



Grangewood School
A learning community

Assessment guidance

Grangewood School

Updated: October 2024

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Overview of Assessment at Grangewood School

Assessment at Grangewood School provides a holistic opportunity to celebrate the progress made by all learners. This guidance document aims to provide staff with an overview of the basket of assessment tools used at Grangewood School.

Within our basket of assessment, there are four distinct tools used to measure progress: The Cherry Garden Framework, EHCP Outcomes, Personal 'MAPP' Targets, and Learner Progress Meetings. We also use the Statutory Assessment tools when they are suitable for our children, such as Engagement profiles and phonics screening. The Tapestry online learning journal provides a secure and accessible platform for all staff and parents to access the Cherry Garden assessments. We also publish annual reports to parents at the end of each academic year to share developments over the year.

Our Basket of Assessment tools

Developmental Assessment (Cherry Garden) – All pupils receive a baseline assessment within 6 weeks of starting at Grangewood School using the Cherry Garden Assessment Framework. Parents/Carers can view children's progress through the online portal, linking assessment progress to observations of their child's work.

This framework allows both linear and lateral progression to be monitored, whilst incorporating standardised assessment tools including:

- Routes for Learning
- Development Matters
- Early Years Foundation Stage Goals
- P Levels
- Pre-Key Stage Standards

Tapestry Online Journal – Teachers record evidence of pupil progress by uploading written observations/evaluations, photos and videos to each pupil's online learning journal. These can be linked to the Cherry Garden Assessment Framework or activities from our curriculum. Staff can choose to share some of these observations with parents/carers. Parents can also share achievements with school.

Engagement Profiles – The Engagement Profile is used nationally and is linked to the Engagement Model a government led assessment tool for teaching children who are not working at National Curriculum levels. It is used to measure how a child engages with their learning over time and which approaches to teaching will help them best. At Grangewood, engagement profiles are used when they support a child's learning, typically if they are new to the school or have got stuck in their learning and a new approach is needed.

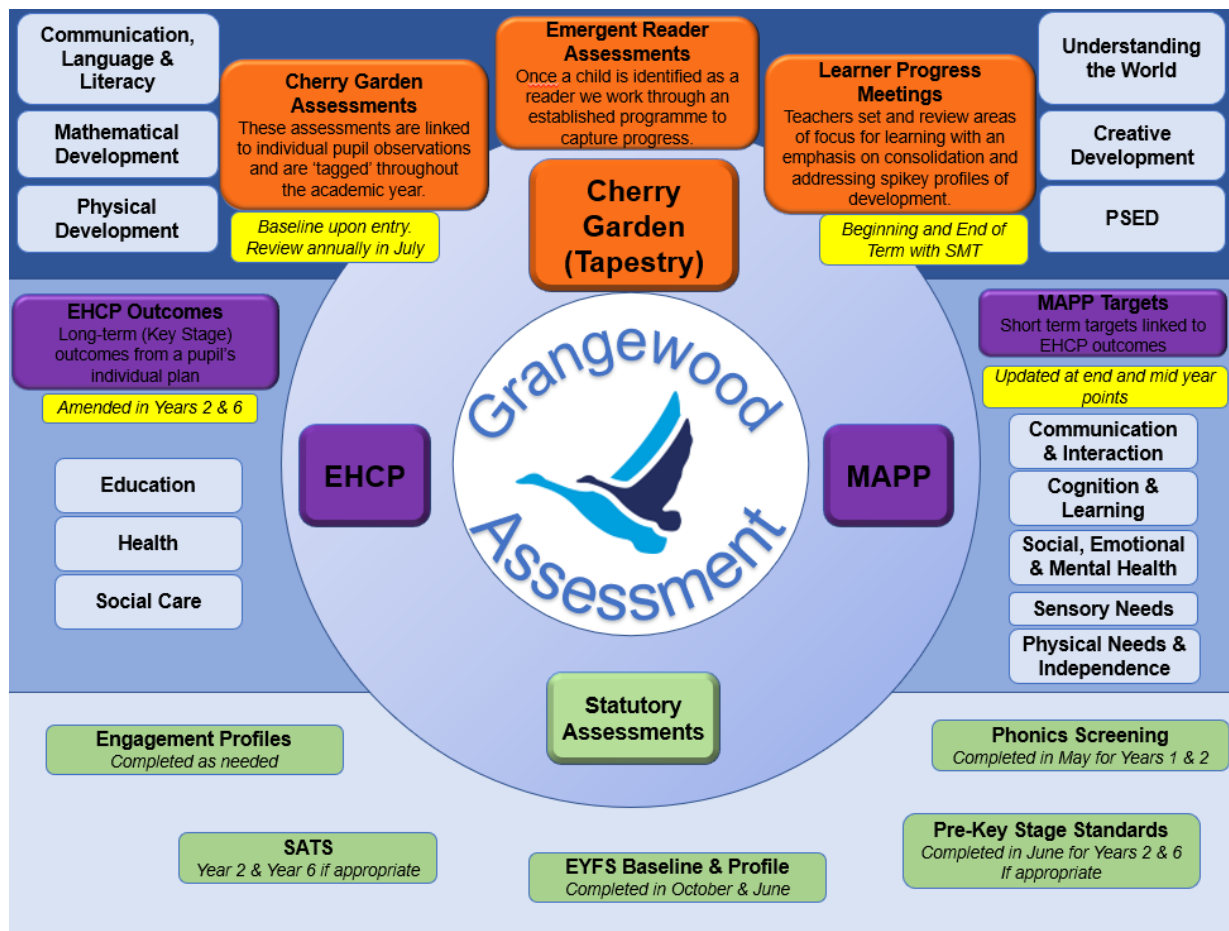
EHCP Outcomes – Progress towards meeting educational outcomes defined in a pupil's EHCP will be monitored during annual review meetings.

Personal 'MAPP' Targets – Medium and Long-term targets, derived from EHCP outcomes and set through multi-professional collaboration. These targets are monitored through evaluations and assessed using MAPP.

Learner Progress Meetings – Class teachers share their overview of learner progress in these meetings with the school leadership team. Through examining learner profiles and

prior achievements, areas of focus are agreed on which will best support pupils to make progress.

How assessment at Grangewood fits together



Tapestry Online Journal

Our online learning journal is where teachers, support assistants and therapists capture evidence of learning for pupils at Grangewood School.

Detailed guidance on the use of iPads and web browsers to upload observations, evaluations and assessments, including training videos can be found online at:

<https://eyfs.info/forums/topic/46927-full-contents-page/?ct=1603439053>

Every pupil is assigned their own online learning journal where staff can record evidence of learning through written observations, evaluations, photos and videos.

Recording Observations

An observation is a record of something that has taken place, it can take the form of a short note commenting on something significant that a child has done, or a longer running record of a child's exploring and learning.

Observations do not need to have a distinct purpose or a direct link to assessments (although many will). Therefore, it is not necessary to assign assessments to every observation that is recorded.

Observations can be uploaded to tapestry during lessons using the tapestry app on iPads or iPods. They can also be uploaded using the browser version of tapestry. (**See Appendix 1 & 2**)

A step-by-step guide to uploading observations to tapestry, with supporting videos, can be found on the Foundation Stage Forum website: <https://eyfs.info>

Evaluations

Assessments using the Cherry Garden Framework can be added to an existing observation or can be uploaded discreetly by staff. These will be used by teacher's to assess progress and plan teaching.

Assessments need to provide evidence of learning across all areas of the curriculum, with pre-formal learners focusing primarily on the core areas of learning.

All learners should have regular evaluations recorded for each strand of all areas. We aim for the numbers below in a half term but these can vary. (In particular in cases of poor attendance or children performing at the very lowest levels of ability will not have observations in all areas.)

Evaluations each half term:

CLL	PD	MD	PSED	CD	UW
12	9	3-9	6	8	8

Evaluation Language Tips

Evaluation focused language sometimes differs to the language we use to describe anecdotal learning. The following table helps define the key differences:

Assessment Language

Showed understanding by...
Responded by...
Showed interest by...
Developed his/her understanding by...
Demonstrated understanding by...
Showed dislike by...
Participated by...
Participated by...
Was aware of...
Showed awareness by...

Observation Language

Responded well
Enjoyed
Watched
Was interested
Was motivated
Liked
Understood
Played well
Participated

Developmental Assessment with Cherry Garden Framework

This system is intended to be a child-centred record of progress that allow for a flexible approach to assessment – moving away from previous models where the expectation would be that a child makes typical ‘linear’ progress. A child’s learning journey can follow its own unique path, and the straightforward organisation of milestones means that adults can see if a child has missed a key step that is holding them back from gaining new skills and knowledge.

The Cherry Garden assessment framework incorporates key existing developmental assessments including:

- Development Matters
- Early Years Foundation Stage Goals
- Routes for Learning
- P Levels
- Engagement Profile
- Pre-Key Stage Standards

The assessment framework allows pupils to demonstrate progress in both core and expressive skill development. Assessment ‘branches’ cover a wide range of developmental levels that are suitable for all learners at Grangewood School. Pupils at earlier developmental levels spend more time focusing on targeted core learning areas, before moving on to higher level subject specific learning in line with their cognitive development.

Branches in the Cherry Garden Framework: (See **Appendix 3** for comparison table)

Communication, Language & Literacy (CORE)			
Language & Communication 1-10	Attention & Understanding 1-10	Reading 2-10	Writing 4-10
Mathematical Development (CORE)			
Routes Targets 1-4	Number 4-10	Shape, Space & Measure 2-10	
Physical Development (CORE)			
Gross Motor 1-10	Fine Motor 1-10	Swimming 1-10	
Personal, Social & Emotional Development (CORE)			
Self-care & Independence 1-10	Relationships & Others 1-10	Feelings, Behaviours & Morals 1-10	
Creative Development			
Creative Performance 4-10	Media & Materials 4-10	Design & Technology 5-10	Creative Expression 5-10
Understanding the World			
People & Communities 5-10	The World 5-10	Scientific Enquiry 5-10	ICT 5-10
Additional Communication Strands			
Communication Books 4-10	Symbol Exchange 2-9	Transitions 3-7	

Cherry Garden Assessment Timeline

Baseline assessments will be made within 6 weeks of a pupil starting at Grangewood School. (See **Appendix 4**)

These baselines help to provide an overview of the progress that learners have made and play an important role in helping us understand where there may be gaps in understanding.

