



Outcomes
First Group

Evidence for Learning Policy

Evidence for Learning (EFL) Policy

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1. Purpose

This policy sets out how the school uses the Evidence for Learning (EFL) digital platform to support high-quality teaching, learning, assessment, and safeguarding. The policy aligns with Ofsted’s Education Inspection Framework, the ISI Framework, the SEND Code of Practice (2015), and statutory safeguarding and data protection requirements.

EfL supports inclusive practice, particularly for pupils with Special Educational Needs and Disabilities (SEND), by making learning and progress visible over time, strengthening purposeful home–school communication, and informing personalised planning, assessment, and provision.

2. Scope

This policy applies to:

- all teaching and support staff.
- school leaders and governors.
- parents and carers with EFL access.
- all pupils whose learning is documented using EFL.

The policy should be read alongside the school's Safeguarding Policy, Data Protection (GDPR) Policy, Acceptable Use Policy, and Social Media Policy.

3. Aims and Principles

The school uses Evidence for Learning to:

- capture meaningful evidence of learning, progress, and engagement over time.
- demonstrate how pupils, including those with SEND, make progress from their starting points.
- inform assessment for learning and responsive teaching.
- support a coherent and ambitious curriculum, adapted where necessary to meet individual needs.
- strengthen communication and partnership with parents and carers.
- ensure safeguarding, privacy, and data protection are robust and effective.

EFL is used as a professional assessment, reflection, and communication tool. It is not a social media platform and is not used for performance comparison or public sharing.

4. Digital Learning Journal

EFL provides each pupil with a secure digital learning journal which:

- contains staff observations of learning, development, and engagement.
- links evidence to EHCP outcomes, assessment frameworks, targets and IEPs.
- builds a longitudinal picture of progress over time.
- is accessible only to authorised staff and the pupil's parents/carers.

All evidence uploaded must be relevant, purposeful, and linked to learning or progress.

5. Personalised Learning and Assessment

Evidence collected through EFL is used to:

- support high-quality formative assessment embedded in day-to-day teaching and learning.
- inform adaptive teaching and personalised next steps.
- demonstrate progress towards curriculum expectations and individual targets.
- evidence progress for pupils with SEND against IEP and EHCP outcomes.
- contribute to Annual Reviews, pupil progress meetings, and external accountability processes.

EfL supports an inquiry-based and reflective approach, enabling staff to evaluate how effectively teaching strategies support learning, particularly where progress is small-step, uneven, or non-linear.

Personal Learning Goals (PLGs) are used within Evidence for Learning to support robust, meaningful tracking of progress towards Education, Health and Care Plan (EHCP) outcomes.

PLGs:

- are derived directly from EHCP outcomes and broken down into small, achievable termly targets.
- reflect individual starting points, strengths, and barriers to learning.
- focus on functional, transferable skills as well as academic learning.

Within EfL, staff:

- link observations and evidence explicitly to relevant PLGs.
- use regular evidence capture to demonstrate progress over time.
- Where appropriate, annotate evidence to explain the level of support, strategies used, and degree of independence.
- review, assess and refine PLGs as part of a termly assess–plan–do–review cycle.

PLGs support:

- consistent and transparent EHCP monitoring.
- high-quality Annual Review evidence.
- professional dialogue between staff, families, and external professionals
- clear demonstration of progress for pupils whose learning does not follow age-related expectations

The use of PLGs within EfL ensures EHCP tracking is purposeful, evidence-based, and aligned with statutory SEND requirements.

6. Roles and Responsibilities

6.1 Staff Responsibilities

Staff are responsible for:

- uploading clear, factual and purposeful observations of pupils' learning.
- linking evidence to appropriate learning EHCP outcomes and targets and to curriculum objectives.
- ensuring language is descriptive rather than judgemental.
- using EfL to inform planning, adaptation and next steps.
- maintaining confidentiality and adhering to safeguarding and data protection requirements

6.2 Leadership Responsibilities

School / EFL leaders are responsible for:

- ensuring EFL is implemented consistently across the school.
- using EFL data to support moderation, deep dives and quality assurance.
- supporting staff training and professional development.
- monitoring compliance with safeguarding and data protection requirements.

7. Home–School Partnership

EFL supports a collaborative approach to learning by:

- creating a shared learning narrative between school and home.
- strengthening communication and mutual understanding of pupil progress.

This partnership approach is particularly important for pupils with SEND, where progress may be small-step, non-linear, or context-specific. Parents and carers are encouraged to engage with their child’s learning journal regularly. Parents and carers must not download, share, or post EFL content on social media or messaging platforms.

8. Safeguarding and Data Security

8.1 Data Protection

EFL is a secure, GDPR-compliant platform. Access is role-based and password protected. Only authorised users can view or upload evidence.

8.2 Use of Images and Media

Images and videos captured in school or on an off-site school activity must only be uploaded to EFL. Only school equipment must be used. The Evidence for Learning platform must not be used on personal devices and photos and videos captured only on school devices. School-captured media must not be shared on personal devices or social media. Any breach of this policy may result in immediate account suspension or deactivation.

8.3 Safeguarding

All use of EFL must align with the school’s safeguarding procedures. Any safeguarding concerns identified through EFL evidence must be reported in line with the Safeguarding Policy.

9. Acceptable Use and Social Media

EFL content is for educational and professional purposes only. It must not be:

- downloaded for personal use.
- shared via social media or messaging apps.
- used outside the context of learning, assessment, or communication with families.

Failure to comply may result in restricted access and further action in line with school policies.



10. Monitoring, Evaluation, and Review

The effectiveness and consistency of EFL use will be monitored through:

- leadership oversight and curriculum reviews.
- moderation of evidence and assessment decisions.
- SEND reviews, pupil progress meetings, and annual reviews.
- feedback from staff, parents, and carers.

This policy supports leaders in demonstrating intent, implementation, and impact, in line with national guidance expectations. The policy will be reviewed annually, or sooner in response to changes in legislation, inspection frameworks, or school practice.

Approved by: 

Date: 2/2/2026

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