



Outcomes
First Group

Assessment and Feedback Policy

3Dimensions 

"Feedback That Drives Learning, Engagement and Progress"

1. Aims and Purpose

The purpose of this policy is to establish a clear, consistent, and coherent approach to assessment, recording, and reporting at 3 Dimensions School. It ensures that all pupils' progress is tracked, celebrated, and shared in a way that is meaningful, manageable, and motivating. The policy outlines expectations for staff, pupils, and stakeholders, ensuring everyone understands how progress is measured, supported, and communicated.

The key aims are to:

1. **Measure Progress Effectively:** Track pupil progress holistically, capturing cognitive, sensory, social, and emotional development.
2. **Support Personalised Learning:** Tailor assessment to each pupil's pathway approach with personalised goals that drive progress.
3. **Promote Independence and Reflection:** Enable pupils to reflect on their learning, develop independence, and engage in setting their next steps.
4. **Ensure Statutory Compliance:** Meet all statutory obligations for assessment.
5. **Foster Accountability and Transparency:** Ensure that assessment is transparent and shared with pupils, parents, teachers, and stakeholders, including Local Authorities.
6. **Reduce Teacher Workload:** Ensure that assessment is purposeful, manageable, and meaningful. Evidence is collected using Evidence for Learning (EFL) and efficient feedback practices that avoid unnecessary marking.
7. **Celebrate Pupil Achievement:** Recognise and celebrate pupil progress, no matter how small. Progress is highlighted for all pupils, especially those working below age-related expectations.

This policy provides a clear system for assessment, recording, and reporting that supports pupils, staff, and stakeholders. It ensures that every pupil's progress is tracked meaningfully, shared transparently, and celebrated widely.

2. Introduction

At 3 Dimensions School, every pupil's learning journey is unique, and our approach to assessment reflects this. Our processes for assessing, recording, and reporting progress are designed to be purposeful, manageable, and impactful, ensuring every pupil is supported to achieve their full potential.

Our curriculum includes a **semi-formal model and formal model**, designed to be inclusive, developmental, and responsive to the individual needs of each learner. Pupils access this curriculum through one of four **pathway approaches**, depending on their stage of learning, developmental profile, and readiness for subject-specific study:

Foundation Pathway Approach: for sensory and engagement-focused learners who access learning through experiential, interaction-based, and multi-sensory opportunities often taking place outside of a classroom setting, one to one or in small groups.

- **Foundation Plus Pathway Approach:** for pupils developing early conceptual understanding through play-based, practical, and thematic experiences that bridge towards subject knowledge and includes some subject specific approaches especially in English and Maths.
- **Options Pathway Approach:** for pupils who are ready to apply and extend learning through a more formalised, subject-specific approach, while often maintaining a practical and hands-on ethos. Functional skills, ASDAN and art awards form part of the curriculum.
- **Skills Pathway Approach:** for pupils who are preparing for their next steps after 3 Dimensions. Careers, work experience, finance, PSHE and individual qualifications are the focus alongside the continued life skills taught and support with college/work placement visits.

Full details of each pathway approach, including curriculum content and assessment methods, are outlined in **Appendix A: Pathways and Assessment Methods**.

These pathways offer personalised learning experiences that address pupils' strengths, needs, and individual starting points. Assessment plays a critical role in tracking progress, identifying barriers, and guiding next steps. Our approach to assessment ensures that, teaching is responsive where assessment outcomes inform daily teaching and learning decisions. Progress is celebrated, small steps and milestones are recognised, supporting confidence and motivation. Furthermore, barriers to learning are reduced. Early identification of gaps in learning ensures timely intervention and support. Full details of the pathways, including curriculum content and assessment methods, are outlined in **Appendix A: Pathways and Assessment Methods**.

Our assessment approach is informed by statutory guidance and best practice from:

- The Department for Education (DfE) — Including Pre-Key Stage Standards and the Engagement Model.
- The Education Endowment Foundation (EEF) — Research on assessment, marking, and feedback.
- The Rochford Review — Recommendations for assessing pupils working below the level of the National Curriculum.

This policy outlines the methods used to assess, record, and report progress at 3 Dimensions School. It aims to ensure

that every pupil is provided with the right support and that all stakeholders; pupils, parents, staff, and external agencies, have a clear understanding of progress. By embedding a clear and consistent approach, we ensure that assessment drives high-quality teaching, identifies next steps, and allows every pupil to achieve their potential.