When staff members add assessments to each child's observations, these will be automatically added to their learning journal. Teachers are encouraged to monitor this closely to inform their planning and next steps.

Teachers will manually check each learner's 'Cherry Garden Statements' in preparation for learner progress meetings and at the end of each academic year. (See **Appendix 5**)

Entry to School	Baseline of Core Learning Areas completed after 6 weeks
Ongoing	Assessments added to observations automatically upload to learner profiles
Learner Progress Meetings	Teacher manual check and override if needed
June End of each academic year	Final Check Teachers manually check statements and override if needed A 'data drop' is also taken for each child, providing a snapshot in time of their progress to date. The Assessment Lead will monitor to highlight any child that is not making progress expected.

Cherry Garden Orchard

Each learner's progress can be viewed by teachers using the 'Cherry Garden Statement' page (See **Appendix 5**). Parents, Carers and Teachers can also view a summary of a learner's progress using the interactive 'Cherry Garden Orchard' (See **Appendix 6**). The Cherry Garden Orchard is designed to be easily accessible for all, providing a visual representation of a pupil's growth in skills, knowledge and understanding.

Engagement Profiles

Overview

The Engagement Profile is a tool designed to measure how pupils are engaged in their learning. It measures five areas: Exploration, Realisation, Anticipation, Persistence, and Initiation. Best practice in using the engagement model is further detailed at www.gov.uk/government/publications/the-engagement-model

The 5 areas are not hierarchical, so there is no expectation that pupils need to demonstrate progress in all 5 areas. Instead, each of the areas represent what is necessary for pupils to fully engage in their learning and reach their full potential. The areas also provide the scaffolding to enable pupils to become independent in learning a new skill or concept.

#Exploration

This shows whether a pupil can build on their initial reaction to a new stimulus or activity, for example, whether they display more than an involuntary or startled reaction to the activity. Additionally, the pupil may be interested in and curious about the stimulus or activity, for example, they may notice it or reach out to it.

Exploration becomes more established when the pupil is still responsive to the same stimulus or activity when it is presented in different contexts or environments, for example, a different time of day, a different place or with different people.

Exploration is important in identifying which stimuli or activities interest the pupil and motivate them to pay attention and investigate them further, so that they can develop new knowledge and skills.

#Realisation

This shows how the pupil interacts with a new stimulus or activity or discovers a new aspect of a familiar stimulus or activity. They will display behaviours that show they want more control of the stimulus or activity, for example by stopping it or trying to make changes to it. The pupil will often show what familiar adults consider to be 'surprise', 'excitement', 'delight', 'amazement' or 'fear'.

Realisation becomes more established when the pupil uses the newly developed skills or knowledge in new ways and in different contexts or environments. This is important as it can keep the pupil excited in their learning and prevents an activity from becoming routine.

#Anticipation

This shows how much the pupil predicts, expects or associates a stimulus or activity with an event. They may anticipate that a familiar activity is about to start or finish by interpreting cues or prompts such as auditory (what they hear), tactile (what they feel) and visual (what they see).

Anticipation becomes more established when the pupil shows awareness that a familiar activity is about to start or finish, even when cues and prompts are reduced.

Anticipation is important in measuring the pupil's understanding of cause and effect, for example if they do this, then something will happen. This prepares the brain for learning and helps with the pupil's memory and sequencing.

#Persistence

This shows whether the pupil can sustain their attention in a stimulus or activity for long enough that they can actively try to find out more and interact with it.

Persistence becomes more established when the pupil shows a determined effort to interact with the stimulus or activity. They will do this by showing intentional changes such as changes in their gaze, posture and hand movement.

Persistence is important so that the pupil maintains an activity long enough to develop and reinforce learning. It also helps the pupil apply their skills or knowledge so they can achieve their desired outcome.

#Initiation

This shows how much, and the different ways, a pupil investigates a stimulus or activity in order to bring about a desired outcome. The pupil will act spontaneously and independently during a familiar activity without waiting for direction.

Initiation becomes more established when the pupil shows they understand how to create an impact on their environment in order to achieve a desired outcome.

Initiation is important to establish how well the pupil is developing independence, which is required for more advanced learning.

Recording Engagement

At Grangewood School, the Engagement Profile is used when needed. Typically this will be when progress has not been as expected, or something happens in a child's life that affects their learning. As this is not something we use often, the class teacher will have a discussion with the Assessment Lead and be supported through the process of completing the evaluation.

Education, Health & Care Plans (EHCPs)

Overview

All pupils at Grangewood School should have an EHCP. These legal documents state the provision that each pupil is entitled to receive during their time at school, as well as any additional support at home. It is important that all staff working with a child take time to read each pupil's plan and familiarise themselves with what is expected.

Reviewing Outcomes

Educational outcomes form a key part of each EHCP. These are closely monitored throughout the year and form the basis for a pupil's personal 'MAPP' targets.

Using MAPP to measure progress

Progress against most educational outcomes are measured bi-annually, as pupils progress through each Key Stage, using the MAPP continuum of skill development and BRAG ratings. Not all outcomes are suitable to be measured using MAPP, however all are tracked across the key stage, being updated by teachers and relevant professionals in the weeks leading up to a pupil's Annual Review meeting.

New EHCP outcomes are agreed at Annual Review meetings at the end of key stages for the duration of the following Key Stage. The process of developing new outcomes is led by the class teacher and supported by a multi-professional team including parents.

At each Annual Review, teachers will be required to assess if a pupil's EHCP outcomes have been 'Met', 'Partially Met' or 'Not Met'; completing the following actions accordingly:

Outcome Met

A new outcome should be agreed that defines the next step of development for the pupil.

Outcome Partially Met

A short evaluation of progress that has been made should be recorded, alongside suggestions for what steps could be made to ensure the outcome is met by the end of the current key stage.

Outcome Not Met

A statement should be written to explain why the pupil has not made progress in this area, or why the outcome no longer remains appropriate. A replacement outcome should be agreed during the Annual Review meeting if appropriate.

Annual Review Meetings

These meetings are held annually to review progress towards EHCP outcomes set in the Local Authority EHCP document.

In preparation for an annual review meeting:

6 weeks before the meeting:

- Teachers will receive a copy of the annual review template with outcomes populated by the admin team.
 - o They should check the outcomes are the same as those listed on the current and most up to date EHCP
- Determine if they think the outcomes have been met, partially met or not met
- Discuss with therapists and other professionals progress towards meeting these outcomes and complete the report.

2 weeks before the meeting:

- All those invited must confirm their attendance at the annual review meeting, discussing with a member of leadership if they cannot attend
- All attendees will receive a copy of the draft annual review report including reports from therapists.
 - o Read these reports in preparation for the annual review meeting

During the meeting

- At the beginning, teachers will need to provide a summary of progress made against each EHCP outcome.
- Parents/Guardians will have the opportunity to share their views on each outcome and therapists may also have comments to add.
- If a teacher decides an outcome should change, they will also need to demonstrate why and provide a new outcome which will be agreed during the meeting.
- Attendees may also wish to suggest actions following the meeting that would contribute to the successful completion of each outcome (e.g. a recommendation that a pupil receives music therapy, an increased level of input from occupational therapy or assistance from the social worker to help families access extra-curricular activities)

Personal 'MAPP' Targets

Personal Targets are developed from the areas of need as defined by Education, Health and Care Plans: Communication & Interaction; Cognition & Learning; Social, Emotional & Mental Health and Sensory Needs & Physical Needs (EHCP). This document is owned by the local authority and parents/carers.

All pupils are set core targets reflecting their EHCP outcomes and covering the breadth of the curriculum. These are tracked closely throughout the year to help determine their level of progress. The assessment is supported by evidence from observations of all staff concerned in the delivery of each target. The whole process is moderated by a mixture of internal and external peers and SLT at various points across the year. Some of our learners may work on the same MAPP target for the whole year, particularly if their progress has been slow or if it is an especially important target.

See **Appendix 8** for further information and support with writing targets.

Assessment of Personal 'MAPP' Targets

These targets are assessed using the Mapping and Assessing Personal Progress (MAPP) system which evaluates four areas of progress towards achieving targets, a system that is shared with other schools in the Eden academy. MAPP assessment is ipsative, comparing a pupil's progress with their own previous performance and is therefore not referenced to an external set of criteria.

We have two cycles of MAPP targets in any academic year, MAPP 1 September to February and MAPP2 March to June. The first of these targets are proposed by the class teacher (in collaboration with other professionals) at the end of an academic year for the following year. In the September the new class teacher will review the first target (MAPP1) and confirm it. The child's current ability in the target is baselined. Mid way through MAPP 1 the class teacher reviews progress and will rate (BRAG) progress towards the target. This ensures that any barriers or slow progress can be addressed. In February MAPP 1 is assessed and a second target, MAPP 2, written to be assessed at the end of the academic year.

By using MAPP, teachers are encouraged to consider four strands of skill development: Independence, Fluency, Maintenance and Generalisation both when setting outcomes and throughout their implementation and evaluation.

For information on how to record MAPP assessments, see Appendix 9 & 10.

