



## Early Years Foundation Stage (EYFS) - Assessment Tool **Personal, Social and Emotional Development (PSED)** **Small Steps to: Self-Confidence and Self-Awareness**


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## Personal, Social and Emotional Development: Self-confidence and Self-awareness



	<b>Unique Child</b>	<b>Small Steps</b>	<b>Observation Reference</b>
 (Birth to 11 months)	<p>Laughs and gurgles e.g. shows pleasure at being tickled and other physical interactions</p> <p>Uses voice, gesture, eye contact and facial expression to make contact with people and keep their attention</p>	<p>Coos and gurgles when content. Laughs</p> <p>Smiles in response to attention from adult. Vocalizes in response to attention Smiles in response to facial expression of others. Vocalises to gain attention</p>	
 (8 to 20 months)	<p>Enjoys finding own nose, eyes or tummy as part of naming games</p> <p>Learns that own voice and actions have effects on others</p> <p>Uses pointing with eye gaze to make requests, and to share an interest</p>	<p>Responding to adult requests to hold out arms &amp; legs whilst being dressed. Follows commands e.g. splash</p> <p>Reaches for familiar persons</p> <p>Fixed gaze on familiar or new object or person. Gestures with body movement, gesture or vocalisation</p>	

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	<p>Engages other person to help achieve a goal e.g. to get an object out of reach</p>	<p>Gains attention by body movements, gesture or vocalisation e.g. touching, looking, and babbling (pre-verbal) sounds</p>	
 <p>(16 to 26 months)</p>	<p>Explores new toys and environments, but 'checks in' regularly with familiar adult as and when needed</p> <p>Gradually able to engage in pretend play with toys (supports child to understand their own thinking may be different from others)</p> <p>Demonstrates sense of self as an individual e.g. wants to do things independently, says "No" to adult</p>	<p>Adult facilitating play, child accepting reassurance and encouragement during play e.g. treasure basket play, sensory play</p> <p>Imitates movement of another child at play. Imitates adult in simple task (shakes clothes, pulls at bedding, holds cutlery). Joins in pretend play when given verbal clues</p> <p>Shows excitement and pleasure at achieving something through spontaneous action e.g. takes towel and wipes hands and face, reaching for toy</p>	

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## Personal, Social and Emotional Development: Self-confidence and Self-awareness


	<b>Unique Child</b>	<b>Small Steps</b>	<b>Observation Reference</b>
 (22 – 26 months)	<p>Separates from main carer with support and encouragement from a familiar adult</p> <p>Expresses own preferences and interests</p>	<p>Child will show recognition of familiar adult, reaches out, smiles and engages in an activity and accepts reassurance from the familiar adult</p> <p>Body movements, gestures and vocalisation or naming objects</p>	
 (30 to 50 months)	<p>Can select and use activities and resources with help</p> <p>Welcomes and values praise for what they have done</p>	<p>With prompts from adult makes a choice when asked. Child then shows understanding of resources needed and their uses with adult facilitating</p> <p>Small group with peer's adult using short clear phrases of achievement e.g. good looking, good sitting, good listening etc. Maintains focus and completes short task with adult facilitating</p>	

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	<p>Enjoys responsibility of carrying out small tasks</p> <p>Is more outgoing towards unfamiliar people and more confident in new social situations</p> <p>Confident to talk to other children when playing, and will communicate freely about own home and community</p> <p>Shows confidence in asking adults for help</p>	<p>Attempts to help adult or peer by doing part of task (preparing snack, cleaning table etc.) Can bring or take object or get person from another room on direction</p> <p>Key person supporting and reassuring with use of photo books, social stories, objects of reference and pre- prompts. Child will show recognition and acceptance in new social situations. This to be consistent reinforcement with family</p> <p>Will be confident in parallel play and imitate peers. Shows interest in joining in play with others. Adult to interact and engage and then withdraw from play</p> <p>Asks by, verbalising, gesture or sign for assistance when having difficulty e.g. in personal care or play</p>	
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## Personal, Social and Emotional Development: Self-confidence and Self-awareness

	<b>Unique Child</b>	<b>Small Steps</b>	<b>Observation Reference</b>
 (40 – 60+ months)	<p>Confident to speak to others about own needs, wants, interests and opinions</p> <p>Can describe self in positive terms and talk about abilities</p>	<p>Encourage child to ask and answer questions about themselves in small peer groups or 1:1 with key person. To share objects of interest, communication diary all about me book etc</p> <p>Encourage them to recognise their own personal achievements</p>	

