

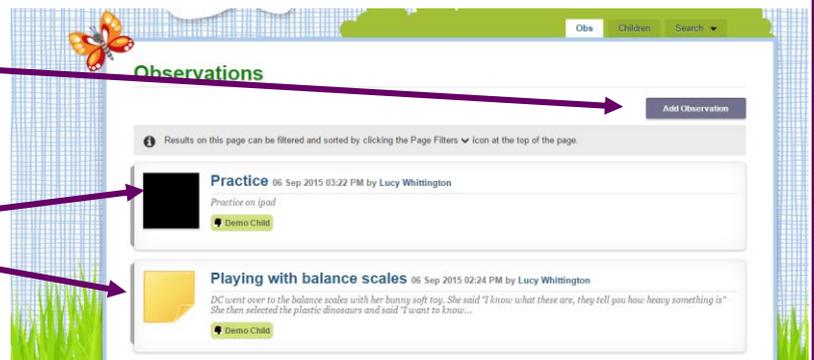
**Tapestry website:** <https://eylj.org/login/>

**Login Page** – enter your email address and password



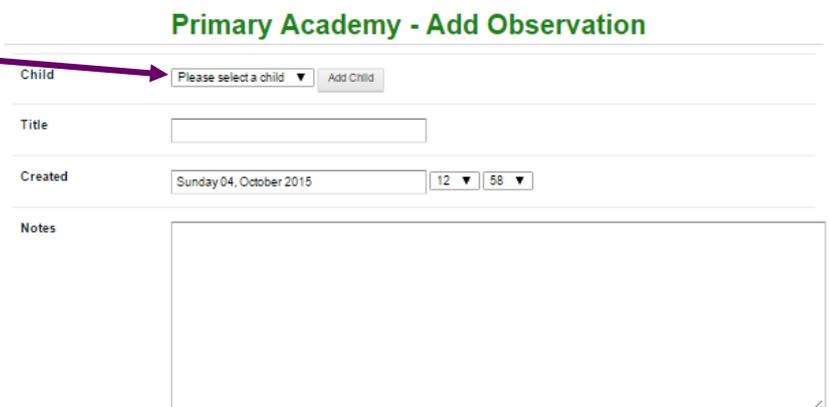
**Add observation** button. Press here if you want to add an observation from home.

Observations by academy staff.  
**Click on the title of the observations to read them in more detail.**

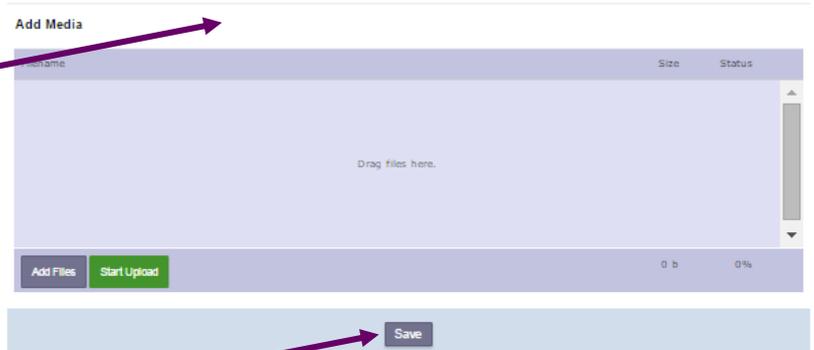


Once you have clicked **add observation**, you will arrive at this page.

Select your child from the drop down menu.  
Enter a title and observation notes for your observation (see details on this later).



Add photos or video (max 1min in length) using the **add files** button then click start **upload**.



Finally, save your observation by clicking **save**.

### Observations by Academy Staff

As an academy we use Tapestry as one of several forms of assessment. We observe and record key moments in your child's development.

This is a quick outline of how we do this for your information.

1. We use a code to indicate the level of support provided:  
I – Independent  
S – Supported  
QP – We provided a question prompt  
G – Group work
2. We then write a record of what we saw your child do.
3. We then quote the child accurately using the exact language that he/she used.
4. Sometimes we also note the progress or comment on the learning demonstrated.

### Observations by Parents

One of the fantastic features of Tapestry is that parents can also add observations/wow moments from home to your child's journal (**please see next page for key wow moments**). This is a great way of supporting us in assessing your child outside the school environment; it also provides us with opportunities to celebrate any achievements your child has made at home. Staff follow the guidelines above to ensure that the observations we make are purposeful and detailed, in a similar way we would appreciate it if you could follow the guidelines below.

1. Add a title to your observation to summarise your moment e.g. Feeding the ducks
2. When writing your observation keep it simple. Try and record what your child said in their exact words and then comment on why this is a wow moment e.g.  
***'X was excited to feed the ducks, she said "Look that duck is big than that duck". X is starting to point out the differences between different objects.'***  
***'X went to her cousin's birthday party, she spent lots of time bouncing on the trampoline without help and taught her cousin how to jump and turn around at the same time.'***
3. If you wish, then you can then add a photo or video to your observation (please keep videos to a maximum of 1 minute long).

### Commenting on observations by Academy staff

When you read the observations by academy staff there is an option for you to leave a reply. Perhaps your child has done something similar at home or is showing particular interest in the topic of the observation, if so we would love to hear about it. If we have written a next step then you can also reply to the observation telling us about how your child got on at home e.g. 'X loved talking about this painting at home and could tell us how she mixed the colours to make orange'.

### Remember:

- Any publishing of staff observations from Tapestry onto social media is strictly prohibited.
- Contact Mr Said if you are unsure about how to use any of the Tapestry features.
- Celebrate your child's development by sharing the learning journal with them at home; we are sure your child would love to talk about what they have been learning at school.

### Key Wow Moments

Please try to catch these moments using Tapestry. They provide us with an invaluable glimpse into what your child is like at home and also information for the areas of learning which are trickier to cover in school. The following statements are taken from the government Early Years Outcomes guide.

- **They can give their attention to what others say and respond appropriately, while engaged in another activity (eg. Listening to you and responding whilst drawing, playing etc).**
- **Understands humour, e.g. nonsense rhymes, jokes.**
- **Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.**
- **Is more outgoing towards unfamiliar people and more confident in new social situations.**
- **Can describe self in positive terms and talk about abilities.**
- **Eats a healthy range of foodstuffs and understands need for variety in food.**
- **Travels with confidence and skill around, under, over and through balancing and climbing equipment.**
- **They enjoy joining in with family customs and routines.**
- **They know about similarities and differences between themselves and others, and among families, communities and traditions (make a note of what they say).**
- **They talk about past and present events in their own lives and in the lives of family members (make a note of what they say).**
- **They look closely at similarities, differences, patterns and change (e.g in the Natural World)**
- **They recognise that a range of technology is used in places such as homes and schools.**
- **They select and use technology for particular purposes (Technology such as phones, remote controls, microwaves, dishwashers, computers, hoovers, iPads).**