3. Links to the Curriculum Policy

3 Dimensions School is committed to offering pupils access to the National Curriculum wherever it is appropriate and in line with their needs. While independent schools are not required to follow the full National Curriculum, we believe that offering this content, adapted and differentiated as needed, ensures our pupils receive a high-quality education that prepares them for life beyond school. Our commitment to inclusion means that learning pathways are flexible and responsive, at times this means adapting outcomes of the National Curriculum. Key challenges we face when ensuring that pupils are placed in the most appropriate pathway include:

1. **Missed Learning:** Some pupils have missed significant amounts of formal education, requiring a bespoke curriculum that fills key gaps in learning.
2. **Grouping by Need:** Pupils are often grouped according to need rather than age. This means pupils may follow a personalised curriculum plan that draws on elements from multiple year groups.
3. Sometimes our young people start to “flat line” on the national curriculum, even with specialist input; this is reviewed, and we analyse the young person’s progress as a multidisciplinary team to decide the next steps for the young people.

To overcome these challenges, we ensure pupils can access elements from more than one year’s plan if it better suits their needs. Grouping decisions are based on individual need rather than chronological age. Placements are reviewed regularly to ensure pupils remain in the most appropriate group. See **Appendix A: Pathways and Assessment Methods** for further information on pathway groupings.

4. Assessment, recording and Reporting

At 3 Dimensions School, our approach to assessment, recording, and reporting ensures that every pupil's progress is visible, celebrated, and supported. By using, the Engagement Model, and Evidence for Learning (EFL), STAR assessments and detailed subject progression maps we create an inclusive, transparent, and multi-dimensional process that drives pupil progress and personal development.

Our assessment approach is tailored to meet the diverse needs of pupils across our four learning pathway approaches (Foundation, Foundation Plus, Options and Skills) and is designed to track both academic and holistic progress. By combining qualitative and quantitative data, we ensure that learning is personalised, accessible, and ambitious for every child.

To support this process, 3 Dimensions School utilises key assessment tools:

- **Evidence for Learning (EFL):**
A secure digital platform used to record evidence of progress, including photos, videos, and observation notes linked directly to Branch Trackers, Personalised Learning Goals (PLGs), and statutory or qualification frameworks where appropriate.

When uploading evidence to EFL, staff must:

- **Tag** the relevant frameworks (e.g., Branch Tracker, PLG, Engagement Indicators).
- **Apply RAG ratings** (Emerging / Developing / Secure) to indicate current attainment.
- **Include WWW (What Went Well)** and **NS (Next Steps)** feedback where appropriate.
- **Link** to subject specific, qualification or our vocation strands when applicable.

This ensures every piece of evidence contributes to a coherent picture of the pupil's learning journey, allowing progress to be monitored both within and across subjects and PLGs.

A full list of tools used at 3 Dimensions School is outlined in **Appendix B: Assessment Tools and Evidence Collection**.

When pupils join 3 Dimensions School, a baseline assessment is conducted within the first term. The process includes reading comprehension, spelling, and occupational therapy assessments. For a comprehensive view of the baseline process, refer to **Appendix C: Baseline Assessments and Tools**.

Our progress tracking process uses the RAG (Red, Amber, Green) system. Each stage of progress is clearly defined and linked to evidence captured in EFL. For details on how RAG is applied, see **Appendix D: Progress Tracking and RAG System**.

At 3 Dimensions School, pupils experience ongoing formative, summative, and diagnostic assessments. This comprehensive approach enables a holistic understanding of each child's strengths, areas for development, and next learning steps. Assessments are informed by statutory guidance, EEF principles, and internal school frameworks. **See Appendix B: Assessment Tools and Evidence Collection**.

To ensure consistency and clarity in our assessment practices, we have established a set of key assessment principles applicable across all pathways.

Area	Practice	Outcome
Tracking	RAG System (Emerging, Developing, Secure)	Small-step progress tracking for personalised learning.
Multi-Disciplinary Approach	Collaboration with teachers, therapists, and parents	Holistic review of progress, supporting timely interventions.
Tools	Evidence for Learning (EFL)	Tracks progress digitally and collects evidence of learning.

Area	Practice	Outcome
Responsive Support	Early intervention if pupils "flatline" in progress	Ensures pupils are not left behind; early interventions introduced.
Inclusion	Curriculum adapts to meet the needs of pupils	Personalised, accessible, and ambitious learning journeys.

