

## **Policy Statement**

Trust-Education Group Ltd is committed to providing an ambitious, inclusive and therapeutic education that enables every pupil to achieve their potential academically, socially and emotionally. As a specialist independent school for pupils aged 11–16 with Social, Emotional and Mental Health (SEMH) needs, we recognise that many of our pupils have experienced disrupted education, adverse childhood experiences (ACEs), attachment difficulties, anxiety or other barriers that have affected their engagement with learning.

Our teaching and learning philosophy is founded on the belief that every young person can succeed when they experience positive relationships, feel emotionally safe and receive consistently high-quality teaching that responds to their individual strengths and needs. We are committed to creating a calm, structured and nurturing environment where pupils develop confidence, resilience and independence while being appropriately challenged to achieve their very best.

Assessment is viewed as an integral part of the learning process rather than simply a measure of attainment. Through continuous assessment, staff develop a deep understanding of each pupil's progress, identify barriers to learning at an early stage and plan effective interventions that support both academic achievement and personal development. Progress is celebrated in all its forms, recognising that emotional regulation, attendance, confidence, communication and social development are equally important indicators of success alongside academic outcomes.

This policy reflects the school's commitment to high expectations, inclusive practice and continuous improvement. It provides a clear framework for teaching, learning and assessment that ensures every pupil receives a personalised education, enabling them to become confident learners who are well prepared for further education, employment and adult life.

## Teaching and Learning Charter

At Trust Education Group Ltd., we believe that every pupil has the right to experience high-quality teaching within a safe, nurturing and aspirational learning environment. Our approach is rooted in positive relationships, therapeutic practice and high expectations, ensuring that every young person is supported to achieve success academically, socially and emotionally.

Every member of staff is committed to creating learning experiences that enable pupils to develop confidence, independence and resilience. We recognise that progress looks different for every learner and celebrate success in all its forms. By working together, we ensure that pupils are challenged, supported and inspired to achieve their full potential.

### Our pupils will experience:

- A calm, safe and welcoming learning environment.
- Positive relationships with trusted adults who know them well.
- High-quality teaching that is ambitious, engaging and adapted to meet individual needs.
- Lessons that encourage curiosity, independence and active participation.
- Clear routines and consistent expectations that help them feel secure.
- Regular opportunities to reflect on their learning and celebrate their achievements.
- Respect, kindness and encouragement from all members of the school community.

### Our staff will:

Staff build positive relationships founded on trust, consistency and mutual respect. They maintain high expectations for every pupil while recognising individual strengths and barriers to learning.

Teaching is carefully planned and informed by ongoing assessment, ensuring that learning builds on prior knowledge and remains appropriately challenging. Staff use evidence-informed strategies such as explicit instruction, modelling, retrieval practice and effective questioning to develop pupils' knowledge and understanding.

Teachers and support staff work collaboratively with families and external professionals, continually reflecting on their practice to ensure that every pupil receives the highest standard of education and support.

### Our pupils will:

Pupils are encouraged to attend regularly, engage positively in learning and demonstrate respect for themselves and others. They are supported to develop independence, resilience and confidence by taking increasing responsibility for their learning, reflecting on their progress and striving to achieve their personal best.

## **Working Together**

Strong partnerships between school, families and external professionals are fundamental to achieving positive outcomes for young people. Through open communication, shared expectations and collaborative working, we create a consistent approach that supports every pupil to thrive both within school and beyond.

## **Vision**

The vision of Trust-Education Group Ltd. is to provide an outstanding educational experience that transforms the lives of young people with SEMH needs through exceptional teaching, meaningful relationships and therapeutic support.

We believe that learning flourishes when pupils feel safe, respected and understood. Our staff develop strong, trusting relationships with pupils and work collaboratively with families and external professionals to remove barriers to learning. Every lesson is designed to promote curiosity, resilience and independence while supporting pupils to develop the knowledge, skills and confidence needed for future success.

Teaching is ambitious and carefully adapted to meet individual needs without lowering expectations. We recognise that progress is not always linear, particularly for pupils who have experienced significant challenges, and we celebrate every achievement, however small, as an important step in each pupil's educational journey.

