

USING TAPESTRY TO SUPPORT YOUR PROCESSES IN PREPARATION FOR OFSTED

Tapestry has traditionally been used to communicate effectively with families and monitor children's progress. However, it can also support high quality and child-centred processes for establishing or maintaining Outstanding provision. Ofsted will no longer ask to see 'evidence' of progress, but they will be very interested in the systems that are in place to effectively monitor and identify areas where adaptations or additional support is required. Tapestry allows you to tell the story of your input.

TEACHER/ROOM LEAD LEVEL

OBSERVE

Observation, whether formal or informal, is a vital tool for any educator regardless of the age or stage of the children in their workplace.

Observations help us to gain a better understanding of a child - the more an educator knows, the more they can tailor their teaching approach, and the environment in which learning takes place. An observation is only necessary if it will have a direct positive impact on the child.

Tapestry is an excellent resource for collating children's learning and achievements as well as receiving the input of families about significant moments from home. These can really help to paint the fullest possible picture of a child.



MONITOR

The observation process is only useful if we then reflect on what we have gathered about a child. What do our observations tell us about a child's learning and the progress they have made? How have we involved the wider team around the child (including the child themselves), and do we all agree on how well the child is accessing the provision?

Tapestry's Areas of Concern screen is a simple but effective opportunity to make judgments based on these questions. Teams can easily identify curriculum areas where tweaks are needed.



REFLECT

Once we have established areas that we feel aren't as effective as they could be, it is time for us to reflect and consider how we can adjust and tweak our provision. This might be by introducing alternative resources, or adding symbols to support understanding.

Tapestry's Reflections tool allows us to document our suggested actions, collaborate with team members and then revisit to review how effective our input has been.



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LEADERSHIP/MANAGER LEVEL

ESTABLISH SYSTEMS

Once your educators have the 'observe/monitor/reflect' cycles in place, it is important that there is a level of quality control and moderation. As well as frequent informal conversations, establish regular formal routines that delve deeper into the judgements made by your team. 'Progress meetings' are a sensible starting point.

Use Tapestry to monitor the judgements that educators have made on the Areas of Concern screen. In many circumstances, the observations that have been added to Tapestry will show the journey that a child has made in a particular area. Use the progress meeting to find out what learning has taken place for individual children in areas that you are most interested in. If there are instances where the provision is causing a level of concern, use these meetings as an opportunity to support the staff member to make improvements that will be impactful for them and the children.



ENSURE YOU HAVE AN OVERVIEW

After progress meetings have taken place, it is important that actions are agreed and time frames discussed. The most important elements of the conversations that require 'tracking' are the number of concerns in a given area. It is the role of a leader/manager to try to ensure that this number comes down over time. If high quality conversations are taking place about progress on a regular basis, then the likelihood is that appropriate steps are taken to ensure as many children as possible are progressing well. Regardless of assessment processes, the key to outstanding progress is outstanding provision. Ensure that you are devoting the majority of your time to promoting high quality teaching and learning, regularly adjusting provision to ensure that all children have the best possible chance of learning.

The Areas of Concern screen on Tapestry gives an excellent overview of concerns across curriculum areas and for particular cohorts. The most powerful aspect of this page is the opportunity to create Reflections - these are the key to monitoring your own input, regardless of your role in the setting or school. If a visitor would like to know how you ensure high quality progress, you can tell them all about the systems you have in place.