5. Assessment for Personalised Learning Goals (PLGs)

At 3 Dimensions School, progress toward Personalised Learning Goals (PLGs) is tracked and recorded using the Evidence for Learning (EFL) platform. PLGs are developed from Education, Health, and Care Plan (EHCP) outcomes, ensuring that each pupil's unique strengths, needs, and aspirations are at the heart of their learning journey.

How PLGs are Assessed:

- **Ongoing and Dynamic:** Assessment for PLGs is continuous and responsive, with adjustments made as pupils progress or encounter new challenges.
- **Tracking and Evidence Collection:** Staff record progress on EFL using the RAG system (Red, Amber, Green), capturing annotated evidence such as photos, videos, and written observations.

- **Review and Use of PLG Progress Data:** PLG progress is reviewed termly to inform next steps and shape future learning intentions. Progress is also shared as part of the Annual EHCP Review, ensuring parents, carers, and multi-agency teams have a clear view of each pupil's development.

For further details on tracking PLGs, see **Appendix D: Progress Tracking and RAG System**.

6. Feedback and Marking

Marking and feedback are integral to the teaching and learning process at 3 Dimensions School. Feedback is timely, specific, and actionable, empowering pupils to reflect on their learning and work toward achievable next steps. Feedback is provided in a variety of ways, depending on the pupil's needs. When used effectively, they empower pupils to become better learners by:

- Providing a clear understanding of their achievements.
- Identifying specific areas for development.
- Suggesting actionable strategies for improvement.

A consistent approach across the school ensures that marking and feedback are meaningful, manageable, and accessible to all pupils. Feedback is designed to reinforce ownership of the learning journey, encouraging pupils to engage with and respond to guidance wherever possible.

For all students, the following principles apply:

- **Verbal Feedback First:** Feedback is primarily verbal, delivered during or immediately after a task, to provide pupils with timely and actionable guidance.
- **EFL Documentation:** Evidence of progress, including photos, videos, and observations, is recorded on EFL with clear RAG ratings and brief comments.
- **Consistent Structure:** Feedback always includes:
 - **What Went Well (WWW):** Highlighting successes and achievements.
 - **Next Steps (NS):** Providing actionable guidance for improvement or extension.
- **Reflection Opportunities:** Pupils are encouraged to reflect on their progress through tools such as traffic lights, self-assessment, or amending work to demonstrate reflection and growth.
- **Adaptations:** Feedback varies according to the needs of each student, ensuring it is developmentally appropriate and aligned with curriculum goals.

In line with DfE guidance on reducing workload, feedback practices are designed to be manageable and efficient, ensuring that written feedback is at the teacher's discretion and used only when it adds value to the pupil's learning or serves as evidence for EFL assessments. Teachers use their professional judgment to determine when written feedback is necessary and when verbal feedback will suffice. Written feedback should only be recorded on tangible work, when necessary, either for supporting understanding or documenting progress.

Feedback is provided as close to the task as possible, enabling immediate application and reinforcement of learning. The process is informed by research from the Education Endowment Foundation (EEF), DfE guidance, and cognitive science on learning and retention to ensure it is effective in promoting pupil progress. This approach balances workload with the need for detailed and responsive feedback that drives pupil learning and progress across all pathways.

Feedback follows three distinct stages:

- **Immediate Feedback:** Given during the task to provide instant guidance and corrections.
- **Responsive Feedback:** Given shortly after the task to address gaps or misconceptions.
- **Summary Feedback:** Given at the start of the next lesson to review key points or highlight learning gaps.

For a detailed description of these stages and practical examples, see **Appendix E: Progress Tracking and Reporting Practices**.

Pupils are also encouraged to reflect on their own progress and learning. The RAG Progress System is a key feature of feedback at 3 Dimensions School. It is used to track pupil progress, give teachers an at-a-glance view of performance, and offer clear next steps. Pupils use this system to rate their own confidence or understanding and reflect on their progress as part of self-assessment. For a breakdown of progress level, what this look like and actions to take see **Appendix D: Progress Tracking and RAG System**.

7. Reporting to Parents and Stakeholders

At 3 Dimensions School, we maintain clear, timely, and accessible communication with parents, carers, and key stakeholders. Our approach ensures that everyone involved in a pupil's education has a shared understanding of their progress and development.

