Spiralized Approach
Bruner, 1960

		Independence	Fluency	Maintenance	Generalisation	Lateral Progress
Secure *Cherry Garden*	**Functional**	The learner initiates the appropriate action and completes the task independently without prompts or other external cues.	The skill is smooth, swift and accurate. No further refinement is needed.	The skill is consolidated and maintained over time. It is remembered after a break, and any loss of quality is quickly recovered with practice.	The learner applies the skill to meet the demands of a new situation.	10 / 9
	Deepening	The learner performs the task with minimal support. Encouragement may be given, and prompting may be needed to initiate the relevant skill(s).	Performance is sufficiently accurate to meet the requirements of the task which is completed with little faltering or hesitation.	Performance of the skill is consistent and can be reliably anticipated. The skill needs refreshing after a break.	The skill is demonstrated in different settings or contexts, with different stimuli or materials and with different staff.	8 / 7 / 6
Developing *Cherry Garden*	**Developing**	Some elements of the task are completed without support (or the overall level of support is lighter, for example physical help is replaced by gestural help).	The learner's performance is increasingly purposeful and coordinated, but it is not yet sufficiently accurate to effectively accomplish the task.	The skill is demonstrated on repeated occasions. Performance is not yet sufficiently consistent to be reliably anticipated.	The skill is repeated but with some variation in setting, context, materials or staff.	5 / 4 / 3
	Emerging	The task is carefully scaffolded, and the learner is fully prompted throughout.	The skill is approximate, and the learner's behaviour needs considerable shaping in order to accomplish the task. Performance is slow and halting	The skill has been observed on a single occasion or, at most, on sporadic and isolated occasions.	The skill is demonstrated in a single setting or context, with limited stimuli or materials and with the same staff.	2
Emerging *Cherry Garden*	**Shallow**	The task is fully supported physically, verbally and gesturally	Learning outcomes are unconnected and thoughts have no organisation. The learner demonstrates limited engagement.	The skill has been observed on a single occasion	The skill is demonstrated in a simplified way with same staff all other stimuli are removed	1
	Not Met	The task has not been completed by the learner.	The learner has not engaged in this task	The skill has not been observed.	The skill has not been demonstrated by the learner.	