MAPP Continuum of Skill Development

<i>from dependent</i>		INDEPENDENCE				<i>to independent</i>			
Learners complete tasks independently									
The learner is provided with support throughout the task. Support may be in the form of physical, gestural or spoken help		Support is still provided but there is a reduction in the level or frequency of prompting given.			The task is completed with minimal prompting. The learner performs independently but this needs consolidation in order to become consistent.			The learner completes the task independently. Encouragement may be given but no prompting relates directly to the task.	
1	2	3	4	5	6	7	8	9	10
<i>from approximate</i>		FLUENCY				<i>to accurate</i>			
Learners reach a level of mastery combining speed and accuracy									
The skill is approximate and the learner's behaviour needs considerable shaping in order to accomplish the task.		The learner's performance is increasingly purposeful and coordinated, but it is not yet sufficiently accurate to effectively accomplish the task.			The skill is sufficiently accurate to meet the requirements of the task but may need refinement. The learner starts and completes the task with little faltering or hesitation.			The skill is smooth, swift and accurate. No further refinement is needed.	
1	2	3	4	5	6	7	8	9	10
<i>from inconsistent</i>		MAINTENANCE				<i>to consistent</i>			
Learners maintain competency over time through repetition. They remember how to do a task after a break									
The skill has been observed on a single occasion only.		The skill is observed on more than one occasion but only intermittently.			The skill is reliably repeated but may need refreshing after a break.			The skill is consolidated and maintained over time. It is remembered after a break.	
1	2	3	4	5	6	7	8	9	10
<i>from single context</i>		GENERALISATION				<i>to many contexts</i>			
Learners achieve mastery in different settings or contexts, with different stimuli or with different staff									
The skill is demonstrated in a single setting or context, with limited stimuli or materials and with the same staff.		The skill is repeated but with some variation in setting, context, materials or staff.			The skill is demonstrated in different settings or contexts, with different stimuli or materials and with different staff.			The learner adapts the established skill to meet the demands of a new situation.	
1	2	3	4	5	6	7	8	9	10

BRAG Ratings

Blue: A rating of blue indicates that a pupil has shown exceptional or unexpected progress and, therefore, has met the intended outcome early. A new outcome should be completed.

Red: A rating of red indicates that the pupil is not going to meet the intended outcome. A new outcome should be completed and an action plan completed.

Amber: A rating of amber indicates that the pupil is at risk of not meeting the intended outcome. An action plan should be completed to specify what changes need to be made.

Green: A rating of green indicates that the pupil is on track to meet the intended outcome by the end of the assessment period (not that it has been met now)

Learner Progress Meetings

Learner progress meetings provide an opportunity for teachers to reflect upon the progress of individual pupils in their class with a member of the school leadership team.

These meetings may be focused on a specific curriculum area, or a broader overview of all aspects of learning.

Learner progress meetings are scheduled to take place at the beginning and end of each term. Every term each teacher will focus on 2/3 children in particular.

Before the meeting:

In preparation for a learner progress meeting, teachers will use the Cherry Garden framework to identify gaps in skills or knowledge for a pupil (**see Appendix 5**). This might mean identifying areas that a pupil is struggling to consolidate learning in at the present moment in time; however, it may also mean looking back at earlier foundation skills that may not yet have been achieved.

During the meeting:

Teachers will share any skills or knowledge gaps that have been identified following their review of a pupil's Cherry Garden Statements. If a pupil has made exceptional progress in any areas, this should be noted as well.

The following should be recorded:

- Identified gaps in knowledge / skills
- Possible barriers to learning
- Identified 'Areas of Focus' for the pupil
- Actions required (e.g. strategies, resources, additional support)

Emergent Reader Assessment

Not all our children at Grangewood will be Emergent Readers and we do not push for them to be, but as the children become more fluent in their literacy skills we will start to consider if they are Emergent Readers. As a guide they are likely to be at least a Formal Communicator ie the child knows when they need to communicate and they have a chosen method for doing this. When the class teacher is happy that the child is becoming an Emergent Reader they will discuss with a member of SMT before starting the child on our Emergent Reader programme.

Each child using formal communication or above will have a worksheet in their MAPP document to track their progress. The children will work their way through 3 sections, it is possible that they will be working in more than one section at a time.

Section 1 Letters and sounds (Phonics)

Children can read phonemes and graphemes and emerging in blending CVC words (not all children will do this as not all of our readers are reading phonetically, some may skip this section). Once a child starting in section 1 can do all letter sounds they will move to section 2. Children will be able to use books purposefully and either reading some words on sight or phonetically

Section 2 Reading Words

Children will use level 1/First Phonics books (pink) to practise reading words, they will do the high frequency words test (s). We have our colour coded and high frequency lotto boards which can be used as an assessment tool. Children will begin early comprehension activities answering simple questions about books.

Some children will start on this level if they are not reading phonetically including our non-verbal readers. They may move to level 2 reading books (Red) when (if) they understand 2/3 part sentences (reading and writing), they then move to section 3.

Section 3 Reading sentences

Children will use level 2 and above books to increase fluency, to practice reading sentences, increase vocabulary using High Frequency Words. This section has outcomes about reading, comprehension, and sentence structure. We do not have many children at this level, they are children moving into early literacy and will be combining communicators and above.

Assessment times

Teachers will constantly be working with the child and assessing their achievements in reading in order to progress them. However there will also be two clear points in the year, November and July when teachers systematically review the achievements of the emergent readers in their class and ensure that the reading record in MAPP is up to date.

Reading level guide (refers to coloured spot on reading book)

Level 1 (Pink)
Level 2 (Red)
Level 3 (Yellow)
Level 4 (Light Blue)
Level 5 (Green)
Level 6 (Orange)
Level 7 (Turquoise)
Level 8 (Purple)
Level 9 (Gold)
Level 10 (White)

Annual Assessment Overview

Cherry Garden	Grangewood reports	EHCPs	MAPP Targets	Statutory Assessments
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Entry to School	Cherry Garden Baseline Assessments
All Year	Annual Reviews: allocated to a term
September	MAPP 1 targets reviewed by new teacher and baselined
	Autumn Term Learner Progress Meeting 1
October	EYFS Baseline Assessments
November	Emergent Reader Checks
	MAPP 1 progress reviewed (BRAG)
December	Autumn Term Learner Progress Meeting 2
January	Spring Term Learner Progress Meeting 1
February	MAPP 1 targets assessed and MAPP 2 written and baselined
April & May	Spring Term Learner Progress Meeting 2
	MAPP 2 progress review (BRAG)
May	SATS (Year 2) where appropriate
	Summer Term Learner Progress Meeting 1
	MAPP 2 assessed and provisional MAPP targets written for transition to next year
June	Cherry Garden Statement Check and data drop (End of Year)
	Cherry Garden Year 2 & Year 6 Statutory Conversions
	EYFSP Submission
	Phonics Screening (Some Year 1 & Year 2)
	Annual Reports
July End of Term	Summer Term Learner Progress Meeting 2
	Emergent Reader Checks

Appendices: 'How To' Guides

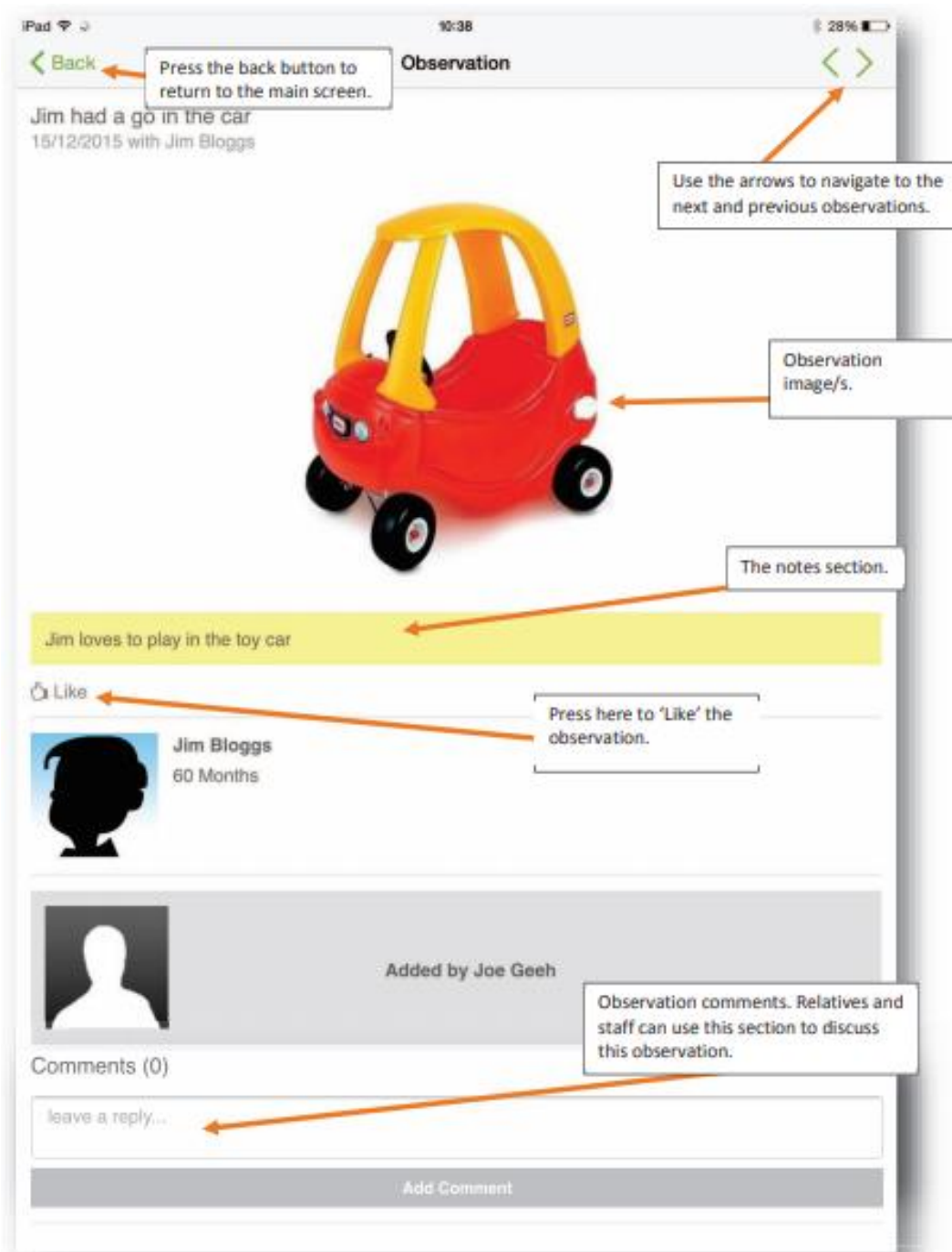
Appendix 1: Uploading observations to Tapestry using an iPad

The first time you open the Tapestry app on a school iPad or iPod, you will need to log in using your username and password. Your username is your school email address, and you will have set up your own password. If you forget your username or password, let a member of leadership know and they will help you reset it.