We have a three-tiered approach to reporting: daily updates, termly reports, and annual reviews. See **Appendix E: Progress Tracking and Reporting Practices** for a breakdown of our approach to reporting, including key timelines and stakeholder engagement.

This structured approach ensures parents and stakeholders remain actively informed of each pupil's holistic development and next steps.

8. Key Roles and Responsibilities

At 3 Dimensions School, a collaborative approach is taken to ensure the effective implementation of assessment, recording, and reporting. Each role plays a vital part in driving pupil progress, maintaining high standards, and ensuring compliance with statutory requirements. The roles and responsibilities are as follows:

a) Headteacher/Deputy Headteacher responsibilities (click to expand)

- Lead policy, strategic planning, and curriculum design.
- Oversee the implementation of assessment, monitoring, recording, and reporting policies.
- Ensure statutory compliance with assessment requirements, including the Engagement Model and EHCP reviews.
- Monitor the effectiveness of moderation, quality assurance, and whole-school assessment.
- Support the professional development of staff to maintain high standards of assessment and reporting.

b) SLT (Senior Leadership Team) Responsibilities

- Conduct learning walks to monitor teaching, learning, and assessment practices.
- Lead moderation of assessment judgments across school.
- Oversee and track whole-school data on pupil progress and attainment.
- Provide support and guidance to teachers and subject leaders on assessment best practices.
- Ensure consistency and quality of evidence collected via EFL (Evidence for Learning).
- Oversee and track EHCP outcomes for all pupils, ensuring targets are clear, measurable, and achievable.
- Collaborate with therapists, parents, and external agencies to support pupils' learning and well-being.
- Ensure EHCP targets are integrated into daily teaching and learning.
- Provide support and guidance to teachers and TAs on supporting pupils with SEND.
- Ensure compliance with SEND Code of Practice and statutory guidance for EHCP reviews.

c) Subject Leaders Responsibilities

- Lead subject-specific assessment, ensuring accurate tracking of progress in line with curriculum objectives.
- Monitor and evaluate teaching, learning, and assessment practices within their subject area.
- Ensure subject-related assessment strategies are aligned with the school's overall approach to assessment.
- Lead moderation meetings and support teachers to ensure consistency in evidence judgments.
- Support and develop staff understanding of subject-specific assessment, including training and CPD.

d) Class Teachers Responsibilities

- Carry out daily formative assessment to track progress, inform teaching, and plan next steps.
- Use EFL (Evidence for Learning) to upload evidence, track RAG ratings, and support moderation.
- Plan and deliver lessons that support the achievement of EHCP outcomes and curriculum goals.
- Set and review personalised learning targets for each pupil, ensuring that they are challenging and achievable.
- Compile and contribute to termly reports, end-of-term reviews, and EHCP annual reviews.
- Lead termly progress review meetings to evaluate pupil progress and agree on next steps.

e) Tutor and Teaching Assistant (TAs) Responsibilities

- Support pupil learning during lessons, assisting with engagement, participation, and task completion.
- Use EFL to support the collection of evidence (photos, videos, observation notes) for pupil progress.
- Provide feedback to pupils during learning activities, supporting self-reflection and growth.
- Follow teacher direction to support pupils' achievement of EHCP outcomes and curriculum goals.
- Observe and record evidence of pupils' learning, which contributes to termly reviews and EHCP annual reviews.

9. Moderation and Quality Assurance

At 3 Dimensions School, moderation and quality assurance are essential to ensure that assessment judgments are accurate, consistent, and aligned with the school's policy. Internal moderation takes place each term, with external moderation conducted in partnership with other schools where applicable. SLT conduct learning walks to monitor and support staff in ensuring that assessment practices remain robust, fair, and evidence based.

Key Activities Include:

- **Internal Moderation:** Teachers review assessment judgments collaboratively to ensure consistency.
- **External Moderation:** SLT facilitates moderation with partner schools to benchmark and validate standards.
- **Learning Walks:** SLT observes teaching, learning, and assessment in action, providing support and feedback to staff.

Moderation ensures that all teachers are making consistent judgments about pupil progress. **See Appendix E: Progress Tracking and Reporting Practices** for further detail on the moderation cycle and staff roles in quality assurance.

10. Monitoring and Evaluation

At 3 Dimensions School, a robust system of monitoring and evaluation ensures that assessment, recording, and reporting remain consistent, transparent, and impactful. Our approach prioritises clarity, efficiency, and workload balance for staff.

