



TEACHING, LEARNING AND FEEDBACK POLICY

Date of last review	Summer Term 2026
Review cycle	2 Years
Policy due for review	Summer Term 2028

Introduction

The education we provide to our students at Saffron Valley Collegiate (SVC) is both liberating and empowering. We believe firmly that every student has a “birth right” to a world class education, and that the end goal of education should be to furnish students with choices. This belief is founded upon an absolute conviction that each of our students has the capacity to become knowledgeable, articulate, compassionate and industrious young people. We are committed to the communities we serve, and encourage our students to think of themselves as future leaders within these communities.

All teaching staff and students will be supported and challenged to be highly self-reflective, allowing both to fully participate in a rapidly changing knowledge-based economy.

Teaching at Saffron Valley Collegiate is grounded in the understanding that many of our learners have experienced adversity, exclusion, and disrupted educational journeys.

All staff contribute to a learning environment where students can build trust, develop emotional literacy, and experience success.

Aim

The intention of this policy is to make clear those components that would usually be expected in order to ensure effective lessons where all groups of students are learning, understanding and using key content and skills to make progress. The school recognises that developments in teaching are ongoing. The lesson observation and learning walk forms and guidance and other information (including relevant policies) are reviewed and updated on a regular basis and provide a series of expectations and advice on best practice.

The SVC Way - Lesson Design and Delivery

Lesson Routine - Do Now

Lessons begin with an engagement activity such as a “Do Now” activity, and this is a key routine that supports the development of a climate for learning in the classroom. The “Do Now” activity must be designed so that students engage in **retrieval practice** through the completion of a series of questions that recall previously taught or prior knowledge, vocabulary or concepts. Further information can be found in the teaching and learning folder on G-Suite.

Lesson Structure - I, We, You

Most teaching sequences at SVC follow the **I do, We do, You do** structure, also described as the gradual release of responsibility model (Pearson and Gallagher 1983; Fisher and Frey, 2007). This model provides teachers with an instructional framework for moving from teacher knowledge to student understanding and application. As the student acquires new knowledge and understanding, the responsibility for learning shifts from teacher-directed instruction to student processing

activities. The model ensures students are adequately supported in their acquisition of the knowledge, understanding and strategies necessary for success.

- The **'I do'** phase occurs when new material is being introduced. The teacher has a prominent role in the delivery of the content.
- In the **'We do'** phase of learning, the teacher continues to model, question, prompt and cue students.
- As students move into the **'You do'** phase, they rely much more on themselves and less on the teacher to complete the learning task.

Lessons are not expected to follow this structure rigidly: learning may require more than one 'I do, We do, You do' cycle or there may be several iterations of 'I do, We do' within the modelling phase before students progress onto independent work.

A summary of the roles and responsibilities of the teacher and students at each stage is outlined in the table below (Levy, 2007):

	Teacher	Student
I Do <i>Direct Instruction</i> <i>Modelling</i> <i>Teachers' Input</i>	• Provides direct instruction • Share Learning Objectives • Models and/or thinks aloud	• Actively listens • Takes notes • Asks questions for clarification
We Do <i>Guided Instruction</i>	• Interactive instruction • Works with students, e.g. 'I do/You help' or 'You do/I help' • Checks for understanding, prompts, cues • Provides additional modelling	• Asks and responds to questions • Works with teacher and peers • Completes process alongside others • Think-Pair-Share
You Do <i>Independent Practice</i>	• Provides feedback • Evaluates • Determines level of understanding	• Works independently • Interacts with other students • Relies on notes, activities, classroom learning to complete task • Takes full responsibility for outcome

SVC Non-Negotiable Lesson Characteristics

The four elements listed below should be present in all lessons at SVC. Although individual teachers may approach a lesson in a variety of different ways, these four features should always be reflected within planning and delivery of each lesson, because everyone deserves to achieve and progress should never be left to chance.

1- Shared Learning Objective

That every lesson should have a differentiated learning objective that is shared with the learners at an early point in the lesson.

2- Word of the Week

That the Word of the Week is addressed and utilised in lessons. Best practice is to employ this in a way that contextualises and deepens understanding.

