

## **Evidence for Learning (EfL)**

Evidence for Learning (EfL) is a digital platform designed to support the assessment and documentation of student progress, particularly in SEND settings. It enables educators to capture rich, multimedia evidence of learning in real-time, linking it directly to individual learning goals, curriculum frameworks, and EHCP outcomes.

### **How and Why EfL Is Used**

EfL is used to:

Record observations, photos, videos, and teacher comments during learning activities.

Tag evidence against curriculum areas, personalised learning intentions, and frameworks such as the OCR Life and Living Skills, Engagement Model, or Preparation for Adulthood.

Share progress with families and other professionals, fostering collaboration and transparency.

The platform is particularly valuable where progress may be non-linear, is highly individualised, and best captured through qualitative evidence rather than traditional data points.

### **How EfL Shows Progression**

EfL demonstrates progression by:

Creating a chronological portfolio of learning that highlights development over time.

Allowing educators to compare evidence across terms or years, identifying patterns, milestones, and areas for further support.

Supporting formative assessment through reflective practice and ongoing review of learning journeys.

### **Benefits of Using EfL**

**Personalisation:** Tailors learning to each student's needs and tracks progress in a meaningful way.

**Transparency:** Enhances communication with families and external agencies through shared evidence.

**Efficiency:** Reduces paperwork and centralises assessment data, making it easier to manage and analyse.

**Professional Development:** Encourages reflective teaching and collaborative planning among staff.

**Accountability:** Provides robust evidence for inspections, annual review

In our provision, all staff are accountable for the consistent and high-quality recording of student learning using Evidence for Learning (EfL). This responsibility is integral to ensuring that each student's progress is accurately documented, celebrated, and used to inform future planning.

### **Staff Accountability**

Every member of staff is expected to contribute to the evidence base for students they support, ensuring that observations are timely, relevant, and linked to individual learning intentions, EHCP outcomes, and curriculum frameworks.

Recording is monitored regularly to ensure coverage across subjects, students, and key developmental areas.

Staff are supported through training and feedback to develop confidence and consistency in using EfL effectively.

### **Quality of Recording**

High-quality evidence includes clear descriptions of learning, context, and impact, supported by photos, videos, or student voice where appropriate.

Evidence must be purposeful—demonstrating progress, engagement, or achievement—and tagged accurately to relevant frameworks (e.g. Engagement Model, OCR Life and Living Skills).

Reflective commentary is encouraged to deepen understanding of the student's journey and inform next steps.

### **Why This Matters**

Consistent and high-quality recording ensures that student progress is visible, measurable, and meaningful.

It supports robust assessment, planning, and reporting, including for EHCP reviews, annual reports, and external inspections.

It fosters a culture of professional accountability, reflective practice, and shared responsibility for student outcomes.

## Using MAPP: Mapping and Assessing Personal Progress

### What Is MAPP?

MAPP (Mapping and Assessing Personal Progress) is an assessment framework designed for learners with SEND (Special Educational Needs and Disabilities). It focuses on personalized progress in areas that are often not captured by traditional academic measures. MAPP is particularly useful for students working below national curriculum levels or those following highly individualized learning pathways.

### How It Works in Practice

Each learning intention is rated across these four dimensions using a scale (e.g. 1–10).

Ratings are based on observations, evidence, and professional judgement.

Over time, these ratings show depth of learning, not just surface achievement.

Staff set bespoke learning intentions based on EHCP outcomes, curriculum goals, or personal development needs.

### MAPP measures progress across four key dimensions of learning:

- Tracks incremental development over time.
- Highlights depth of learning, not just task completion.
- Supports reflective teaching and target review.
- Can be visualised in graphs or progress summaries.
- Prompting – How much adult support or prompting the learner needs to complete a task.
- Independence – The degree to which the learner can complete tasks without assistance.
- Fluency – How smoothly and confidently the learner performs the skill.
- Maintenance – The ability to retain and apply the skill over time.

Rating Scales: Staff assess progress using a scale (e.g. 1–10) across each dimension.

Evidence-Based: Observations and evidence ( via EfL) support judgements.

### Understanding MAPP Levels: The Four Dimensions of Progress

MAPP doesn't use traditional "levels" like mainstream assessment frameworks. Instead, it evaluates progress across four qualitative dimensions, helping staff understand how a student is progressing—not just if they completed a task.

#### **1** Independence

What it means: How independently the student can perform the skill or task.

Progress looks like: Moving from needing full support to completing the task with minimal or no assistance.

## 2 Fluency

What it means: How smoothly and confidently the student performs the skill.

Progress looks like: Increased speed, accuracy, or confidence in completing the task.

## 3 Maintenance

What it means: Whether the student can retain and repeat the skill over time.

Progress looks like: Consistent performance across days, weeks, or terms.

## 4 Generalisation

What it means: Whether the student can apply the skill in different contexts or settings.

Progress looks like: Using the skill with different people, in new environments, or during varied activities.

## Benefits of MAPP

Personalised: Tailored to each student's unique pathway.

Holistic: Goes beyond academic achievement to show functional and social progress.

Flexible: Works alongside other frameworks like the Engagement Model or OCR Life and Living Skills.

Empowering: Helps staff, families, and professionals understand and celebrate meaningful progress.

## How to Measure Progress

MAPP uses a qualitative and quantitative approach:

- Qualitative: Teachers record observations and evidence of progress in real contexts.
- Quantitative: Each dimension (Prompting, Independence, Fluency, Maintenance) is scored on a 1–5 scale, where:
  - 1 = No progress / full support needed
  - 10 = Fully independent / skill maintained and generalized

Scores are plotted over time to show progress visually, often using a progress profile chart

## **MAPP SCALE**

### **General Rating Scale (1–10)**

#### **1 – Minimal**

- No observable progress; requires full support.

#### **2 – Very Limited**

- Very basic attempts; highly dependent on guidance.

#### **3 – Emerging**

- Beginning to show understanding or skill with significant prompts.

#### **4 – Developing**

- Can complete very simple tasks with frequent support.

#### **5 – Basic Competence**

- Performs routine tasks with some assistance; inconsistent.

#### **6 – Moderate Competence**

- Handles familiar tasks independently; needs help for new challenges.

#### **7 – Good Competence**

- Works independently in most situations; occasional support needed.

#### **8 – Strong Competence**

- Consistently independent; adapts well to minor changes.

#### **9 – Advanced**

- Demonstrates high-level skill; can support others or lead.

#### **10 – Exceptional**

- Fully independent, adaptable, and innovative across all contexts.

## **Recording of Evidence**

### **Core Subjects:**

Recording over a term.

English (reading, writing, communication)

Maths

PSHE

Evidence is gathered regularly, but not necessarily every lesson.

- As a guideline for assessing progress against a single core learning goal:
- <5 pieces per term: Not secure
- 5–9 pieces per term: Becoming confident/secure
- 10+ pieces per term: Skill is likely secure

This is not a hard rule for every target, but a helpful benchmark for mid-term and end-of-term assessment and data analysis.

### **Non-Core Subjects:**

Non-core subjects require a minimum of 3 pieces over half a term at the beginning, middle and end.

PE/Sports and Leisure

Computing

Creativity

Vocational Skills

Community / Community trips

Life Skills

Vocational / Work Related Learning

**Phonics:** End of term assessments following baseline.