Key Practices:

- **Termly Review:** Feedback practices are reviewed termly to ensure alignment with this policy and to maintain consistency across all pathways.
- **Workload Awareness:** Marking and feedback processes are regularly reviewed to ensure they remain purposeful, manageable, and effective.
- **Ongoing Monitoring:** A half-termly cycle is in place to review key areas of assessment and reporting.

Monitoring Activities:

- **Lesson Observations:** Regular learning walks and lesson observations to ensure assessment and feedback practices align with school policy.
- **Evidence for Learning (EFL) Checks:** Review of levelled and marked work uploaded on EFL, ensuring quality, accuracy, and consistency.
- **Termly Subject Reviews:** End-of-term subject reports and assessment data are checked and verified by teachers and senior leaders (Deputy Headteacher or Subject Leads).

For a full description of the monitoring cycle and staff responsibilities, see **Appendix E: Progress Tracking and Reporting Practices**. This approach ensures a consistent and transparent system for tracking pupil progress, supporting teacher workload, and driving continuous improvement.

- Appendix A: Pathways and Assessment Methods
- Appendix B: Assessment Tools and Evidence Collection
- Appendix C: Baseline Assessments and Tools
- Appendix D: Progress Tracking and RAG System
- Appendix E: Assessment, Reporting, and Feedback Cycle

Appendix A: Pathways and Assessment Methods

This appendix outlines the key learning pathways at 3 Dimensions School and the assessment methods used to track and measure progress for pupils at each stage.

Pathways and Assessment Overview

Pathway	Curriculum	Assessment Approach
Foundation	Pre-Formal Curriculum	Developmental Trackers, sensory observations, and evidence captured via EFL (photo, video, observation notes).
Foundation Plus	Semi-Formal Curriculum	Developmental Trackers, Pre-Key Stage Standards, Adapted national Curriculum in Maths, English and areas of interest, and evidence captured via EFL.
Options	Formal Curriculum (NC)	Adapted National Curriculum objectives across subjects, and evidence captured via EFL (Evidence for Learning). Functional Skills qualification frameworks and ASDAN awards.
Skills	Formal Curriculum – qualifications and vocational studies.	Qualification pathways, Functional Skills, GCSEs, BTEC Vocational Studies.

How Evidence for Learning (EFL) is Used Across All Pathways

- Photos and Videos: Capture key learning moments.
- Observation Notes: Staff notes highlight pupil engagement, response, and progress.
- RAG System: Evidence is tagged as Red (Emerging), Amber (Developing), or Green (Secure) to show progress against key objectives.

Appendix B: Assessment Tools and Evidence Collection

This appendix outlines the key assessment tools used at 3 Dimensions School to collect evidence of learning, track progress, and support review and moderation. Together, these tools ensure that assessment is developmental, holistic, and personalised to every learner.

Key Assessment Tools

Tool	Purpose	How It's Used
Evidence for Learning (EFL)	Central platform for evidence collection and progress tracking.	Staff upload annotated evidence (photos, videos, or observation notes) linked to Branch Trackers , Personalised Learning Goals (PLGs) , and Engagement Indicators . Each post includes WWW / NS comments and a RAG rating to indicate progress. EFL provides an ongoing digital record of each pupil's journey.
Phonics Reading Programmes	Tracks word reading, phonics knowledge and spelling progress.	Assessment outcomes are recorded termly and used to inform next steps in Literacy Branch Trackers and PLGs.
School-Based Assessments	Assesses reading comprehension, application and understanding within subjects	Results inform planning and are triangulated with EFL uploads.
STAR Assessment Suite (Reading, Early Literacy, and Maths)	Provides standardised, adaptive assessments that measure reading comprehension, early literacy, and mathematical understanding. Used to benchmark progress and identify learning gaps.	STAR Maths and STAR Literacy are used for pupils working on Foundation Plus pathways and above.

Evidence Collection

To ensure consistency and depth of assessment, all evidence should:

- Include **photos, videos, or observation notes** that clearly show learning in action.
- Be **tagged** to relevant **curriculum objectives, PLGs, and Engagement Indicators**.
- Contain **WWW (What Went Well)** and **NS (Next Steps)** comments where appropriate.
- Carry a **RAG rating** (Emerging / Developing / Secure) to identify the pupil's stage within the Branch.
- Be moderated termly to ensure reliability and accuracy of judgements across the school. This integrated approach ensures that every piece of evidence contributes meaningfully to the pupil's developmental profile, providing a coherent record of both academic and holistic progress.

