing sense of managing conflict and forms positive relationships with adults and other children. Takes changes of routine in their stride.	Plays group games with rules. Understands someone else's point of view can be different from their own. Resolves minor conflicts through listening to others to come up with a fair solution.
<b>Communication &amp; Language</b>												
<b>Speaking (1)</b>	Uses vocal sounds to gain attention and get needs met, crying when hungry or uncomfortable.	Babbles and laughs during play. Plays with vocal sounds and mouth movements.	Still babbles but can use up to 20 familiar words used in the home and education setting.	Can use up to 50 words and can put two / three words together.	Can use up to 200 words. Links three/ four words together.	Links actions and words to communicate immediate needs and wants. Linking four/five words together and starting to refer to things in the past.	Able to tell their own short story or anecdote.	Describe events that have already happened although tenses may not accurate.	Sometimes uses past, present and future tenses appropriately in speech.	In a range of situations, begins to offer their ideas and simple explanations.	Expresses themselves effectively, using full sentences using past and present tenses. Demonstrates a developing use of connectives, drawing on modelled examples from teaching when talking about their experiences.	Recounts experiences and imagine possibilities, often connecting ideas.
<b>Physical Development</b>												
<b>Fine Motor</b>	Reaches out to be picked up or for an object.	Can grasp objects using fist or pincer grip.	Can place objects with palmer or cylindrical grasp.	Holds objects with precision.	Holds and manipulates tools and equipment using a fist or pincer grip.	Increasingly uses pincer grip.	Able to use resources that require twisting, turning and rotating.	Able to manipulate resources such as small world toys, simple puzzles pieces, page turning with growing control.	Able to use one handed tools and equipment with control.	Able to use precision to control and manipulate resources and small equipment such as puzzles, books, small world, construction, craft tools and cutlery.	Is proficient in handling equipment and tools, (including cutlery) effectively. Begins to show some accuracy in mark making activities such as drawing and writing. Uses a secure hold to write comfortably and effectively.	Manipulate paper and pens when writing and drawing. Graphics are legible showing good control and coordination.

To explore how our award winning assessment tool can support you with your identified priorities, please email: [tracking@earlyexcellence.com](mailto:tracking@earlyexcellence.com), call: 01422 311 314 or visit: [eexat.com](http://eexat.com)