Once you have logged in once, you will be able to log in using your pin code.



To view an observation, tap the one you would like to see. You can scroll down (and up) by dragging up and down on the screen if there are quite a few to view.



To add an observation, on the top of the Home screen of the Tapestry app press the **+** button.



First select which child you want to make an observation for. You will only be able to select your own children who you have been linked with on this Tapestry account.

Press the pencil icon to write the text of your observation.
Give your observation an appropriate title, and then enter what you want to write.



To add a photo or video to your observation, press the camera icon. Select 'take a photo' to take a photograph through the Tapestry app, and 'Record a Video' to record video through the Tapestry app. Please make sure your Android device permissions allow the Tapestry app to use the camera and the microphone.

If you recorded your media earlier or have taken it from another source press the 'Choose from Library' option.

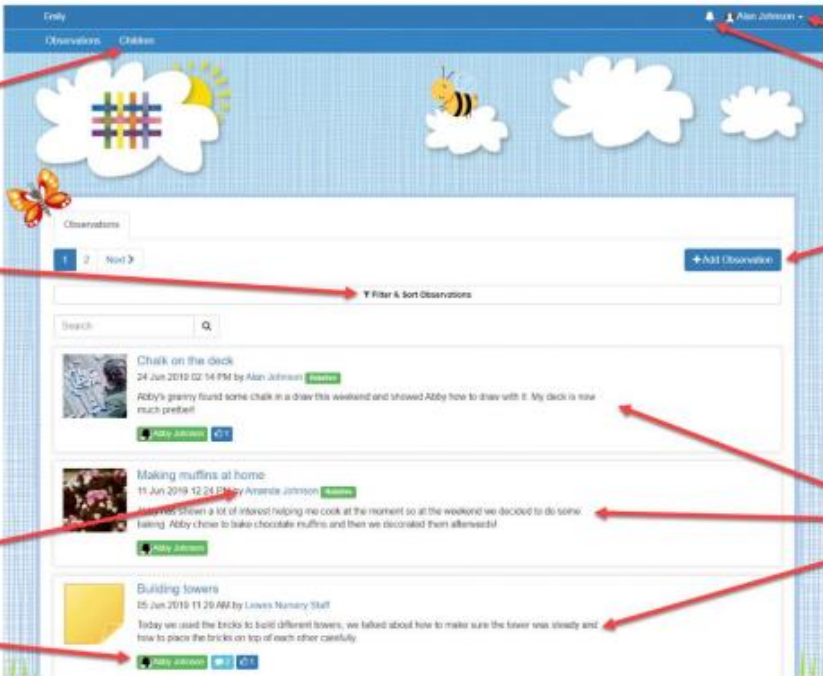
When you are finished press the 'SAVE' button to upload the observation. Depending on which options your setting has chosen, your observation may have to be approved by a member of staff before it is officially posted into your child's journal.



Appendix 2: Uploading observations to Tapestry using a web browser

Tapestry Browser Version Interface: Observations Screen

This is where observations of your child's work from home and school will be



Children Tab: This takes you to the profiles of the children you are linked with

Filters Use these to refine what appears on this list. E.g. Observations with pictures, including comments etc

Author of the Observation

Child's Name

Your Username

Your Username

Notifications

Add Observation: Use this button to add an observation

Observations: These are the observations made for your child. Click the title or picture to view the observation in full

Access this drop-down menu by clicking on your username in the top right of the screen

Your Downloads: Here you can access observations/pictures/videos if the setting have made them available to download

Edit Preferences: From here you can change your email, password, PIN and notification settings

Log out of your account

Help and Tutorials: Contains a link to Relative Tutorials and your setting's relative contact email address



Viewing an observation

To view an observation, click on the observation title or thumbnail image of an observation on the 'Observation' page.

Observation Title →

Export:
Download this observation as a PDF →

Comments:
Any comments on the observation will show here

Add your own comments using this box (the ability to add comments will depend on your setting's User Permissions) →

Notes:
This will be the main description of the observation

Observations - Gloop!

← Previous Obs

Next Obs →

Gloop!

Authored by Leaves Nursery Staff added 12 Apr 2019 11:18 AM
Approved by Leaves Nursery Staff on 12 Apr 2019 11:24 AM

1 Like

Download

Notes:

Polly Blatchford: The and Jackson all really enjoyed playing with the 'gloop' today, we made different shapes and they all took it home to explain what they were making.

Comments

Alan Johnson 10 Oct 2018 04:30 PM

I must try this at home! Do you have the recipe?

Add a comment

Add reply

Making an observation

Press the 'Add Observation' button on the observations page to add a new observation yourself. Please note, you must add a *title* and *select a child* in order to save the observation.

1) Select the child you are making the observation for. You will only see the children you are linked with here.

2) Give the observation a title.

3) (optional) In the 'Notes' section, write about what is happening.

4) (optional) Upload any photos or videos you would like to add. 'Add Files' and then 'Start Upload'

5) Click save!

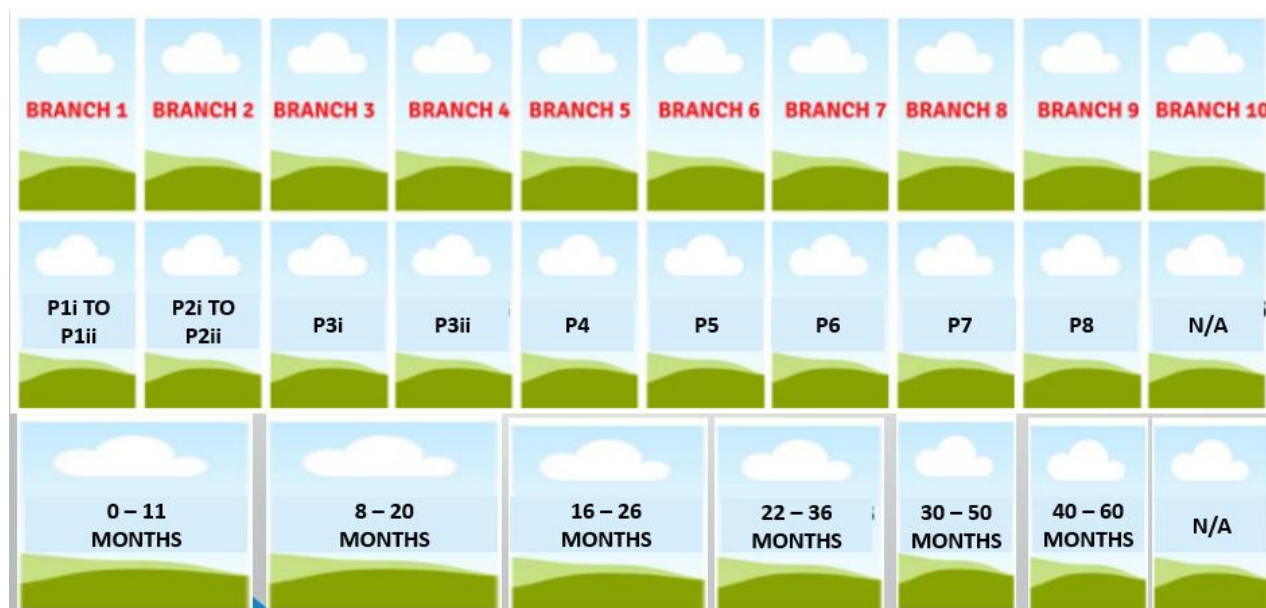
The screenshot shows the 'Add Observation' form with the following sections and elements:

- Header:** 'Observations / Add Observation' and a 'Save' button.
- Observation Section:**
 - Children:** A button labeled 'Select Children'.
 - Title ***: A text input field.
 - Notes:** A large text area.
- Options Section:** A box labeled 'Options' containing 'Created *' with the timestamp '05 Nov 2019 11:43 AM'.
- Media Section:**
 - A drag-and-drop area with the text 'Drag and drop files here or use the Add Files button below'.
 - Buttons: 'Add Files' (blue), 'Start Upload' (green), and 'Delete Selected Media' (red).
- Footer:** Instructions: 'Click "Save" to save your observation and view it. Click "Save & Add Another" to save this observation and immediately start adding another.' and buttons: 'Save & Add Another' and 'Save'.

Red arrows from the numbered instructions point to the following elements:

- Arrow 1 points to the 'Select Children' button.
- Arrow 2 points to the 'Title *' input field.
- Arrow 3 points to the 'Notes' text area.
- Arrow 4 points to the 'Add Files' button.
- Arrow 5 points to the 'Save' button.