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## Personal, Social and Emotional Development: Self-confidence and Self-awareness

Environment	Adult Led Activities & Experiences	Interaction & Engagement
<p><b>Do you have:</b> Consistent key Person</p> <p>Quiet cosy areas away from high traffic and noisy activity areas</p> <p>Treasure baskets containing a variety of natural objects</p> <p>Targeted small group time with duplicated resource</p> <p>Accessible resources of interest for children to enable them to self-select</p>	<p><b>Have you tried:</b> One to one time with key person, tummy time etc.</p> <p>Floor cushions, fabrics, soft toys, rugs, voiles hanging from the ceiling, different ways of sectioning off quiet areas</p> <p>Sensory, touchy-feely, soft and hard textures, bottles, containers, large and small objects</p> <p>Planned time for small group work</p> <p>Following child's movements and gestures and then give choice of objects to support their selection e.g. if child moves to construction area showing them 2 or 3 different activities using either object or photo</p>	<p><b>Do you do:</b> Face to face interactions with over emphasis on facial expressions and sounds to gain a response</p> <p>Maximise and use every day routines(changing time, snack time, rest time etc.) repeatedly to capture and build on their participation</p> <p>Adult plays games, hiding under scarf etc. Modelling and engaging exploratory play Adults observe and respond to all signals and reactions</p> <p>Adult showing reassurance and encouragement by facial expression, gesture and short phrases to encourage child to imitate others in play</p> <p>Observe and respond to any indication of interest that is given by the child by following their lead giving time to make own choices</p>

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## Personal, Social and Emotional Development: Self-confidence and Self-awareness

Environment	Adult Led Activities & Experiences	Interaction & Engagement
<p><b>Do you have:</b></p> <p>Key Person or familiar adult</p> <p>Constant routines</p> <p>Quiet cosy areas away from high traffic and noisy activity areas</p> <p>Treasure baskets containing a variety of natural objects</p> <p>Space to allow movement</p> <p>Activities which encourage children to share space</p> <p>A wide and varied range of resources for role play</p>	<p><b>Have you tried:</b></p> <p>One to one time with key person, tummy time etc.</p> <p>Using routine times e.g. nappy time as an opportunity to build on experiences</p> <p>Floor cushions, fabrics, soft toys, rugs, voiles hanging from ceiling, different ways of sectioning off quiet areas</p> <p>Sensory, “touchy-feely”, soft and hard textures, bottles, containers, large and small objects</p> <p>Placement of objects slightly out of reach to encourage movement (crawling/reaching)</p> <p>Being aware of the commonality of children’s interests</p> <p>Planning your provision around children’s interests and experiences</p>	<p><b>Do you do:</b></p> <p>Face to face interactions with over emphasis on facial expressions and sounds to gain a response</p> <p>Whilst engaging in these routine times over emphasis and commentary on their actions</p> <p>Rhymes with anticipation face-to-face and giving time to respond e.g. Round-and-Round-the Garden, Peek-a-boo games. Play with sounds, repeat their sounds e.g. blowing raspberries and their babbles.</p> <p>Adult plays games, hiding under scarf etc. Modelling and engaging exploratory play Adults observe and respond to all signals and reactions</p> <p>Adult to have an enthusiastic approach using facial expressions, gestures and body language to engage the child to make movement</p> <p>Adult to give commentary on child’s observations of peers at play Adult to facilitate then draw back, making sensitive interventions to support forming relationships with peers</p> <p>Actively join in and have a role in children’s play</p>

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<p>Accessible resources to support self-selection</p>	<p>Giving opportunity to make a choice from two objects or baskets and building up to a range of choices</p>	<p>1:1 work or small group accepting all modes of communication as developing ability to choose e.g. movement of head, eye point, reaching, finger pointing facial expression</p>
<p>A good understanding of child's interest</p>	<p>Different methods of gathering information by PLODS, Tracking Observation, Learning journeys etc.</p>	<p>Ensure sense of security and giving confidence by providing activities to sustain child's interest. Giving opportunity to re visit activities they are showing confidence in</p>
<p>Time for Key Person to facilitate and engage play with peers</p>	<p>1:1 or small group initiating play then to withdraw whilst still observing from close proximity. Having sensitivity to support and step in when needed</p>	<p>Planned time for activities to support children in building self-awareness and confidence with peers e.g. circle times, you to me games, turn taking simple tasks at routine times</p>

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