## **Aims**

The purpose of this policy is to ensure that teaching, learning and assessment are delivered consistently across the school and reflect the individual needs of every pupil.

The policy aims to promote high-quality teaching that enables pupils to make sustained progress from their individual starting points while ensuring that learning remains engaging, purposeful and accessible. Assessment is used to inform planning, identify additional support where required and evaluate the impact of teaching and interventions.

The policy also aims to strengthen collaboration between staff, pupils, parents, carers and external agencies so that every young person receives a coordinated programme of education and support. Through rigorous monitoring and continuous professional development, the school seeks to continually improve the quality of education provided and ensure that pupils leave Trust-Education Group Ltd. well prepared for the next stage of their education and future lives.

## **Scope**

This policy applies to every member of staff working at Trust-Education Group Ltd., including the Co-Headteachers, teachers, the SENCO, key workers, learning support assistants, pastoral staff, therapists, administrative staff and governors. It also informs the work of visiting professionals and alternative providers who contribute to pupils' educational programmes.

The principles contained within this policy apply across all curriculum subjects, vocational programmes, therapeutic interventions, outdoor learning, enrichment activities, careers education and personal development. Teaching, learning and assessment are regarded as the responsibility of every member of staff and are embedded throughout all aspects of school life.

## **Legislative and Regulatory Framework**

This policy has been developed in accordance with the relevant legislation and statutory guidance, including the Education Act 1996, the Education Act 2002, the Children and Families Act 2014, the Equality Act 2010, the SEND Code of Practice: 0–25 Years (2015), the Education (Independent School Standards) Regulations 2014, *Keeping Children Safe in Education* (2026), *Working Together to Safeguard Children* (current statutory guidance), the Data Protection Act 2018, UK GDPR and the current Ofsted School Inspection Handbook.

The policy should be read alongside the school's Safeguarding and Child Protection Policy, Curriculum Policy, Behaviour and Relationships Policy, SEND Policy, Attendance Policy, Equality Policy, Online Safety Policy and Data Protection Policy.

## **Principles of Teaching, Learning and Assessment**

Teaching, learning and assessment at Trust Education Group Ltd. are underpinned by the belief that every pupil is capable of making meaningful progress when provided with high-quality teaching, appropriate support and positive relationships.

Learning takes place within a therapeutic environment where emotional wellbeing is recognised as fundamental to educational success. Staff understand the impact that trauma, anxiety and disrupted educational experiences can have upon learning and respond with empathy, consistency and high expectations.

Teachers use evidence-informed approaches to ensure that learning is carefully sequenced, knowledge is revisited regularly and pupils are supported to develop secure understanding over time. Lessons encourage active participation, curiosity and independence while providing appropriate levels of challenge for every learner.

Assessment is used continuously throughout the learning process to identify strengths, recognise achievements and inform future planning. It enables staff to understand not only what pupils know and can do but also the strategies that best support their continued development.

Through close collaboration between teachers, key workers, therapists, parents and external professionals, assessment information contributes to a holistic understanding of each pupil and ensures that provision remains responsive to changing needs.

## **Roles and Responsibilities**

Governors are responsible for ensuring that the school fulfils its statutory responsibilities and maintains high standards of education. They monitor the effectiveness of teaching, learning and assessment through reports from school leaders and provide appropriate challenge and support to promote continuous improvement.

Melissa Wainman has strategic responsibility for overseeing teaching, learning and assessment across Trust Education Group Ltd. She leads the development of the curriculum, monitors the quality of education, evaluates whole-school assessment information and oversees the school's quality assurance processes. Melissa also ensures that professional development reflects current educational research and supports staff in continually improving classroom practice.

Melissa Wainman and Katie Everson, as Co-Headteachers, are responsible for the day-to-day implementation of this policy. They ensure that teaching is consistently of a high standard, that assessment information is used effectively to improve outcomes and that all pupils receive a broad, balanced and ambitious curriculum. They work closely with staff to monitor progress, support professional development and maintain a culture of high expectations.

The SENCO coordinates provision for pupils with special educational needs and disabilities, ensuring that EHCP outcomes are embedded within teaching and that

appropriate interventions are implemented and reviewed. The SENCO works collaboratively with staff, families and external professionals to remove barriers to learning and promote positive outcomes.

