

Overview of Assessment at Grangewood School

A Parent and Carer Guide

Assessment at Grangewood School provides a holistic opportunity to celebrate the progress made by all learners. This guidance document aims to provide parents and carers 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.

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, photos and videos to each pupil's online learning journal. These are typically linked to the Cherry Garden Assessment Framework. 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. MAPP is a software tool widely used in education, particularly special education, to record a broad range of progress that would otherwise be hard to measure.

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 will I know how my child is progressing?

You will have an **annual report** at the end of the school year to provide a record of the year.

You can access **Cherry Garden assessments** any time through **Tapestry** (tapestryjournal.com). You will be sent an invite to join when your child starts at Grangewood.

You will have an **Annual Review meeting once per year**, which is a meeting chaired by senior management in school to review your child's **EHCP**. At the meeting progress towards the EHCP targets will be discussed and evidence from the **MAPP targets** can be shared. At end of Key Stages new proposed EHCP targets will be decided. The Annual Review chair then sends a report of the meeting and all inputs (from parents, school staff, speech and language professionals physical therapy professionals and any other relevant professionals) to the Local Authority for them to amend the EHCP.

If at any time you have concerns you can contact the class teacher through the homelink book, through Tapestry or by calling the school. The class teacher would also contact you if they have concerns.

Below you will find a calendar style overview of what is done when and a poster style diagram of how the different types of assessment fit together.

Annual Assessment Overview

Cherry Garden	Grangewood reports	EHCPs	MAPP Targets	Statutory Assessments
---------------	--------------------	-------	--------------	-----------------------

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

