



Evidence for Learning (EfL) –Annotation Guide

1 Purpose:

To ensure all observations are consistent, meaningful, and show clear progress against learning outcomes.



2. Golden Rules

- ✓ **Link to a Specific Learning Outcome**
Each entry must relate directly to a measurable EHCP-linked target.
- ✓ **Use Clear, Professional Language** (Describe *what the learner did*, not vague judgements. e.g. *"The learner independently used a full sentence to request help"* rather than *"Good communication."*)
- ✓ **Include Context and Task** (State where, when, and what the learner was doing).
- ✓ **Note Support Level** (Identify how much and what kind of support was provided (e.g. verbal prompts, visual aids).
- ✓ **Record Learner Response** (Describe how the learner responded to the support or feedback).
- ✓ **Demonstrate Progress** (Highlight improvement or steps towards the learning outcome)
- ✓ **Avoid Assumptions** (Only record observable behaviour — what was seen or heard).
- ✓ **Be Positive and Personalised** (Focus on strengths, individuality, and growth).
- ✓ **Next Steps** must always be discussed and agreed with the teacher.

3. What to include

Section	What to Include
Context/Task	When, where, and what the learner was doing.
Observation	What the learner said or did – factual and specific
Support Level	Level/type of support given.
Next Step	Action or focus for continued progress. Next steps must always be discussed and agreed with the teacher.
Signed By	Name of staff writing evidence and role.

4. Examples:

1. **Comment Template for the following pathways:**

- ✓ **Foundations for Life**
- ✓ **Learning for Life**
- ✓ **Options for Life**



Examples:

LO: Maya to independently follow a visual recipe to prepare a simple snack, demonstrating safe use of equipment and good hygiene.

Context/Task:

During a cooking session, Maya joined in a simple snack preparation activity, making buttered toast.

Observation:

Maya followed a visual recipe sequence to make toast. She independently collected the ingredients and safely used the toaster under close supervision. She required minimal verbal prompts to spread the butter evenly and tidy her workspace. Maya demonstrated good awareness of hygiene by washing her hands before and after the activity.

Support Level:

Maya needed verbal prompts and visual aids to support sequencing and ensure safety throughout the activity.

Next Step:

Next session to focus on extending independence by preparing a drink to accompany the snack and clearing materials with reduced prompting. Introduce a self-assessment checklist to reinforce sequencing.

Signed By:

LO: Ethan to identify and use appropriate sensory activities to support self-regulation and maintain focus for learning.

Context/Task:

Ethan joined in a sensory circuit at the start of the morning to support alertness and readiness for learning. Activities included bouncing on a therapy ball and deep-pressure input using weighted cushions.

Observation:

Ethan engaged positively with the circuit and independently requested his preferred activities using his communication board. He maintained regulation throughout the session and transitioned calmly to classroom learning afterwards. Staff noted improved concentration during the following literacy session.

Support Level:

Ethan needed minimal adult supervision and occasional verbal check-ins for transitions between activities.

Next Step:

Encourage Ethan to self-initiate sensory regulation breaks as needed during the day and record frequency using his daily planner. Gradually extend time between structured sensory breaks.

Signed By:

2. **Comment Template for**

- ✓ **all pathways for whole school events/assemblies etc not linked to PLGs.**

Example:

Event/Activity: Careers Day

Intent (What was the purpose of the event): To raise pupils' awareness of employment pathways and develop confidence and independence when engaging with visitors and real-world job contexts.

Implementation (What happened during the activity? How was it delivered?):

Delivered through interactive employer stands, workshops, and college talks. Pupils rotated in small groups with staff support. Activities were differentiated using visuals, simplified resources, and communication aids to ensure accessibility for all learners.

Impact (How did pupils engage? What were the outcomes for the pupils?):

Pupils engaged positively, asked questions, and linked activities to personal interests. Increased confidence observed when communicating with visitors.

Next Steps:

Plan follow-up vocational activities and workplace visits linked to pupil interests. Embed careers-related vocabulary into future sessions.

Signed By:

3. Comment Template for

✓ **Engagement for Life (PMLD) Pathway**

✓ **Examples:**

Staff Writing Evidence:

Staff Working with Learner:

Environment: e.g. Quiet classroom space with dimmed lighting, calming rainforest soundscape, and focused sensory resources on a tactile tray.

Stimuli: Feathers, leaves, water spray, and recorded animal sounds. Vibrating sound tube and gentle lighting changes to simulate rainfall.

5 Lenses

Exploration: Learner reached out towards the vibrating sound tube when placed nearby, exploring it through touch and brief visual tracking.

Realisation: After several turns, learner began to anticipate vibration by pausing movement and widening eyes before touching the object again.

Anticipation: When the soundscape restarted, learner turned head towards the direction of the speaker before the sound played, indicating awareness of sequence and familiarity.

Persistence: Learner maintained attention and physical contact with the sound tube for over 30 seconds, despite other environmental stimuli.

Initiation: Learner independently vocalised softly and moved hand towards the tray area when music began, suggesting desire to engage again.

Other Factors: Learner remained calm and alert. Lighting and sound supported engagement. Initial startle at vibration quickly settled as familiarity increased.

Next Steps: Repeat the sensory sequence to strengthen anticipation and recognition of familiar patterns, gradually encouraging the learner to initiate interaction with preferred stimuli.

Staff Writing Evidence:

Staff Working with Learner:

Environment:

e.g. Calm sensory room with low lighting, soft harp music, and supportive positioning on a wedge for comfort and access.

Stimuli: Coloured light projector, textured fabrics (silk scarf, pompom), lavender scent, and vibration pad under hands.

5 Lenses

Exploration: Learner moved fingers to explore the textured scarf and vibration pad.

Realisation: Opened eyes wider and paused movement when vibration began, showing awareness of cause and effect.

Anticipation: Turned head slightly towards source before vibration started, indicating awareness of routine.

Persistence: Maintained hand contact with vibration pad for 20 seconds, remaining engaged despite background noise.

Initiation: Lifted hand towards pompom when moved away, showing intent to re-engage.

Other Factors: Learner remained alert and calm; occasional soft vocalisations indicated enjoyment.

Next Steps: Offer choice between two tactile objects to build independence and observe for consistent preference.

6. EfL Tags

Non-Negotiables

Every EfL (Evidence for Learning) entry must be tagged with the appropriate **EHCP Area of Learning (AoL)** and **School Value**. If it relates to a whole-school event not linked to a **Personal Learning Goal (PLG)**, staff should use the **Whole School Events** template instead alongside relevant values.

Examples of Tagging

- *Pupil uses a symbol to request help* → **AoL:** Communication and Interaction; **School Value:** Communication.
- *Pupil waits their turn* → **AoL:** Social and Emotional; **School Value:** Collaboration.
- *Pupil completes a hygiene routine with less prompting* → **AoL:** Self-Care and Independence; **School Value:** Independence.

Additional Tags

Alongside school values, please apply any other relevant tags to give a full picture of coverage and progression (**e.g. PLG + School Value + SMSC + British Values**). Accurate tagging allows for meaningful review and analysis.