Teachers, key workers and support staff share responsibility for delivering high-quality teaching, accurately assessing progress and creating positive learning environments where every pupil feels safe, respected and valued. They are expected to know their pupils well, adapt learning appropriately and work collaboratively to support each young person's academic, social and emotional development.

Parents and carers are recognised as essential partners in education. The school values open communication and encourages families to engage fully with their child's learning, attend review meetings and work collaboratively with staff to support progress, attendance and wellbeing.

## **Teaching and Learning**

At Trust Education Group Ltd teaching is founded upon the belief that every pupil can achieve and make meaningful progress when provided with high-quality teaching, positive relationships and appropriate support. We recognise that many of our pupils have experienced disrupted education, trauma, anxiety or other barriers to learning, and our approach is designed to rebuild confidence, promote engagement and develop a lifelong enjoyment of learning.

Learning takes place within a calm, structured and nurturing environment where pupils feel emotionally and physically safe. Staff understand that effective learning is dependent upon strong relationships, consistency and trust. Every interaction with pupils is viewed as an opportunity to develop confidence, resilience and self-belief while maintaining high aspirations for achievement.

The curriculum is ambitious, broad and balanced, ensuring that pupils develop the knowledge, skills and understanding necessary for successful progression into further education, employment or training. Learning experiences are carefully sequenced so that pupils build upon prior knowledge and develop increasing independence over time. Teachers ensure that new learning is presented in manageable steps, allowing pupils to experience success while remaining appropriately challenged.

Teaching reflects current educational research and evidence-informed practice. Staff use explicit instruction, effective questioning, modelling, retrieval practice and regular opportunities for reflection to support pupils in developing secure knowledge and understanding. Lessons are well structured, with clear learning intentions and success criteria that enable pupils to understand what they are learning and why it is important.

Teachers maintain high expectations of every pupil regardless of their starting point or individual needs. Expectations are ambitious but realistic, recognising that progress may look different for each learner. Staff celebrate effort, perseverance and personal growth alongside academic achievement, reinforcing positive attitudes towards learning and helping pupils develop confidence in their own abilities.

Learning extends beyond the classroom through outdoor education, vocational learning, enrichment opportunities and community engagement. These experiences provide meaningful contexts for developing communication, teamwork, problem-solving and independence while supporting pupils to apply their learning in real-life situations.

### **Adaptive Teaching**

Trust-Education Group Ltd. recognises that no two pupils learn in exactly the same way. Teaching is therefore adapted to meet individual needs while maintaining ambitious learning goals for every learner. Adaptive teaching ensures that pupils can access the curriculum successfully without reducing expectations or limiting opportunities for achievement.

Teachers use information gathered through assessment, Education, Health and Care Plans (EHCPs), therapeutic recommendations and daily observations to inform lesson planning. Learning activities are adapted to reflect pupils' strengths, interests, preferred methods of communication and individual barriers to learning.

Adaptations may include changes to the pace of learning, the level of adult support, the presentation of information or the environment in which learning takes place. Staff use visual supports, practical resources, structured routines and carefully scaffolded activities to enable pupils to engage successfully with learning while gradually developing greater independence.

Many pupils benefit from movement breaks, sensory regulation strategies or opportunities to complete learning in alternative environments. These adaptations are viewed as positive strategies that enable pupils to regulate their emotions and return to learning successfully. Staff understand that emotional regulation is fundamental to learning and respond flexibly to individual needs while maintaining consistency and clear expectations.

Adaptive teaching is regularly reviewed to ensure that it continues to meet pupils' changing needs and promotes increasing independence over time.

### **Behaviour for Learning**

Positive behaviour is regarded as an essential part of successful learning. Behaviour is understood within the context of each pupil's individual experiences, developmental needs and emotional wellbeing. Staff recognise that behaviour is a form of communication and seek to understand the reasons behind behaviours rather than simply responding to the behaviour itself.

A consistent, relational and trauma-informed approach underpins all interactions with pupils. Staff remain calm, respectful and emotionally available, supporting pupils to recognise and regulate their emotions while maintaining clear and consistent boundaries. Positive relationships are prioritised as the foundation for engagement, learning and personal development.

