* Each setting needs to develop an approach to tracking that works for them, their children and families.
* The emphasis should not be on tools, but on the processes by which ELC managers and early years practitioners (EYPs) can get to know each child and their progress in learning and development, and how they engage families in this.
* The main instrument will be the Profile as a basis for regular quality conversations with children and their families, as well as collegiate discussions within the setting about progress in learning and development.
* ELC managers should have an overview of children’s progress in learning and development in the setting, and regularly audit the quality and contents of Profiles.
* The priority for EYP time is to play and talk with the children, to observe the learning, and to plan rich developmental experiences – no tracking system should involve time-consuming filling in of tools or staring at screens.
* What is tracked and why should be linked to each setting’s rationale for learning and development. This should in turn reflect both the Highland Rationale and the situation and needs of the local community.
* National benchmarks and policy priorities should also be taken into account in a developmentally appropriate way.
* Managers and staff should bear in mind that not all learning and development can be usefully described as check lists of progression. The emphasis should be on personalised and meaningful recording of learning seen in quality interactions and observations.

**Learning Observations**

* Use planning information to ensure a rich learning environment
* Follow the children’s lead in play – get involved using the Key Messages
* Notice “what’s new” in their play
* Reflect on the **learning** in what you’ve noticed
* Chat with the child about their learning experience, later if needed to avoid interrupting
* Use simple ways to record observations & reflections “in the moment” – e.g., post-its, scraps of paper, voice memo. This also models mark-making
* Record significant learning in the Profiles, showing the progression – and update Developmental Overviews if relevant
* Share with parents/carers and be curious about if the learning is also seen at home. Discuss how they could follow up.

**Collegiate Discussion**

* Regular, planned, team discussions, led by setting manager
* Share observations and records
* Reflect together on learning progress and how to take it forward
* Plan environment and interactions accordingly, including what learning you might be looking out for next
* Share plans with parents/carers and invite input and partnership at home

**Manager monitoring and tracking**

* Keep records of collegiate discussions
* Follow up on the agreed plans
* Establish manageable ways to have an overview of learning and development in the setting
* Share with staff in collegiate discussions
* Systematic monitoring of quality of profiles (at least termly) using the Monitoring Tool
  + feedback and support as needed
  + Discuss with EYP how best to take forward each child’s learning & development