Appendix 3: Cherry Garden Framework Conversions



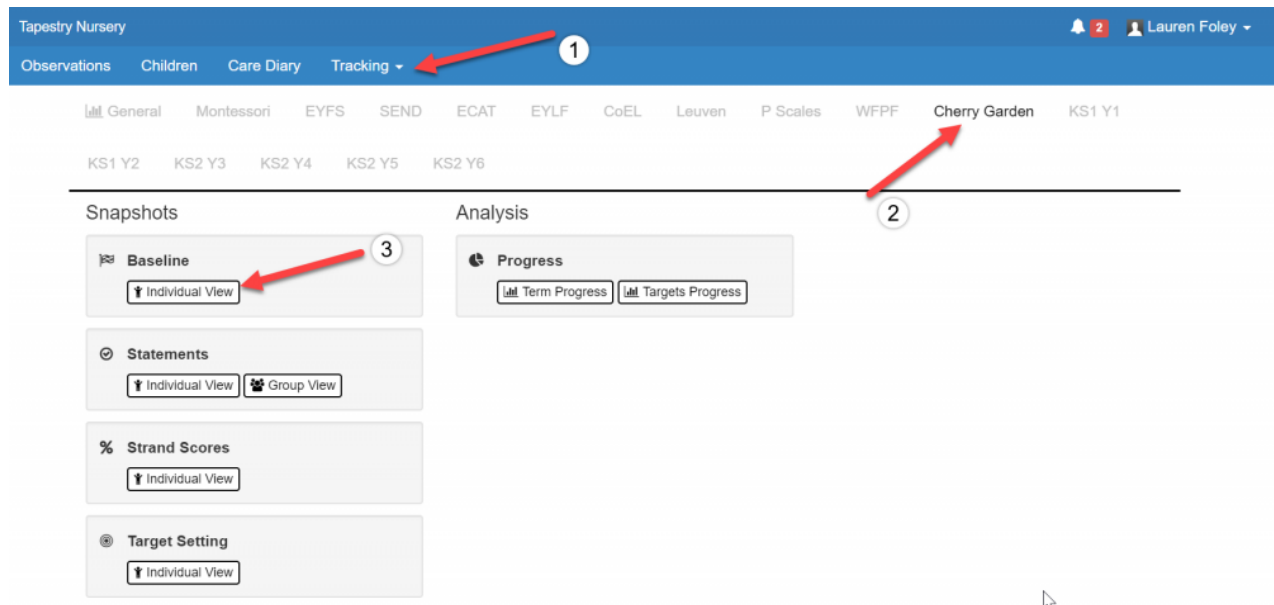
Cherry Garden Branch Map Assessments Conversions		
Branch Map Score	P level equivalent	EYFS equivalent
1.1	20% P1(i)	0-11 E
1.2	40% P1(i)	0-11 E
1.3	60% P1(i)	0-11 E
1.4	80% P1(i)	0-11 E
1.5	0% P1(ii)	0-11 E
1.6	20% P1(ii)	0-11 E
1.7	40% P1(ii)	0-11 D
1.8	60% P1(ii)	0-11 D
1.9	80% P1(ii)	0-11 D
2.0	0% P2(i)	0-11 D
2.1	20% P2(i)	0-11 D
2.2	40% P2(i)	0-11 D
2.3	60% P2(i)	0-11 S
2.4	80% P2(i)	0-11 S
2.5	0% P2(ii)	0-11 S
2.6	20% P2(ii)	0-11 S
2.7	40% P2(ii)	0-11 S
2.8	60% P2(ii)	0-11 S
2.9	80% P2(ii)	8-20 E
3.0	0% P3(i)	8-20 E
3.1	10% P3(i)	8-20 E
3.2	20% P3(i)	8-20 E
3.3	30% P3(i)	8-20 E
3.4	40% P3(i)	8-20 E
3.5	50% P3(i)	8-20 E
3.6	60% P3(i)	8-20 D
3.7	70% P3(i)	8-20 D
3.8	80% P3(i)	8-20 D
3.9	90% P3(i)	8-20 D
4.0	0% P3(ii)	8-20 D
4.1	10% P3(ii)	8-20 D

4.2	20% P3(ii)	8-20 D
4.3	30% P3(ii)	8-20 S
4.4	40% P3(ii)	8-20 S
4.5	50% P3(ii)	8-20 S
4.6	60% P3(ii)	8-20 S
4.7	70% P3(ii)	8-20 S
4.8	80% P3(ii)	8-20 S
4.9	90% P3(ii)	8-20 S
5.0	0% P4	16-26 E
5.1	10% P4	16-26 E
5.2	20% P4	16-26 E
5.3	30% P4	16-26 E
5.4	40% P4	16-26 E
5.5	50% P4	16-26 E
5.6	60% P4	16-26 D
5.7	70% P4	16-26 D
5.8	80% P4	16-26 D
5.9	90% P4	16-26 D
6.0	0% P5	16-26 S
6.1	10% P5	16-26 S
6.2	20% P5	16-26 s
6.3	30% P5	22-36 E
6.4	40% P5	22-36 E
6.5	50% P5	22-36 E
6.6	60% P5	22-36 E
6.7	70% P5	22-36 E
6.8	80% P5	22-36 E
6.9	90% P5	22-36 D
7.0	0% P6	22-36 D
7.1	10% P6	22-36 D
7.2	20% P6	22-36 D
7.3	30% P6	22-36 D
7.4	40% P6	22-36 D
7.5	50% P6	22-36 S
7.6	60% P6	22-36 S
7.7	70% P6	22-36 S
7.8	80% P6	22-36 S
7.9	90% P6	22-36 S
8.0	0% P7	22-36 S
8.1	10% P7	30-50 E
8.2	20% P7	30-50 E
8.3	30% P7	30-50 E
8.4	40% P7	30-50 D
8.5	50% P7	30-50 D
8.6	60% P7	30-50 D
8.7	70% P7	30-50 S
8.8	80% P7	30-50 S
8.9	90% P7	30-50 S
9.0	0% P8	30-50 S
9.1	10% P8	40-60 E
9.2	20% P8	40-60 E
9.3	30% P8	40-60 E
9.4	40% P8	40-60 D
9.5	50% P8	40-60 D
9.6	60% P8	40-60 D
9.7	70% P8	40-60 S

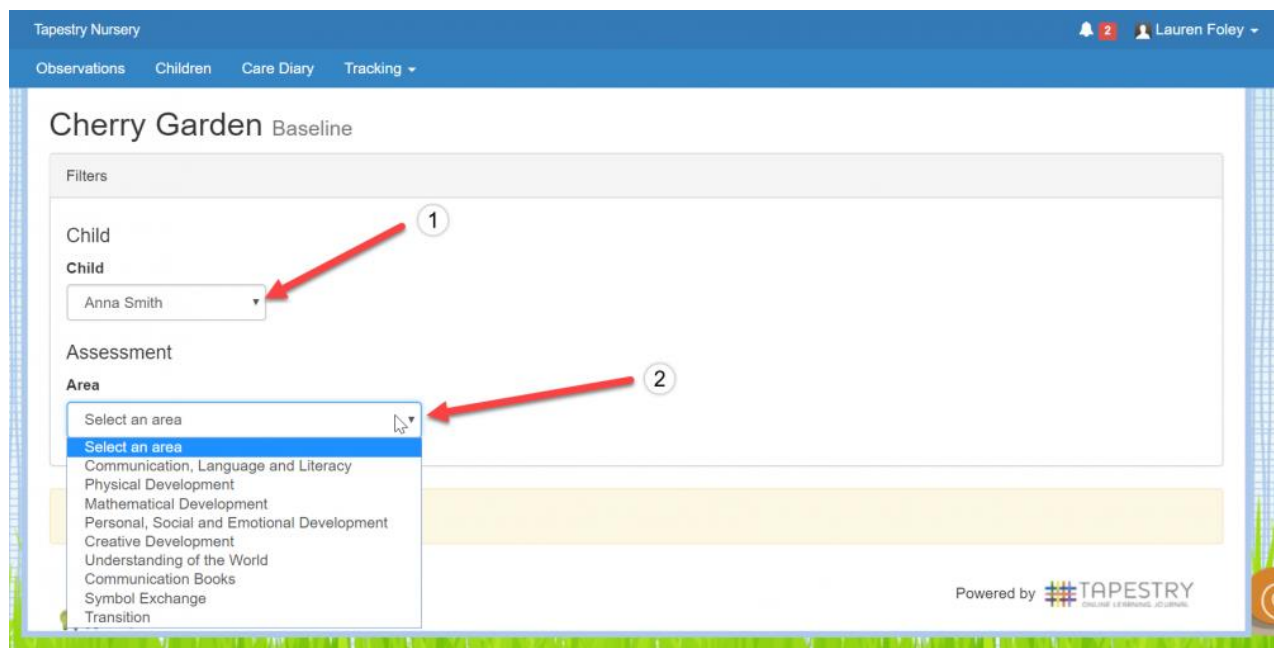
9.8	80% P8	40-60 S
9.9	90% P8	40-60 S
10.0	100% P8	ELG
10.1	N/A	N/A
10.2	N/A	N/A
10.3	N/A	N/A
10.4	N/A	N/A
10.5	N/A	N/A
10.6	N/A	N/A
10.7	N/A	N/A
10.8	N/A	N/A
10.9	N/A	N/A
11.0	N/A	N/A

Appendix 4: Recording Cherry Garden Baseline Assessments

To enter a baseline, teachers will need to be logged into the browser version of Tapestry. Click on 'Tracking' at the top of the page (1), select 'Cherry Garden' (2), then click on 'Individual View' in the Baseline section (3).



That will take you to a page that allows you to select the child you want to baseline (1), and the area you want to baseline (2).



For now, you just need to select the dates this baseline applies to, this will typically be 1 September. By default, the start date will be the day the first Cherry Garden assessment was made on Tapestry for the child, or the current day if none have been made. The end date will be 6 weeks after the start date, although you can change that to anything that suits you.

Any assessments made as part of observations between the two selected dates will contribute to the calculated average score that shows up here. Anything you enter yourself

from this page will take priority though and will stick, regardless of any observations made.

Status

Locked

Locking the snapshot prevents changes until it is unlocked.

Start date *

20 Feb 2019

End date *

03 Apr 2019

Save Changes

You can now see the statements relating to the area you've selected. You should be able to see a key at the top of the page telling you which colour relates to which aspect (1), and as you scroll down the page you'll see the boxes the statements sit in match that key (2 and 3). You will be able to drag the page across to scroll through the different branches (4).