Classroom environments are organised to promote predictability, safety and success. Clear routines help pupils understand expectations and reduce anxiety, while flexible approaches allow staff to respond appropriately to changing emotional needs throughout the school day.

Where pupils become dysregulated, staff focus on co-regulation, de-escalation and restorative approaches. Pupils are supported to reflect upon their experiences, repair relationships where necessary and develop strategies that enable them to manage future situations more successfully. The emphasis is always on learning from experiences rather than assigning blame.

Positive behaviour, effort and achievement are recognised consistently through praise, celebration and the school's reward systems. Staff reinforce resilience, kindness, perseverance and personal responsibility, helping pupils develop confidence in their ability to succeed.

## **Curriculum Implementation**

The curriculum is delivered through carefully planned sequences of learning that enable pupils to develop secure knowledge, understanding and skills over time. Teachers ensure that learning builds upon previous experiences while preparing pupils for future learning.

Lessons are designed to be engaging, purposeful and relevant to pupils' lives. Wherever possible, learning is linked to practical experiences, vocational opportunities and real-world contexts, allowing pupils to see the value and purpose of their education.

Teachers regularly revisit previously taught knowledge to strengthen long-term memory and improve understanding. Misconceptions are identified quickly through ongoing assessment and addressed through carefully planned teaching and intervention.

Learning opportunities promote independence, collaboration and critical thinking while encouraging pupils to become increasingly reflective learners. Staff support pupils to understand their own progress, recognise their strengths and identify areas for further development.

The curriculum is continually reviewed to ensure that it remains ambitious, inclusive and responsive to the needs of pupils and reflects the school's commitment to providing a high-quality education for every learner.

## **Assessment**

Assessment is an integral part of effective teaching and learning. It is used to identify pupils' strengths, recognise barriers to learning, celebrate achievement and inform future planning. Assessment is viewed as an ongoing process rather than a series of isolated events, providing staff with a comprehensive understanding of each pupil's academic, personal and emotional development.

As a specialist SEMH setting, we recognise that progress cannot be measured solely through attainment data. Many of our pupils have experienced interrupted education, significant anxiety or prolonged periods away from school. Consequently, assessment considers the whole child, recognising progress in confidence, attendance, emotional regulation, communication, resilience and independence alongside academic achievement.

Teachers use assessment to ensure that learning remains appropriately challenging and responsive to individual needs. Information gathered through assessment enables staff to adapt teaching, provide timely intervention and ensure that every pupil is supported to achieve their full potential.

Assessment information also contributes to Education, Health and Care Plan (EHCP) reviews, transition planning, safeguarding, multidisciplinary meetings and communication with parents, carers and commissioning local authorities.

## **Baseline Assessment**

Every pupil completes a comprehensive baseline assessment during the first three weeks of joining Trust Education Group Ltd. The purpose of this assessment is to establish a clear understanding of each pupil's academic attainment, cognitive profile, communication skills, social and emotional development and individual learning needs.

Baseline assessment combines standardised assessments with professional observations and information gathered from previous schools, families and external

professionals. This ensures that staff develop a holistic understanding of each pupil before planning personalised learning programmes.

Assessment may include Cognitive Abilities Tests (CAT4), the New Group Reading Test (NGRT), Pupil Attitudes to Self and School (PASS), the Boxall Profile, curriculum-based assessments in English and mathematics, therapeutic observations and discussions with pupils and their families. Where appropriate, additional screening may be undertaken to identify literacy, numeracy or communication needs.

The information gathered informs curriculum planning, personalised timetables, intervention programmes, Pupil Passports and EHCP provision. It also provides the baseline against which future progress is measured.

### **Formative Assessment**

Formative assessment takes place continuously throughout every lesson and is central to high-quality teaching. Teachers regularly check pupils' understanding, identify misconceptions and adapt learning accordingly so that pupils remain engaged and experience success.

Assessment strategies include effective questioning, observation, discussion, retrieval practice, practical demonstrations and review of completed work. Teachers provide immediate feedback during lessons, enabling pupils to make improvements while learning is taking place.

Pupils are encouraged to reflect on their own learning, recognise their achievements and identify areas where they may need additional support. This helps develop confidence, independence and an increasing understanding of themselves as learners.