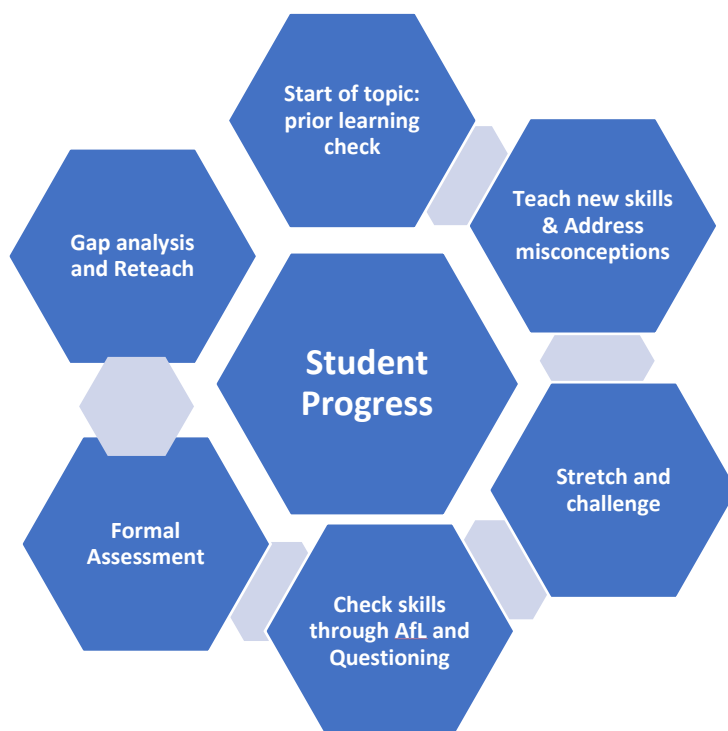
3- What and Why

That every lesson will be broken down into the key learning (What) and the purpose of this learning (Why)

4- Two Minute Talk

That every lesson will have a structured discussion of at least two minutes. Teachers should provide sentence stems, talk frames, and vocabulary prompts to support pupils with SLCNs. This ensures all learners can participate, practice language, and develop oracy skills. Teachers should respect and support communication preferences and characteristics to ensure supporting and recognising needs.

Delivery Cycle



RESPONSIBILITIES

Responsibilities of Leadership

Ensure Subject Leads/teachers complete the Subject Evaluation / Review, have objectives for the following year and review examination outcomes in comparison with the quality of teaching and learning in lessons.

- Scrutinise data and other relevant information in order to plan appropriate whole school and departmental staff development.
- Ensure that there are robust performance management procedures and expectations, and that these judgements and related objectives are well rooted in evidence.

Responsibilities of Subject Leaders

Sequencing and Scaffolding: Ensuring the subject curriculum is logically sequenced, with built-in flexibility and scaffolding to support different learning paces.

- To make expectations explicit through written advice, meetings, role modelling, advice on schemes of learning, departmental INSET e.g. CPD sessions and department directed time, observations/learning walks and professional advice.
- To ensure teachers of their subject follow the advice and recommendations given, monitoring performance throughout the year.
- To maintain consistency and standardisation across all sites in their subject area.
- To keep the SLT line manager informed of progress, strengths, concerns, and intervention planned.
- To ensure appropriate development opportunities to develop aspects of teaching and learning in order to promote high standards of teaching within their subject area.
- To keep abreast of developments in teaching and learning, especially in their subject area, and the requirements of relevant examination courses

Responsibilities of class teachers

Day-to-Day Teaching: Adapt and differentiate the curriculum to meet individual needs, ensuring tasks are scaffolded and broken down into manageable steps to build independence.

- Understand that there are constant developments in teaching and learning and keep abreast of new subject specific and generic techniques.
- Seek to develop their own practice through professional development (including through INSET, cross curricular professional development sessions, departmental INSET e.g. subject planning and development sessions, whole school training and where relevant certificated courses)
- Ensure good practice techniques and SVC systems are known and implemented accordingly in lessons, including assessment, marking and feedback expectations.
- Act on advice from the Senior Leadership Team, Subject Lead, and any other staff working with them to develop their practice.
- Seek help and advice where practice needs development.

- Accurately self-assess against teacher standards as part of the Performance Management process and work consistently to meet objectives set.

At SVC staff responsibilities also explicitly include:

- **Modelling emotional regulation**
 - “staff will demonstrate calm responses to challenge, narrate their thinking, and model repair after conflict.”
- **Relational consistency**
 - “Teachers will use predictable scripts and routines to reduce anxiety and support felt safety.”
- **Understanding behaviour as communication**
 - “staff will interpret behaviour through a need-based lens and respond with curiosity rather than control.”

