

Using Tapestry with the new EYFS guidance documents

Here at Tapestry, we fully support the reasons for the advised changes to assessment procedures in the EYFS.

We feel that truly child-centred assessment cannot be based on a tick-list approach.

What has changed when using Tapestry?

Following the announcement of the new 'Development Matters', and the subsequent 'Birth to 5 Matters', we were determined to produce a monitoring tool that could be used to support practitioners who wanted to use either document in the way that they were intended.

It is for this reason, that if you choose to use either of these guidance documents to support your assessment, you will simply add an area 'flag' to your observation, rather than a specific 'statement':

EYFS 2021

Non-statutory curriculum guidance for the early years foundation stage. The headings here come from the Development Matters guidance and the Birth to 5 Matters guidance. Both sets of guidance use the same area headings (the seven areas of learning). The aspects you see are the ones included in the Birth to 5 Matters guidance. Development Matters 2021 does not split the areas into aspects.

<input type="checkbox"/>	Communication and language	<input type="checkbox"/>
<input type="checkbox"/>	Personal, social and emotional development	<input type="checkbox"/>
<input type="checkbox"/>	Physical development	<input type="checkbox"/>
<input type="checkbox"/>	Literacy	<input type="checkbox"/>
<input type="checkbox"/>	Mathematics	<input type="checkbox"/>
<input type="checkbox"/>	Understanding the world	<input type="checkbox"/>
<input type="checkbox"/>	Expressive arts and design	<input type="checkbox"/>

Reference Materials

When making an observation, staff can use the 'Reference Material' section to view elements of the new guidance documents. This should support the practitioner's understanding as well as help them to consider language they may wish to use relating to the learning they have observed.



Reference Material
Development Matters: non-statutory curriculum guidance from the DfE
<input type="checkbox"/> Birth to 5 Matters: A Unique Child
<input type="checkbox"/> Birth to 5 Matters: Age Range Key
<input type="checkbox"/> Birth to 5 Matters: Enabling Environments
<input type="checkbox"/> Birth to 5 Matters: Positive Relationships
<input type="checkbox"/> Development Matters: Communication and language
<input type="checkbox"/> Development Matters: Personal, Social and Emotional Development
<input type="checkbox"/> Development Matters: Physical Development
<input type="checkbox"/> Development Matters: Literacy

Reference Materials are displayed based on the age of the child in question, as well as the curriculum area that has been selected.

Additional flag sets are available for the Checkpoints in Development Matters, the Early Learning Goals and the Characteristics of Effective Teaching and Learning

Areas of Concern

This is an important new monitoring area of Tapestry.

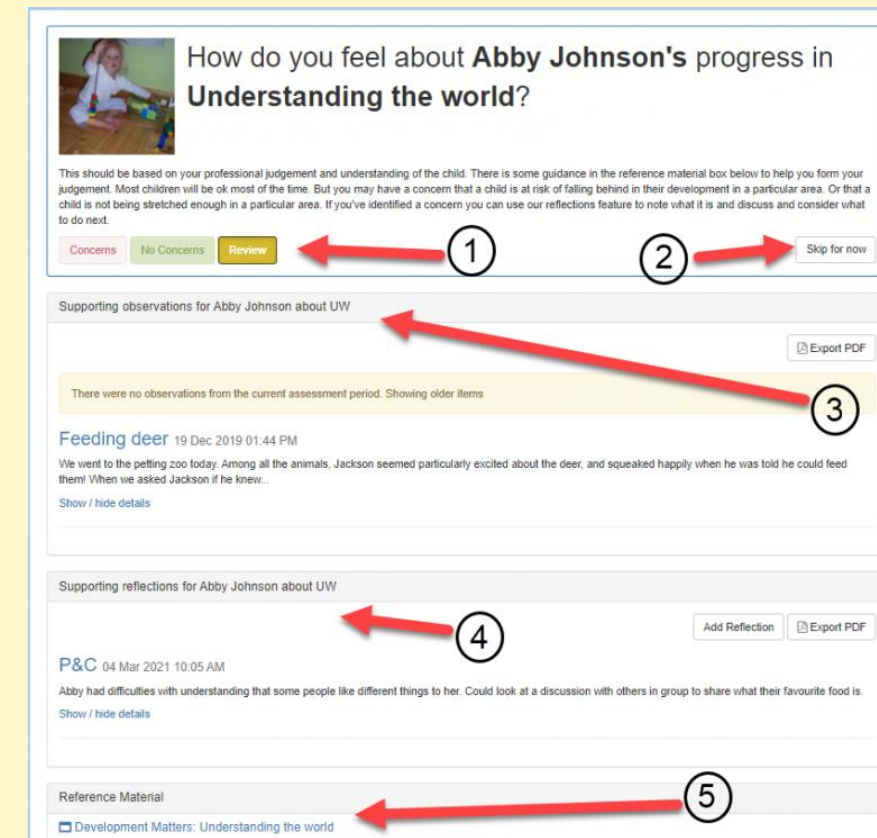
Without individual statement-based assessments, professional judgement is going to be crucial when it comes to summative assessments.

This monitoring area allows a teacher to decide if they have any concerns about a child.

The options available are 'Concerns', 'No Concerns' or 'Review' (1).

If you are not sure on which selection you should make at that time, you can either choose to skip that area (2) or use the information below this box to help you decide.

You will find supporting observations (3) which will show all observations that have been flagged in that area for that child. You will also find any Reflections (4) which have been added for that child and flagged in that selected area to refer to. Reference material will also appear at the bottom (5).



How do you feel about **Abby Johnson's** progress in **Understanding the world?**

This should be based on your professional judgement and understanding of the child. There is some guidance in the reference material box below to help you form your judgement. Most children will be ok most of the time. But you may have a concern that a child is at risk of falling behind in their development in a particular area. Or that a child is not being stretched enough in a particular area. If you've identified a concern you can use our reflections feature to note what it is and discuss and consider what to do next.

Concerns No Concerns Review Skip for now

Supporting observations for Abby Johnson about UW

There were no observations from the current assessment period. Showing older items

Feeding deer 19 Dec 2019 01:44 PM

We went to the petting zoo today. Among all the animals, Jackson seemed particularly excited about the deer, and squeaked happily when he was told he could feed them! When we asked Jackson if he knew...

Show / hide details

Supporting reflections for Abby Johnson about UW

P&C 04 Mar 2021 10:05 AM

Abby had difficulties with understanding that some people like different things to her. Could look at a discussion with others in group to share what their favourite food is.

Show / hide details

Reference Material

Development Matters: Understanding the world

Parental Engagement

Tapestry was originally created to enhance parental engagement and to share the moments of learning that take place in your settings.

There are now over 1,000,000 parents accessing their children's learning journals on Tapestry, and the best bit is that they can also share learning experiences from home, to help practitioners have a more complete understanding of the children in their care.

Over the last year, over 18,000 settings have benefitted from the enhanced communication opportunities that we provide. Our Activities and Memos features have also added to Tapestry's existing functionality to aid home learning.



Quality Over Quantity

One of the key reasons for the changes in assessment systems is to save practitioner's time. Any assessments that do take place should be for the benefit of the staff and children – not to satisfy Ofsted or the senior leadership team.

The new systems should allow you more time to engage and interact with the children, and allow you to use Tapestry to collate significant moments of learning rather than trying to satisfy an observation count. These changes should be embraced.