Language & Communication

Attention & Understanding

Reading

Writing

PDF

Branch 1 +	Branch 2 +	Branch 3 +	Branch 4 +	Branch 5 +	Branch 6 +	Branch 7 +	Branch 8 +
Shows behaviour that could be interpreted as rejection ☐ In social interactions ☐ With objects/props ☐ With familiar personal care activities	Terminates interaction with an adult	Perseveres by repeating action for reward in social game	Copies sounds and gestures	Uses single words/signs/symbols for a range of purposes ☐ Within social routine ☐ In play situations ☐ In structured situations ☐ In unfamiliar environments ☐ To request items that are not present	Combines two words/signs/symbols ☐ Within social routine ☐ In play situations ☐ In structured situations ☐ In unfamiliar environments	Uses language to share experiences, feelings and thoughts ☐ With familiar adults ☐ With less familiar adults ☐ With peers	Can retell simple past event in the correct order using visual support ☐ Using objects/pictures ☐ Using symbols
Supported 1:1 turn taking with an adult ☐ Intensive interaction ☐ Using props	Communicates 'more'	Attracts Attention	Deliberately gains attention to another person to satisfy need	Copies words or signs ☐ In play situations ☐ In structured situations	Begins to talk about people and things that are not present ☐ People or things in the very recent past (same day) ☐ Things that will happen later that day	Uses a variety of simple questions, e.g. 'What', 'Where', 'Who'?	Talks to explain what is happening and predict what might happen next
Notifies Stimuli ☐ Taste ☐ Smell ☐ Touch ☐ Visual ☐ Auditory ☐ Vestibular	Communicates needs/feelings through crying/babbling/squealing	Selects from two or more items ☐ During snack or meal times ☐ During play situations	Initiates Social Game ☐ In social interactions ☐ With objects/prop	Copies rhythms or beats vocally or with an instrument (early phonics)	Engages in simple conversation with adults/other children ☐ In play situations ☐ Within social routine ☐ In structured situations	Uses simple sentences ☐ To make a request ☐ To comment ☐ To ask a question	Uses past present tense
Reacts to close contact with a familiar adult	Communicates 'more' and 'no more' through two different consistent actions	Communicates choice to attentive adult	Develops consistent sounds to communicate with those around them	Understands 1 key word sentences ☐ Within social routine	Learns new words/symbols quickly and is able to use them when communicating	Can describe a picture using nouns and verbs	Talks in more complex sentences using linking words 'and', 'because'

As you make observations/evaluations you will start to see orange bars appear with the refinement level selected.

Supported 1:1 turn taking with an adult ☐ Intensive interaction ☐ Using props	R1 Communicates 'more'	Attracts Attention	Deliberately gains attention to another person to satisfy need	Copies words or signs ☐ In play situations ☐ In structured situations	Begins to talk about people and things that are not present ☐ People or things in the very recent past (same day) ☐ Things that will happen later that day	Uses a variety of simple questions, e.g. 'what', 'where', 'who'?	Talks to explain what is happening and predict what might happen next
✓	✓	✓	✓	✓	✓	✓	✓
Notifies Stimuli ☐ Taste ☐ Smell ☐ Touch ☐ Visual ☐ Auditory ☐ Vestibular	R2 Communicates needs/feelings through crying/babbling/squealing	Selects from two or more items ☐ During snack or meal times ☐ During play situations	Initiates Social Game ☐ In social interactions ☐ With objects/prop	Copies rhythms or beats vocally or with an instrument (early phonics)	Engages in simple conversation with adults/other children ☐ In play situations ☐ Within social routine ☐ In structured situations	Uses simple sentences ☐ To make a request ☐ To comment ☐ To ask a question	Uses past and present tense.
✓	✓	✓	✓	✓	✓	✓	✓

You can click on the orange bar to see the observations that were used when calculating that refinement level (it will be the average of the refinements selected in the obs).

Snapshot Details

Anna Smith

First week at school 20 Feb 2019

by: Lauren Foley

Communication, Language and Literacy

Language & Communication

Branch: Branch 2

Communicates 'more'

Refinement: Refinement 1

For areas that you have not made any observations for, simply select a refinement and tick off any relevant variants from this page. Just click on the blue tick to select a refinement (1) and then the tick boxes to select a variant/variants (2). Once you have done that a pencil icon will appear next to the refinement. This means it is registered as a manual override and no observations made in the rest of the baseline period will affect the score.

Please remember to **save** any changes once you have made them.

Branch 1 ▾	Branch 2 ▾	Branch 3 ▾	Branch 4 ▾	Branch 5 ▾	Branch 6 ▾	Branch 7 ▾	Branch 8 ▾
R2 Shows behaviour that could be interpreted as rejection ☒ In social interactions ☐ With objects/props ☒ With familiar personal care activities	Terminates interaction with an adult ☒ Refinement 1 ☐ Refinement 2 ☐ Refinement 3	Perseveres by repeating action for reward in social game	Copies sounds and gestures	Uses single words/signs/symbols for a range of purposes ☐ Within social routine ☐ In play situations ☐ In structured situations ☐ In unfamiliar environments ☐ To request items that are not present	Combine two words/signs/symbols ☐ Within social routine ☐ In play situations ☐ In structured situations ☐ In unfamiliar environments	Uses language to share experiences, feelings and thoughts ☐ With familiar adults ☐ With less familiar adults ☐ With peers	Can retell a simple past event in the correct order using visual support ☐ Using objects/pictures ☐ Using symbols
☐	☒	☒	☒	☒	☒	☒	☒

Once you are happy with all the scores, please **lock the baseline**. This will mean that no scores that have been calculated based on observations will change on this form, regardless of what is added in the future, and you won't be able to change the manually overridden scores without unlocking it.

To do that you just need to scroll back to the status box at the top of the page, click on the tick box called 'Locked' (1) and then 'Save Changes' (2).

Status

☒ Locked

Locking the snapshot prevents changes until it is unlocked.

Start date *
20 Feb 2019

End date *
03 Apr 2019

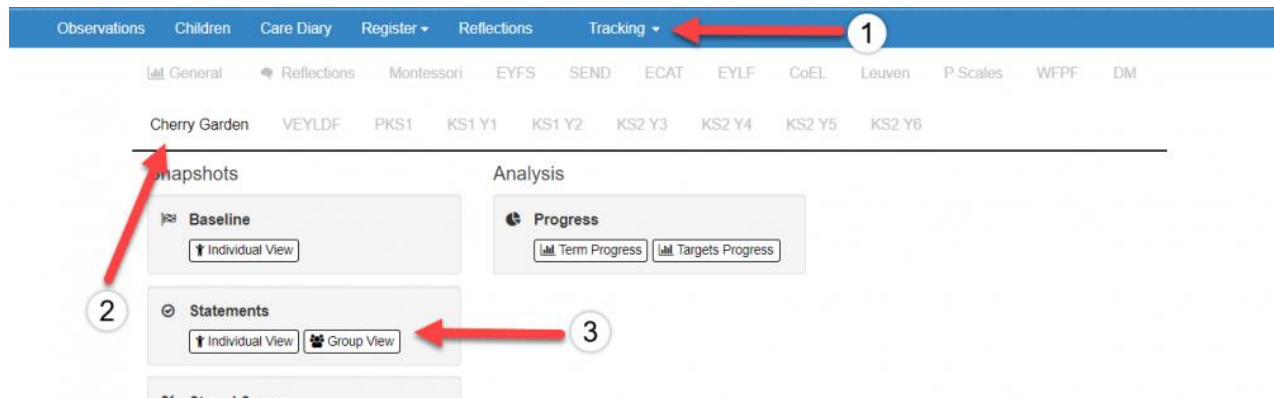
Click 'Save Changes' to update the status

Save Changes

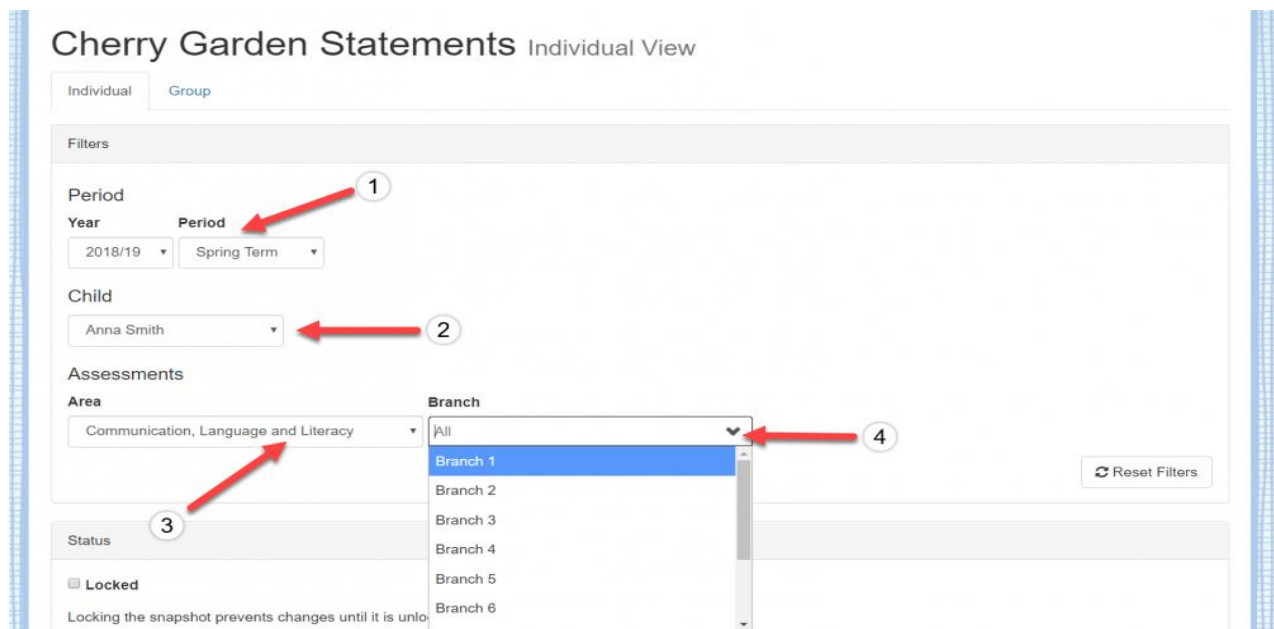
Appendix 5: Cherry Garden Statement Tracking

The Cherry Garden statement screen is one way of keeping track of where children are during each term. This has a group view version for seeing the attainment of the children within a group side by side and an individual view screen where you can see the existing scores of a specific child, add new observations and override current scores.

To access the statement screens you need to be on the browser version of Tapestry. You'll be able to find them in the 'Tracking' section (1) by going to the 'Cherry Garden' section (2), then 'Statements' (3).



When you've selected the 'Individual View' you will be taken to a page where you need to tell Tapestry what you want to see. By default, the current year and period will be selected but if you'd like to change those so you're looking at a previous date you can (1). You can also look at future terms, but data will not display there until the first day of that period has passed. You also need to choose a child (2) and the area you are interested in seeing (3). If you're only interested in seeing specific branches, then you can narrow that down too (4).



Once you have made the above choices a chart will appear showing the statements for the area and branches you've selected.

You should be able to see a key at the top of the page telling you which colour relates to which aspect (1), and as you scroll down the page you'll see the colours of the boxes the statements sit in match that key (2 and 3). You will be able to drag the page across to scroll through the different branches (4).