Across all phases of the lesson, teachers and teaching assistants should:

- use attuned, **non-shaming language**
- maintain consistent routines and predictable responses
- interpret behaviour as communication
- avoid public corrections that may trigger shame
- use restorative interactions to repair ruptures

Removing barriers to learning

Students at SVC may have experienced trauma, which can impact language processing, attention and working memory, and emotional regulation and communication.

Many of our students present with Speech, Language and Communication Needs (SLCN) which may affect their ability to understand instructions, access the curriculum, express ideas, and engage socially. Teaching approaches must explicitly support language alongside academic learning to ensure all students can participate and progress.

Effective learning happens when students feel **safe, regulated, and connected**. Our lesson design should therefore integrate high-quality instruction with therapeutic modelling and relational consistency.

Strategies to Remove Barriers through Adaptation

Adaptive teaching, is a responsive approach where teachers adjust their instruction in real-time to meet the specific needs of all students, thereby systematically removing barriers to learning. Unlike traditional models that might lower expectations for some students, adaptive teaching maintains high standards for everyone while providing varying levels of support.

To effectively remove learning barriers, teachers can employ several key strategies:

- **Flexibility clauses:** teachers may adapt lesson routines to meet emotional or sensory needs. Some students may need sensory or movement breaks.
- **A regulation-first principle:** learning begins when the nervous system is ready. The brain needs to be 'on line' or learning is unachievable.
- **Scaffolding:** Providing temporary support, such as graphic organisers or sentence stems, which are gradually faded as a student becomes more independent.
- **Breaking Down Content:** Dividing complex tasks into smaller, manageable "chunks" to avoid overwhelming a student's working memory.
- **Pre-teaching:** Providing key vocabulary or foundational concepts to students before the main lesson so they can start on an equal footing with their peers.

Retrieval practice should include explicit pre-teaching of key vocabulary and concepts, using visuals and concrete examples where appropriate. Teachers should check understanding by encouraging students to explain terms in their own words or using drawings.

Whilst discussion is encouraged, many students with SLCN, SEMH needs, and our "selective mute" students at East site, require additional structure and supports to engage successfully in verbal communication or self-expression.

Teachers should explicitly model the language needed to describe reasoning, explain ideas, and answer questions. Sentence stems, structured examples, and key vocabulary should be highlighted to support students with language difficulties.

- **Explicit Instruction:** Using clear modelling, such as "Think Alouds" or WAGOLs ("What A Good One Looks Like"), to show exactly how to achieve a goal.

Teachers' strategies should also include predictable routines, simple and clear structure, reduced language load during periods of dysregulation, use of supportive, non-threatening communication and opportunities for co-regulation and relational interaction to support learning.

Monitoring and evaluation

The school monitors the quality of teaching and learning provided by individuals, departments and the school as a whole through the following mediums:

- Learning walks, lesson observations and resulting outcomes
- Book scrutiny
- Examination results and outcomes for students
- Sharing of good practice through CPD sessions and briefings
- Discussion of progress and outcomes with line managers
- Quality of schemes of learning
- Curriculum / Subject Leader / Department meetings
- Performance Management processes

Feedback and Assessment

Introduction

Assessment is the process, which provides information on the experiences and achievements of the individual student, identifies what the student knows, understands and can do and provides information to guide future learning.

Our policy is based upon two distinct areas:

- 1) to ensure that effective systems for assessment, recording and reporting are in place
- 2) to ensure that assessment information is used to inform the next stage of curriculum planning.

Aims

- To increase the rate of student progress and levels of student achievement by the use of formative and summative assessment.
- To provide information with which to set individual improvement targets and judge the extent to which these targets have been met.
- To support and inform the ongoing planning of our curriculum.
- To assist in our evaluation of the effectiveness of our teaching and learning policy.
- To support the monitoring of student progress and achievement by the Trust.
- To provide a framework for consistent practice among staff in order to facilitate planning for progression for every student.
- To meet statutory requirements relating to assessment and reporting.
- To provide assessment information for students, parents, staff and other interested agencies.

Principles

Assessment

- We will use a range of assessment tools and approaches, appropriate to the task and to the individual needs of the student.
- Assessments will be moderated and professional development for staff will be provided to ensure that common standards will exist across the Collegiate.
- Assessment procedures will be manageable and effective.
- The assessment process will provide staff with the opportunity to reflect on their own practice.

Recording

- Records will be clear, effective and manageable.
- Records will be based on evidence and demonstrate progression.
- Records will be used to identify individual needs and inform planning.

- Records will provide sufficient information to report on students' progress to parents.
- Records will identify students' social, emotional and behavioural development needs as well as learning needs.