Teachers record significant observations that contribute to a broader understanding of each pupil's development. Particular attention is given to engagement, resilience, communication, emotional regulation and the ability to apply learning independently.

### **Summative Assessment**

Summative assessment provides an overview of pupils' progress at key points throughout the academic year. These assessments enable staff to evaluate the effectiveness of teaching, monitor progress against curriculum expectations and identify where further support may be required.

Assessment is appropriate to each pupil's pathway and stage of learning. Pupils working towards accredited qualifications complete assessments in accordance with

examination board requirements, while younger pupils and those following personalised programmes are assessed through curriculum-based tasks, practical activities and teacher assessment.

Standardised assessments, including GL Progress Tests where appropriate, are used alongside teacher judgement to provide reliable information about attainment and progress. Vocational learning is assessed through practical observation, portfolio evidence and completed projects, recognising the wide range of skills pupils develop beyond the traditional classroom.

Summative assessment outcomes are reviewed alongside attendance, behaviour, wellbeing and therapeutic information to ensure that progress is considered within the wider context of each pupil's educational journey.

### **Diagnostic Assessment**

Where assessment identifies that a pupil is experiencing barriers to learning, additional diagnostic assessment may be undertaken to establish the underlying reasons and determine appropriate support.

Diagnostic assessment may focus on literacy, numeracy, communication, sensory needs, emotional wellbeing or specific learning difficulties. The school works closely with educational psychologists, speech and language therapists, occupational therapists, CAMHS and other external professionals where specialist advice is required.

The outcomes of diagnostic assessment are used to inform personalised intervention programmes, adaptive teaching strategies and, where appropriate, recommendations for Education, Health and Care Plans.

### **Feedback**

High-quality feedback is an essential part of effective teaching and learning. Feedback is intended to motivate pupils, develop confidence and improve future performance rather than simply evaluate completed work.

Teachers provide feedback throughout lessons, enabling pupils to recognise what they have achieved and understand the next steps in their learning. Feedback is clear, constructive and tailored to the individual, recognising effort and perseverance alongside academic success.

For many pupils, verbal feedback is the most effective approach, allowing misconceptions to be addressed immediately while reducing unnecessary written

demands. Written feedback is used where appropriate and is presented in a way that pupils can understand and act upon successfully.

Staff encourage pupils to reflect on their learning, respond to feedback and take increasing ownership of their progress. Feedback is always delivered respectfully and supports the school's therapeutic ethos by promoting confidence, resilience and a positive attitude towards learning.

Feedback is proportionate, meaningful and manageable for both pupils and staff, ensuring that it has a positive impact on learning without creating unnecessary workload.

### **Reading, Literacy and Numeracy**

Trust-Education Group Ltd recognises that secure literacy and numeracy skills are fundamental to success across the curriculum and in later life. Many pupils join the school with significant gaps in their learning or have experienced interruptions to their education. Consequently, the development of reading, writing, communication and mathematical understanding is a whole-school priority.

Reading is actively promoted throughout the school and is embedded across all curriculum areas. On admission, pupils complete a reading assessment to establish their reading age, comprehension and fluency. This information is used to plan appropriate support and monitor progress over time. Reading interventions are personalised and may include one-to-one support, guided reading, shared reading, paired reading or structured literacy programmes where appropriate.

Teachers explicitly teach subject-specific vocabulary and provide regular opportunities for pupils to develop their speaking, listening and communication skills. Pupils are encouraged to discuss their ideas, explain their thinking and develop confidence when communicating with both adults and their peers.

Writing opportunities are carefully planned across the curriculum to develop accuracy, creativity and independence. Staff recognise that some pupils may experience anxiety when writing and provide appropriate adaptations to enable them to demonstrate their knowledge in different ways where necessary.

Mathematics is taught through practical, engaging and meaningful experiences that develop confidence alongside procedural fluency and problem-solving skills. Teachers use assessment to identify misconceptions and provide targeted support that enables pupils to build secure mathematical understanding at an appropriate pace.

The progress of pupils in literacy and numeracy is reviewed regularly, ensuring that interventions remain effective and that pupils continue to make sustained progress from their individual starting points.