Appendix C: Baseline Assessments and Tools

This appendix outlines the baseline assessment process used to understand a pupil's starting point and inform learning pathways.

Baseline Assessment Process

Stage	Assessment Activities	Tools Used
Entry (First Term)	Reading & comprehension testing, spelling tests, speech & language, occupational therapy reviews.	EFL, Phonics Assessments,
Pathway Review	Placement review to confirm the most appropriate pathway.	Initial Placement Review Meeting.

Baseline Tools

- **Developmental Trackers:** Establishes initial learning goals.
- **Occupational Therapy Assessment:** Identifies sensory and physical development needs.
- **Speech and Language Assessments:** Identifies communication needs.

Appendix D: Progress Tracking and RAG System

This appendix outlines how progress is tracked using the **RAG (Red, Amber, Green) system**. It defines each RAG status, how it is used, and how it informs the next steps in learning.

RAG System for Tracking Progress

RAG Status	What It Looks Like	Actions to Support
Red (Emerging)	Pupil requires significant support.	Provide 1:1 support, re-teach concepts, scaffold activities.
Amber (Developing)	Pupil is progressing but needs further practice.	Provide practice opportunities, reinforce strategies.
Green (Secure)	Pupil has mastered the objective.	Celebrate success, extend learning, introduce new concepts.

How RAG is Used in Evidence for Learning (EFL)

- Teachers apply RAG ratings to uploaded evidence (photos, videos, written notes) on EFL.
- RAG ratings help identify progress trends for pupils and guide next steps for teaching.
- Evidence and ratings are used to inform termly reports and EHCP reviews.

Appendix E: Progress Tracking and Reporting Practices

This appendix outlines the progress tracking and reporting cycle at 3 Dimensions School. It ensures that parents, Local Authorities, and other stakeholders have a clear understanding of pupil progress.

How We Track Progress

Tracking Period	Purpose	How It's Tracked
Daily	Track daily progress.	EFL uploads, RAG ratings, verbal feedback.
Termly	Track and review progress for the term.	Termly review meetings, evidence uploads, RAG ratings.
Annual	Full progress review.	Annual EHCP reviews, analysis of progress over the year.

Reporting to Parents and Stakeholders

Reporting Period	What Parents/Stakeholders Receive	How It's Shared
Daily (Chardleigh) (Hummingbird)	Observation notes and overview of the day.	Email
Termly	Termly progress report, key goals met.	Termly progress reports sent to parents from September 2026
Annual	Full review of EHCP outcomes.	Annual review meetings with multiagency input.

Key Reporting Milestones

1. **Daily Reports:** provides parents with real-time updates.
2. **Termly Reports:** Summarises progress toward EHCP goals and outlines next steps.
3. **Annual Review:** A comprehensive review of the pupil's progress, which is shared during the statutory EHCP annual review meeting.

Three Stages of Feedback

Stage	What It Looks Like	Purpose	When It Occurs
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Immediate	Real-time guidance, prompts, verbal instructions, or physical adjustments as pupils work on tasks.	To support pupils' understanding and clarify misconceptions in the moment.	During the lesson or learning activity.
Responsive	Additional guidance after the task, such as reviewing errors, highlighting areas to improve, or re-teaching concepts.	To address gaps and refine skills, encouraging self-reflection and growth.	Shortly after task completion (same day or next day).
Summary	Whole-class or individual feedback on key learning objectives, next steps, and areas for improvement. May include RAG updates.	To consolidate learning, review key concepts, and set the focus for the next lesson.	At the start of the next lesson or at the end of the week.

Role	Key Responsibilities for Feedback and Marking
Headteacher/Deputy Headteacher	Ensure feedback aligns with school policy. Review effectiveness of feedback during lesson observations, learning walks, and moderation. SLT conduct learning walks, lead moderation, and ensure consistent feedback practices.
SLT	Support feedback aligned to EHCP outcomes and ensure it is appropriate for SEND.
Subject Leaders	Ensure assessment and feedback for their subject align with curriculum objectives.
Class Teachers	Use Evidence for Learning (EfL) to capture learning through photos, videos, and notes, and ensure evidence is linked to foundation curriculum frameworks, subject frameworks, PLGs, RAG ratings
Tutors and TAs	Support teachers with feedback and the capturing of evidence on EfL.



Outcomes
First Group