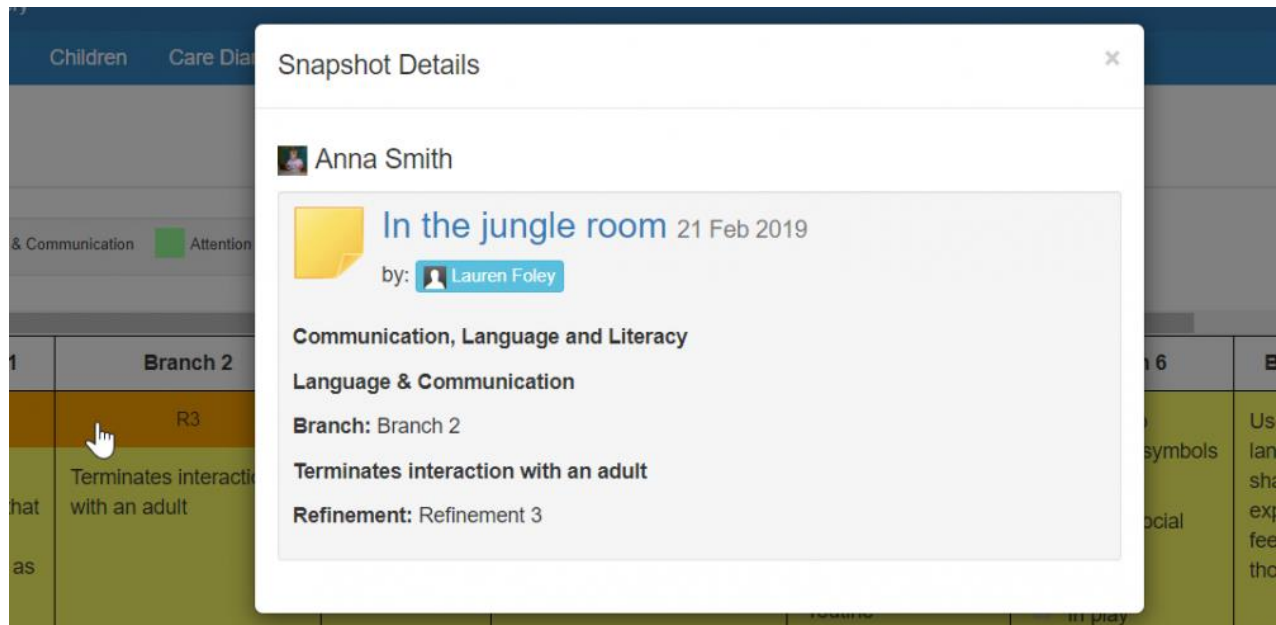
Branch 1	Branch 2	Branch 3	Branch 4	Branch 5	Branch 6	Branch 7	Branch 8
R3 Shows behaviour that could be interpreted as rejection ☒ In social interactions ☒ With objects/props ☒ With familiar personal care activities	R3 Terminates interaction with an adult	R1 Perseveres by repeating action for reward in social game	Copies sounds and gestures	Uses singles words/signs/symbols for a range of purposes ☐ Within social routine ☐ In play situations ☐ In structured situations ☐ In unfamiliar environments ☐ To request items that are not present	Combine two words/signs/symbols ☐ Within social routine ☐ In play situations ☐ In structured situations ☐ In unfamiliar environments	Uses language to share experiences, feelings and thoughts ☐ With familiar adults ☐ With less familiar adults ☐ With peers	Can retell a simple past event in the correct order using visual support ☐ Using objects/props ☐ Using symbols
☒ +	☒ +	☒ +	☒ +	☒ +	☒ +	☒ +	☒ +
R3 Supported 1:1 turn taking with an adult ☒ Intensive interaction ☒ Using props	R2 Communicates 'more'	R2 Attracts Attention	Deliberately gains attention to another person to satisfy need	Copies words or signs ☐ In play situations ☐ In structured situations	Begins to talk about people and things that are not present ☐ People or things in the very recent past (same day) ☐ Things that will happen later that day	Uses a variety of simple questions, e.g. 'what', 'where', 'who'?	Talks to explain what is happening and predict what might happen next
☒ +	☒ +	☒ +	☒ +	☒ +	☒ +	☒ +	☒ +
R3 Notifies Stimuli	R2 Communicates needs/feelings through crying/babbling/squealing	R1 Selects from two or more items	Initiates Social Game ☐ In social interactions ☐ With objects/prop	Copies rhythms or beats vocally or with an instrument (early phonics) ☐ In play	Engages in simple conversation with adults/other children ☐ To make a	Uses simple sentences ☐ To make a	Uses past and present tense

You also might be able to see orange bars at the top of some statements. These mean that the child has an assessment for that statement.

There are three varieties of that. The one with no other symbols (1) indicates that it is an average based on observations you have made. The one with a black arrow on (2) indicates that this score has carried through from an earlier term, and the one with a pencil (3) means the score has been selected from this screen as an override.

Branch 1	Branch 2	Branch 3	Branch 4	Branch 5	Branch 6
R3 Shows behaviour that could be interpreted as rejection ☒ In social interactions	R3 Terminates interaction with an adult	R1 Perseveres by repeating action for reward in social game	R1 Copies sounds and gestures	Uses singles words/signs/symbols for a range of purposes ☐ Within social routine ☐ In play situations	Combine two words/signs/symbols ☐ Within social routine ☐ In play situations ☐ In structured situations

Whenever you do see an orange bar, you can click on it to see any observations which have been made for this child at any point which have that statement selected.

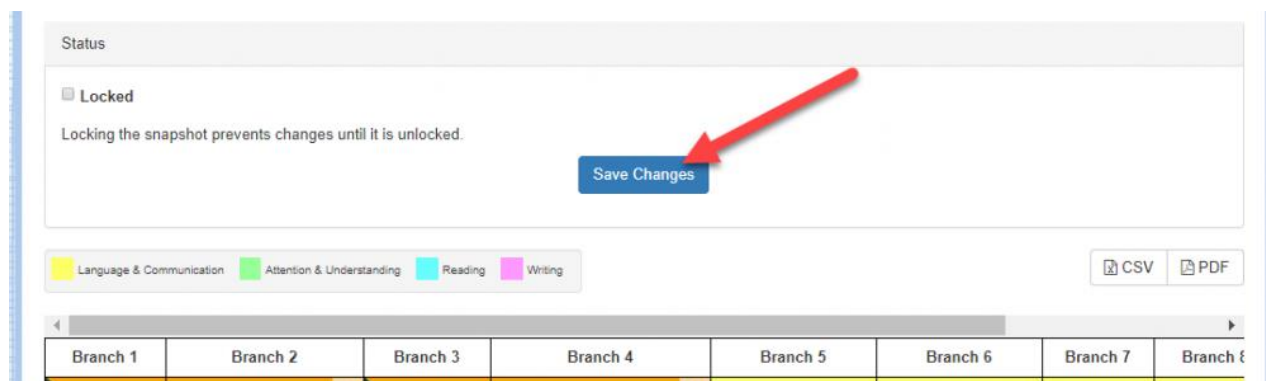


If you want to override a score so that it fits with your judgement you can do so from this individual view page. You just need to click on the tick beneath the statement (or the cross if it has already been overridden) (1), then select the new refinement (2).

Branch 1	Branch 2	Branch 3	Branch 4
R3	R3	R1	R1
Shows behaviour that could be interpreted as rejection	Terminates interaction with an adult	Perseveres by repeating action for reward in social game	Copies sounds and gestures
☒ In social interactions ☒ With objects/props ☒ With familiar personal care activities	2 ☒ Refinement 1 ☒ Refinement 2 ☒ Refinement 3		1
☒	☒	☒	☒
+	+	+	+

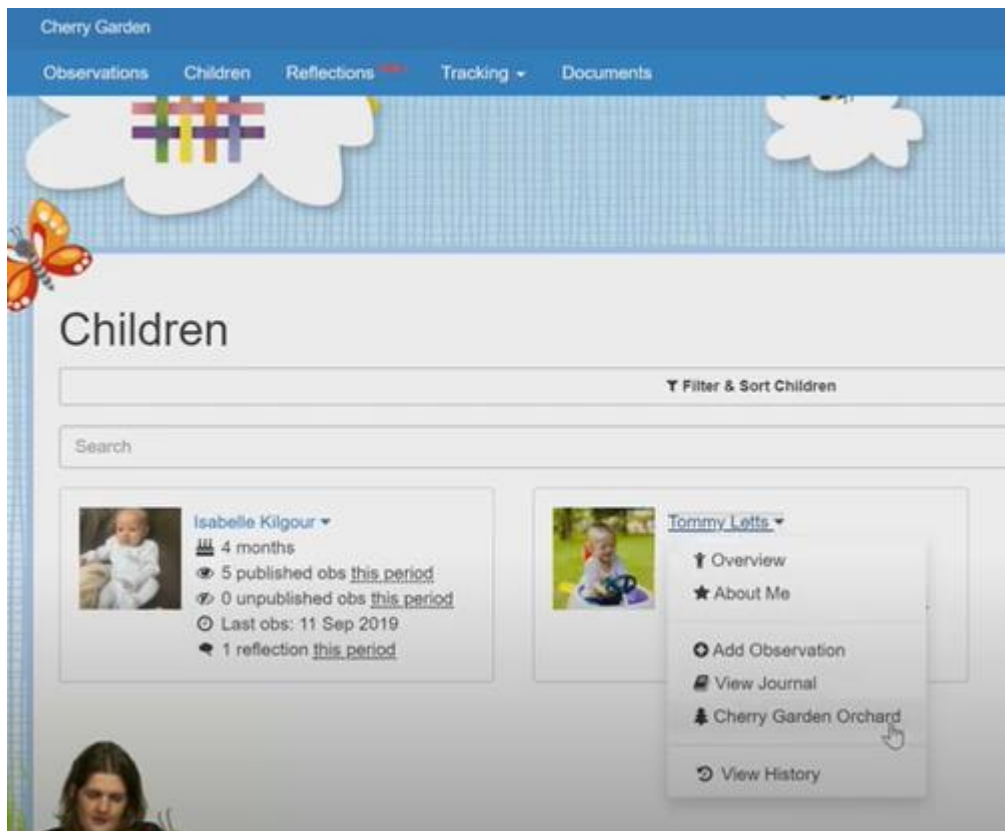
Your selected refinement will show up with a pencil next to it.