Reporting

- Written reports will be clear and understandable.
- Reports will highlight students' strengths and successes.
- Reports will communicate what a student has achieved and what they are expected to do next.
- Reports will communicate improvements in attendance, attitudes to learning and behaviour.

Procedures

Baseline Assessment (Assessment on Entry)

Our student's population is mainly made of:

- Twelve (12) weeks intervention students from mainstream schools.
- Permanently excluded students (PEX)
- Some students are referred to Saffron Valley East on medical grounds

Upon entry to the Collegiate students meet with a designated member of staff (usually the Induction and Reintegration Coordinator) to discuss and agree priority areas for development.

All students are assessed as follows:

- TES: Reading and Spelling tests.
- BKSB: Initial and Diagnostic Maths and English (Functional Skills)
- Dyslexia and Dyscalculia indicators screener
- Visual stress assessment
- CATS4 assessment (ONLY FOR PEX)

All assessment data and student information are recorded on SIMs.

Summative Assessment

- A summative assessment of student progress and achievements is completed twice a year in each curriculum area and the data is recorded on SIMs.
- A report is compiled and sent to parents twice during the academic year.
- Parents and students are invited to meet with SVC staff to discuss the report at least once a year where the content of the report can be discussed.
- End of Key Stage 3 assessments are completed in English, Mathematics and Science for Year 9 students. The outcomes of end of Key Stage 3 assessments are reported to parents in

terms of GCSE Grades (9-1) and all other subjects use, What Went Well (WWW) and Even Better If (EBI) system as appropriate.

- Year 11 students are entered for GCSE, Vocational, Functional Skills and Entry Level qualifications as appropriate.

Formative (ongoing) Assessment

Diagnostic marking is achieved through marking and feedback built around teachers assessing and communicating to students two key areas:

1. Where the students are now
2. What they need to do to move towards the next level of progress.

The Marking Process

Three types of marking and feedback are necessary to support and accelerate student progress. It is vital that teachers use all of these methods, so that our students, who often have multiple learning needs, are clear about how to improve their work. These are:

1. Immediate: This is the 'on-the-spot' or "live marking"

Assessment for learning feedback that takes place during a lesson. During the lesson, the teacher should be assessing each student's understanding. This could mean adapting their questioning to gain a greater understanding of misconceptions, which can then be addressed. Teachers can gather feedback in a number of ways, such as looking at workbooks, quick responses on mini whiteboards, questioning, highlighting and annotation and on the spot marking.

2. Summary: At the end of lessons, the teacher evaluates how their planning for the subsequent lesson may need to be adapted because of the feedback from the lesson.

Although student self-assessment can be useful at the end of a topic, teachers would need to provide a frame (such as a short-written test or a task that would demonstrate secure knowledge) from which the student could make their judgement.

3. Review: This is marking which takes place away from the classroom should happen every two weeks. It involves written comments and annotations to which students need to respond.

Teachers should prioritise time to analyse the students' responses, to understand why mistakes were made or what specific gaps in understanding are preventing the students from reaching the next sub-level of progress. Comments should be specific and actionable, rather than simply generic. Comments should also be sparing enough to be meaningful. (See Appendix A)

Marking for Literacy across the curriculum

To promote the critical importance of Literacy in every subject area, all teachers across all subject areas mark for Literacy when assessing students work.

Standard codes should be used across the curriculum - see appendix B.

Monitoring and Evaluation: This policy is monitored and evaluated by the Senior Leadership Team by:

- Termly review of subject assessment records.
- Sampling of students' work in all curriculum areas is discussed at curriculum team meetings.
- Termly review of assessment data spreadsheets and monitoring and evaluation of individual student progress against baseline assessment data.
- Monitoring of individual student twice yearly reports.
- Book scrutiny.
- Learning Walks.
- Lesson Observations.

Person responsible for updating this policy: Head of School – Curriculum

Review Marking - Teacher Feedback

WWW

EBI

Improvement Target

(To improve you need to answer the questions below)

QUESTION

Appendix B

Marking for literacy

The following letters and symbols should be used in order to improve literacy

Mark	Meaning
Sp	Try this spelling again
C	Find the missing or misplaced capital letters
.	Put in the missing full stops
//	Mark in where paragraphs should be
✓	Correct answer/well-written section – apt and clear
X	Wrong answer
X→	Error gone through
EBI	Even Better If
WWW	What went well
G	Grammatical error
SS	Sentence Structure (Wavy line to indicate incorrect part of sentence)