

St. Gerard's School & Support Services



Evidence For Learning Policy

Our School is a **Rights Respecting School** and Articles 2, 12, 19 and 28 of **The United Nations Convention on the Rights of the Child (UNCRC)** underpins this policy:

Every child has the right to:

- Be **protected from discrimination** (Article 2).
- **Express their views, feelings and wishes**, in a supported and accessible way, in matters affecting them, and to have these taken seriously (Article 12).
- Be **protected from all forms of physical or mental violence, injury, abuse, maltreatment or exploitation** (Article 19).
- **Education**, with appropriate support to enable them to achieve their full potential (Article 28).

Rationale

Evidence For Learning supports an inquiry-based approach to education and provision. It allows ALL stakeholders in a child and young person's learning and development to quickly & easily gather photographic and video evidence of their progress and development. This information can then be linked to an individual's personal learning goals as well as educational frameworks.

Observations can be annotated and tagged to reflect the school's basket of assessment indicators in an instant. Evidence for Learning supports various assessment frameworks and models – including evidencing and tracking progress towards individual learning intentions and targets related to the National Curriculum. What's more teachers can easily amend and add to these goals over time to respond to a learners' ongoing needs and development.

Evidence For Learning has the potential to transform how parents/carers, external stakeholders, and the student themselves are engaged and involved in the entire learning process and journey – a real multi-agency approach. Not only can photos, videos and notes be easily and securely shared by school, but parents/carers can capture and submit their own photos, videos, and notes to reflect the student's development and experiences at home and outside in the community: Invaluable collaboration and powerful at showing where learning and knowledge is beginning to be generalised.

Evidence For Learning will provide staff with detailed information regarding our pupils learning journey from they begin the school at three year old until they leave at 19 years old. It will highlight their progress and development during that time. More importantly it will highlight the successful teaching strategies, what activities motivate/engage individual pupils and the various levels of support they need to help them reach their potential.

Aims & Impact for Teaching & Learning:

- Create a rich, vivid, and comprehensive picture of what learning, well-being and progress look like for each of our learners.
- Demonstrate the impact and show clearly what learners can do as a result of our curriculum, pedagogy and support.
- Assess against ANY curriculum framework - Evidence, assess and track progress against individual targets related to PLPs using the school's own assessment model and schemes.
- Automatically link evidence, achievements, outcomes, and judgements.
- Tools for working with and assessing engagement.
- Gain deeper insights into learner needs and the effective pedagogy required to support them.
- Save time and be better informed for planning, assessment, and conversations about learning.
- Improved engagement, empowerment, and involvement of parents, families and carers in their child's learning and development.
- Support a Multi-Agency approach with rich, evidence-informed conversations.
- Nurture a culture of inquiry across the school.

- Generate and share data that better reflects the actual learning going on and progress being made by learners in the school.

Evidence & Data gathered are used to:

- Inform planning and appropriate pedagogies for each learner and where next to take the learning.
- Inform decisions about how best to develop, differentiate and personalise the school curriculum in response to the needs of your learners.
- Inform conversations about progression; support professional judgements and to help triangulate and moderate assessment.
- Identify need and provide personalised CPD to all staff.
- Clearly show the links between curriculum, pedagogy, and assessment.
- Educate and empower parents, carers and families as lifelong teachers and supporters of your learners.
- Gain insights into school effectiveness and quality of provision at whole-school, cohort and individual learner level.

Staff Guidance: Using Evidence for Learning to Record Pupil Progression Purpose

To support staff in effectively using the Evidence for Learning (EfL) app to document and celebrate pupil learning and development through multimedia evidence, while ensuring safeguarding, privacy, and educational relevance.

What is Evidence for Learning (EfL)?

EfL is a secure digital platform designed to:

Capture pupil learning through photos, videos, and written observations.

Align evidence with PLP targets, assessment frameworks and the NI Curriculum.

Share progress with families and multidisciplinary teams.

Foster meaningful home-school partnerships.

What Can Be Captured?

Staff can record:

Photos and videos of pupils engaging in learning activities.

Staff written reflections/comments.

Tagged learning outcomes linked to curriculum frameworks or Personal Learning Plan (PLP) targets.

Examples of Good Practice

A pupil independently preparing a snack, demonstrating life skills.

A small group participating in a sensory story, showing engagement and interaction.

A student using communication aids successfully during a classroom activity.

Best Practices for Recording:

- Don't be afraid of capturing baseline evidence of a pupil's starting point. This allows you to demonstrate just how much progression a pupil has made.
- Focus on learning moments, not just activities.
- Short video clips (30 – 60 seconds) are best as they put everything into context.
- Link evidence to PLP and/or other frameworks (Qskills, Equals, AFLs etc.)
- Ensure you include Tags when uploading evidence as it makes it easier for sharing good practice.
- Individual evidence is best depending on what the learning intention is. There will be occasions that it is necessary for a recording/photo of a whole class activity e.g. assess play or communication with others etc.

Sharing with Families

Use the Evidence For Learning Family App to share selected evidence.
Encourage families to contribute home learning evidence.

Training and Support

Staff will receive refreshers on using EFL throughout the year and additional 1 to 1 or small group session if requested.

Troubleshooting guides and video tutorials are available via
<https://resources.evidenceforlearning.net/>

Quick Reference Guide

Use this checklist to quickly ensure best practices when using the EFL app:

- Use school-approved devices for recording.
- Capture clear, purposeful photos/videos that show learning.
- Tag evidence to PLP targets, frameworks or NI curriculum outcomes.
- Do not record sensitive or inappropriate content.
- Share selected evidence with families via the EFL Family App.
- Encourage families to contribute home learning evidence.
- The same piece of evidence can be used for multiple learners, however individual evidence is better for creating personalise learning journeys.
- Contact Gavin for support if required.

Evidence For Learning at St Gerard's School

Curriculum Pathway	Assessment Framework	What should work evidence look like?
EQUALS Pathway	Equals – Pre formal and semi – formal. Subject Specific Assessment For Learning Functional Living Skills (AFLS) Q Skills	Includes photos, video clips, written commentary. Use of comment template. Comments describe the learning / level of support that has taken place. Comments personalised to each pupil. Frequency of evidence uploaded (at least 1 per pupil most weeks)
SUBJECT SPECIFIC Pathway	Subject Specific AFLS Q Skills WRIT,SWRT,SWSPT, NPT Salford Assessment Sandwell Assessment	Evidence for those classes accessing Assessment for Learning due to practical nature of the curriculum. As pupils move through the school the frequency of EfL logs may reduce to reflect the increase of more formal work tasks. Comments describe the activities and learning that has taken place. Comments may not always be personalised. Frequency of evidence uploaded (Book marking/examinations will be used to assess pupils where relevant, however EFL can be used for those more practical skills during the school day for example AFL).
ACCREDITATION Pathway	Formal qualifications, such as OCR, OCN, CCEA and AQA Entry Level, Ascentis Level 1 and GCSE Preparation for adult life – Assessment For Learning Functional Living Skills - AFLS Accreditation – Occupational Studies	Evidence for those classes accessing Assessment for Learning Functional Life Skills due to the practical nature of the curriculum. Includes photos, video clips, written commentary using template. Comments describe the activities and learning that has taken place. Comments may not always be personalised. Frequency of evidence uploaded (Book marking/examinations will be used to assess pupils where relevant, however EFL can be used for those more practical skills during the school day for example AFL).