If you do make any changes like this when on the statement page, you must press 'Save Changes' at the top of the page before you leave it.



Appendix 6: Cherry Garden Orchard

The 'Cherry Garden Orchard' can be accessed through each child's individual profile. First click on their name, and then select 'Cherry Garden Orchard'



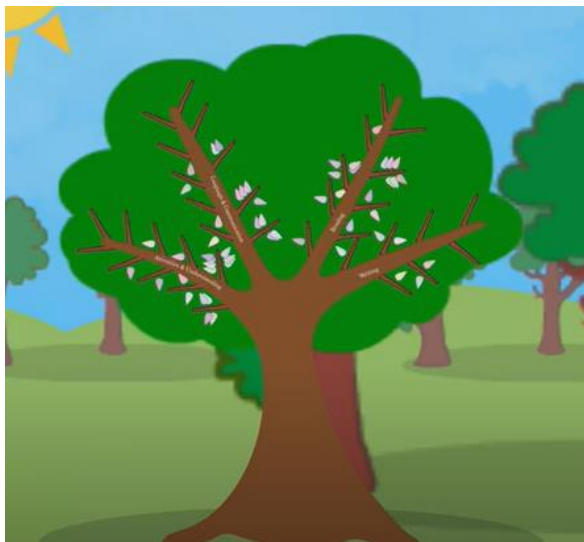
The following page will then load, providing information about how to navigate around the 'orchard'. To enter, click on the 'Lets explore!' box.



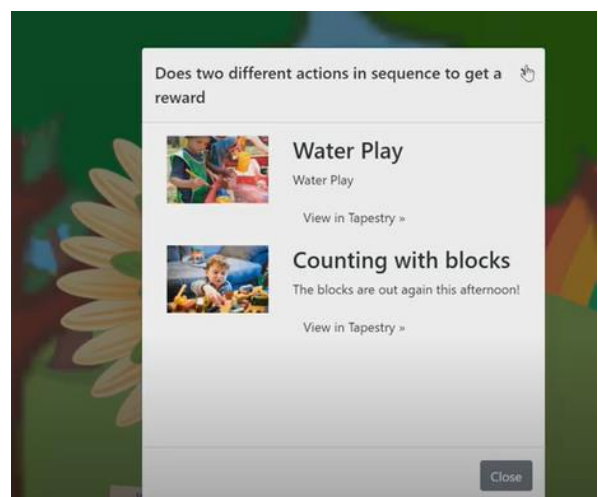
The home screen will then show an overview of each of the core assessment areas, to access each area, click on the relevant tree.



Pupils who are working between branches 1 to 4 will have their progress shown on a flower, while pupils who are working between branches 4 to 10 will have their progress shown on a tree.



Observations containing notes, photos and videos that are linked to each assessment area can then be viewed by clicking on each leaf or petal:



Appendix 7: Engagement Profile Question Prompts

Engagement Area	Questions:
Exploration	How do they build on their initial reaction? Do they notice/reach out? Do they continue to be responsive to the same stimulus in different contexts? Which stimulus interest the pupil, motivate them to pay attention?
Realisation	How they interact with new stimulus? What behaviours show that they want more control of the stimulus? What new skills and used in new ways or different contexts? Are they continuing to be excited in their learning?
Anticipation	Is the pupil demonstrating prediction, expectation or association between a stimulus and event? Is the pupil anticipating when familiar activities are starting/finishing? Do they show awareness of familiar activities with reduced prompts? What is the pupils understanding of cause and effect?
Persistence	Can the pupil sustain attention and actively find out more? Do they show a determined effort to interact? Do they demonstrate intention changes? What are they? How long are the maintaining engagement in an activity?
Initiation	How much investigation of a stimulus does the pupil show? How do they interact? Are they investigating spontaneously and independently during familiar activities? How well are they developing independence? What does this look like?

Appendix 8: Setting targets: Top tips

Writing Targets

Although there is no set way to write a target, they should contain at least three key elements: Ability, Action and Activity.

Ability	Action	Activity
Develop...	turn taking skills...	through intensive interaction
Show...	awareness of peers...	during child led social interaction
Attempt to...	move a specific body part...	on request
Anticipate and join in...	with repeated phrases and actions...	during group story sessions
Increase understanding...	of spending money...	using contactless payment
Choose...	to use both hands...	during messy play activities

Progression

Ensure that when setting a target, you are aware of the journey of progression that a learner is making. You should align targets with previous targets and any long-term outcomes. It might also be useful to consult developmental guidance documents or the Cherry Garden assessment framework.

You should ensure that targets are both realistic and challenging, according to the needs of each individual learner

Multi-professional

Before setting targets, teachers should spend time with therapists and other education professionals to ensure that targets align. It is helpful to find ways to incorporate existing therapy plans into targets, especially if they relate to a clear outcome a learner is working towards.

Purpose & Language

Try to avoid writing targets that are descriptive of 'provision' e.g., "to take part in sensory circuits". Instead, focus on how a learner can demonstrate progress in this area e.g., "independently climb over three obstacles within a sensory circuit".

Targets that are set for 'cognition and learning' should focus on a child's approach and readiness to learn. More specific 'academic' progress is measured using the Cherry Garden framework, therefore not needed in personal targets.

Occasionally it is important to use 'jargon' when describing an activity, however you should ensure that any jargon has a clear explanation available if needed e.g., on a separate guidance sheet.

Avoid using extra words that carry little meaning in targets e.g., "to" and "demonstrate and ability to"; instead, try and refine the language to ensure that every word carries meaning.

Appendix 9: Recording Baseline MAPP Assessments

Each excel spreadsheet contains a different 'tab' for each pupil in your class. There are two extra tabs if needed.

1. Enter the name of each pupil at the top of each sheet
2. Enter the target start date at the top of each sheet

Enter pupil's first and last name here

Enter the target start date in this box

Click each tab to navigate between pupils

3. Enter the baseline scores by clicking on each cell and entering a value of 'b' or 'n'
4. Set the target status by selecting from the drop-down menu

Enter baseline assessment here 'b' or 'n'

Click this box and choose target 'status' from the drop-down menu

Codes for recording progress

MAPP 1 (October - February)										BRAG Date	START Date
										15 December 2021	01 October 2021
Communication & Interaction	Target 1	Use the MAPP excell spreadsheet to set pupil targets							STATUS		Discontinue
									Total Gain	20	
									BRAG	Amber	Baseline Progress + #
Independence	b	b	1	1	1	1	r				2 4
Fluency	b	b	b	b	b	1	1	1	r		5 3
Maintenance	b	b	1	1	1	1	r	r			2 4
Generalisation	n										0 0
CSD Scale	1	2	3	4	5	6	7	8	9	10	

b = baseline (yellow-fill)

1 = progress (green-fill).

n = not applicable (grey-fill)

r = regression (red-fill)

The cells automatically colour-fill when the above codes are entered

Appendix 10: Recording Pupil Progress in MAPP Assessments

BRAG Ratings

When entering a brag rating, you may find it helpful to also record the progress so far, you can do this by selecting cells and entering '1', 'n' or 'r'.

To record the BRAG rating:

1. Select rating from the drop-down menu
2. Enter date of BRAG rating

Enter the BRAG rating date in this box

Justyn Mackay

MAPP 1 (October - February)										BRAG Date	START Date
										15 December 2021	01 October 2021

Communication & Interaction	Target 1	Use the MAPP excell spreadsheet to set pupil targets								STATUS		Provisional	
										Total Gain	BRAG	Baseline	Progress +
Independence	b	b	1	1	1					13	Amber	2	3
Fluency	b	b	b	b	b							5	0
Maintenance	b	b	1									2	1
Generalisation	n	n										0	0
CSD Scale	1	2	3	4	5	6	7	8	9				

To record progress, enter '1' in each cell

To record 'BRAG' rating, click this box and select from drop-down menu

Blue: A rating of blue indicates that a pupil has shown exceptional or unexpected progress and, therefore, has met the intended outcome early. A new outcome should be completed.

Red: A rating of red indicates that the pupil is not going to meet the intended outcome. A new outcome should be completed, and an action plan completed.

Amber: A rating of amber indicates that the pupil is at risk of not meeting the intended outcome. An action plan should be completed to specify what changes need to be made.

Green: A rating of green indicates that the pupil is on track to meet the intended outcome by the end of the assessment period (not that it has been met now)

End of Year Assessment

To record end of year assessments:

1. Enter the progress made by selecting each cell and entering, '1', 'r' or 'n'
2. Update the status of the target by clicking the box and selecting from the drop-down menu
3. Repeat this process for each pupil

MAPP 1 (October - February)										BRAG Date		START Date	
										15 December 2021		01 October 2021	
Communication & Interaction	Target 1	Use the MAPP excell spreadsheet to set pupil targets								STATUS		Discontinue	
										Total Gain	20		
										BRAG	Amber	Baseline	Progress +
Independence	b	b	1	1	1	1	r				2	4	
Fluency	b	b	b	b	b	1	1	1	r			5	3
Maintenance	b	b	1	1	1	1	r	r				2	4
Generalisation	n											0	0
CSD Scale	1	2	3	4	5	6	7	8	9	10			

Enter progress scores by entering '1', 'r', or 'n' as needed

Update status of target by clicking this box and selecting from drop-down menu

Notes:

Do *not* change the BRAG rating or any dates on the sheet

If a pupil has 'regressed', do not delete progress, instead overwrite this with an 'r'.

You should aim to assess each target in the 4 areas of MAPP, however in some circumstances this is not appropriate.

The goal of MAPP is to record the journey and small steps of progress; therefore, it is important to record an accurate baseline.

Pupils do not need to achieve a 'high' score to have made good progress.

A well written target should aim for pupils to make around 5 steps of progress in each strand; however, this should not be used as a defining 'target' number.