



Appendix 1

Mapping and Assessing Personal Progress (MAPP) PILOT rationale/explanation 2014/15

This year, some pupils within the EYFS have been identified to be assessed using MAPP, alongside our EYFS Assessment. These pupils have very complex needs and will not necessarily make the kind of progress which can be quantified or demonstrated using our in-house EYFS assessment.

Although these pupils have made some progress, the nature of their needs means that it would be difficult to show progress, despite having a plethora of qualitative data showing some lateral development e.g. aspects of a target being expanded on, and experienced in different ways.

The purpose of MAPP is to provide a quantitative and graphic representation of this progress through structured observation using a common framework. This framework is the Continuum of Skill Development (CSD) which forms the assessment section of MAPP. ILP targets can either be taken from the MAPP assessment directly and developed to meet personal needs of a child, or be developed independently of MAPP, based on a child's needs. The Continuum of Skill Development (CSD) which makes up section 2 of MAPP, can then be used to evaluate progress.

This person-centred approach means that meaningful, achievable targets can be set and focussed on. These targets are often cross-curricular and will be addressed throughout all areas of learning and development.

The Early Years assessment will still be completed annually to inform data, however the MAPP data will be used to inform and supplement this assessment.