

## Evidence for Learning at Green Lane School

Evidence for Learning is a safe and secure system that enables teachers to record student achievements, and to share achievements with parents and carers.



The learning journal records photos, videos, observations, and teacher comments in line with each individual's curriculum pathway. The journal helps us build up a record of each student's experiences during the current academic year and over their time at Green Lane School. Below is a description of how Evidence for Learning is used in each curriculum pathway.

<u>Curriculum Pathway</u>	<u>Curriculum Description</u>	<u>Assessment Framework</u>	<u>What should work evidence look like?</u>
Early Years	Pre-formal <ul style="list-style-type: none"> <li>• Communication and language</li> <li>• Personal, social and emotional development</li> <li>• Physical development</li> <li>• Literacy</li> <li>• Mathematics</li> <li>• Understanding the world</li> <li>• Expressive arts and design</li> </ul>	Early Steps	<ul style="list-style-type: none"> <li>• Includes photos, video clips, written commentary</li> <li>• Comments describe the learning that has taken place</li> <li>• Comments personalised to each pupil</li> <li>• Frequent evidence uploaded (at least 4 most weeks)</li> <li>• Some evidence will be observation based and some will be linked to the EYFS framework</li> </ul>
Engagement Learners	Semi-formal Topics linked with: <ul style="list-style-type: none"> <li>• English</li> <li>• Maths</li> <li>• Science</li> <li>• PSHE/SCERTS</li> <li>• Computing</li> <li>• Humanities</li> <li>• Art &amp; Design</li> <li>• Music</li> <li>• DT</li> <li>• Languages</li> <li>• PE</li> </ul>	Early Steps  Engagement Model  SCERTS	<ul style="list-style-type: none"> <li>• Includes photos, video clips, written commentary</li> <li>• Use of comment template</li> <li>• Comments describe the learning that has taken place</li> <li>• Comments personalised to each pupil</li> <li>• Frequent evidence uploaded (at least 3 most weeks)</li> </ul>

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Lower School	Semi-formal <ul style="list-style-type: none"> <li>• English</li> <li>• Maths</li> <li>• Science</li> <li>• PSHE</li> <li>• Computing</li> <li>• Humanities</li> <li>• Art &amp; Design</li> <li>• DT</li> <li>• Languages (KS2)</li> <li>• PE</li> <li>• Music</li> </ul>	Progression Steps	<ul style="list-style-type: none"> <li>• Includes photos, video clips, written commentary</li> <li>• Use of comment template</li> <li>• Comments describe the learning that has taken place</li> <li>• Comments personalised to each pupil</li> <li>• As pupils move from KS1 to Lower KS2 to Upper KS2 the frequency of EfL logs will reduce to reflect the increase of more formal work tasks</li> </ul>
Discrete Autism Provision	Pre-formal: EYFS Semi-formal: Topics linked with: <ul style="list-style-type: none"> <li>• English</li> <li>• Maths</li> <li>• Science</li> <li>• SCERTS</li> <li>• Computing</li> <li>• Humanities</li> <li>• Art &amp; Design</li> <li>• Music</li> <li>• DT</li> <li>• Languages</li> <li>• PE</li> <li>• Careers</li> <li>• ASDAN Personal Progress</li> </ul>	Early Steps  Progression Steps  SCERTS  Accreditation Outcome Criteria (Year 10/11 pupils)	<ul style="list-style-type: none"> <li>• Includes photos, video clips, written commentary</li> <li>• Use of comment template</li> <li>• Comments describe the learning that has taken place</li> <li>• Comments personalised to each pupil</li> <li>• Frequent evidence uploaded (at least 4 most weeks)</li> <li>• Some EYFS evidence will be observation based and some will be linked to the EYFS framework</li> <li>• Evidence of SCERTS linked to SCERTS framework</li> <li>• Evidence may be used for accreditation</li> <li>• Evidence that is to be used for accreditation may include unit/module/learning outcome details</li> </ul>

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<u>Curriculum Pathway</u>	<u>Curriculum Description</u>	<u>Assessment Framework</u>	<u>What should work evidence look like?</u>
Key Stage 3	Semi-formal/ Formal <ul style="list-style-type: none"> <li>• English</li> <li>• Maths</li> <li>• Science</li> <li>• PSHE (inc RSHE)</li> <li>• Computing</li> <li>• Humanities</li> <li>• Art &amp; Design</li> <li>• Music</li> <li>• DT</li> <li>• FT</li> <li>• Languages</li> <li>• PE</li> <li>• Careers</li> </ul>	Progression Steps	Semi-formal curriculum: <ul style="list-style-type: none"> <li>• Includes photos, video clips, written commentary using template</li> <li>• Comments describe the learning that has taken place</li> <li>• Comments personalised to each pupil</li> <li>• Frequent evidence uploaded (at least 2 most weeks)</li> </ul> Formal curriculum: <ul style="list-style-type: none"> <li>• Includes photos, video clips, written commentary using template</li> <li>• Photos for core subjects include photos of pupil bookwork</li> <li>• Comments describe the activities and learning that has taken place</li> <li>• Comments are not always personalised</li> <li>• No set number added each week</li> </ul>
Key Stage 4	Formal <ul style="list-style-type: none"> <li>• English - Entry Level 1/2/3</li> <li>• Maths - Entry Level 1/2/3, Level 1</li> <li>• ASDAN - Prep for Adulthood Maths</li> <li>• ICT Functional Skills - Entry Level 1/2/3</li> <li>• Short course Science/PE/Food tech</li> <li>• ASDAN Personal progress - Entry Level 1</li> <li>• ASDAN life skills - Bronze, Silver and Gold Award</li> <li>• ASDAN PSD - Entry Level 1/2/3</li> <li>• Cope - Level 1</li> <li>• AQA Art Awards</li> <li>• Employability</li> </ul>	Progression Steps  Accreditation Outcome Criteria	<ul style="list-style-type: none"> <li>• More evidence for those classes accessing Personal Progress due to practical nature of the curriculum</li> <li>• Includes photos, video clips, written commentary using template</li> <li>• Photos for core subjects include photos of pupil bookwork</li> <li>• Comments describe the activities and learning that has taken place</li> <li>• Comments are not always personalised</li> <li>• Evidence that is to be used for accreditation to be personalised</li> <li>• Evidence that is to be used for accreditation may include unit/module/learning outcome details</li> <li>• No set number added each week</li> </ul>