## **Personal Development**

Personal development is integral to teaching and learning at Trust Education Group Ltd. We believe that successful outcomes extend beyond academic achievement and include the development of confidence, resilience, emotional wellbeing, independence and positive relationships.

Pupils are supported to understand themselves as learners, recognise their strengths and develop strategies that enable them to overcome challenges. Opportunities to build confidence and self-esteem are embedded throughout the curriculum and wider school life, including outdoor education, enrichment activities, vocational learning and community experiences.

Staff encourage pupils to develop independence by taking increasing responsibility for their learning, setting personal goals and reflecting on their achievements. Progress in these areas is recognised and celebrated alongside academic success.

Assessment of personal development draws upon observations, pupil voice, key worker discussions, therapeutic input and participation in wider school activities. This provides a holistic picture of each pupil's growth and informs future planning and support.

## **Vocational Learning**

Vocational learning forms an important part of the curriculum and provides pupils with opportunities to develop practical skills, confidence and aspirations for the future. Programmes are designed to engage pupils through meaningful, hands-on learning experiences that reflect their interests and future ambitions.

Assessment within vocational subjects focuses upon the application of knowledge, practical competence, problem-solving, teamwork and personal responsibility. Staff recognise that many pupils demonstrate their strengths more effectively through practical learning and ensure that assessment captures these achievements appropriately.

Evidence of learning may include practical demonstrations, completed projects, photographic evidence, professional discussion, observations and portfolio work. These assessments contribute to pupils' overall progress and support accredited qualifications where appropriate.

Vocational learning also provides valuable opportunities to develop employability skills, communication, resilience and independence, supporting pupils to prepare successfully for adulthood.

### **Education, Health and Care Plan (EHCP) Outcomes**

Teaching, learning and assessment are closely aligned with the individual outcomes identified within each pupil's Education, Health and Care Plan. Teachers, the SENCO, key workers and therapists work collaboratively to ensure that provision reflects each pupil's identified needs and aspirations.

EHCP outcomes are integrated into curriculum planning and reviewed regularly through ongoing assessment and multidisciplinary discussions. Staff monitor progress carefully and evaluate the effectiveness of interventions, adapting provision where necessary to ensure that pupils continue to make meaningful progress.

Evidence gathered through daily teaching, assessment, observations and therapeutic support contributes to annual reviews and enables the school to provide detailed information regarding each pupil's development across education, health and social care outcomes.

### **Key Worker Support**

Every pupil is allocated a dedicated Key Worker who plays an important role in supporting both their educational progress and personal development. The Key Worker develops a positive, trusting relationship with the pupil and provides consistent support throughout their time at the school.

Regular one-to-one sessions provide opportunities to review progress, discuss achievements, identify any concerns and set meaningful personal targets. These conversations enable pupils to reflect on their learning, celebrate success and develop greater confidence in their own abilities.

Key Workers maintain regular communication with teachers, families and external professionals, ensuring that information is shared appropriately and that support remains consistent across all aspects of school life. They also contribute to assessment, annual reviews and transition planning by providing valuable insight into each pupil's progress and wellbeing.

## Pupil Voice

Trust-Education Group Ltd values the views, experiences and aspirations of every pupil. We believe that involving pupils in decisions about their education promotes engagement, independence and a greater sense of ownership over their learning.

Pupil voice is gathered through daily conversations, one-to-one meetings, key worker sessions, questionnaires, review meetings and School Council activities. Pupils are encouraged to discuss what helps them learn, identify any barriers they experience and contribute to decisions about their education and future goals.

Where appropriate, pupils participate in reviewing their Pupil Passport, discussing progress towards personal targets and contributing to annual EHCP reviews. Their views are respected and considered when planning support, adapting teaching and developing the curriculum.

By listening carefully to pupils and responding positively to their feedback, the school continues to develop an inclusive learning environment where every young person feels valued, respected and empowered to succeed.

## Recording and Tracking Progress

Accurate and consistent recording of pupil progress is essential to ensuring that teaching remains responsive to individual needs and that every pupil is supported to achieve their full potential. Assessment information is used to build a comprehensive picture of each pupil's academic achievement, personal development and emotional wellbeing, enabling staff to identify strengths, recognise barriers to learning and plan appropriate next steps.

Teachers maintain accurate assessment records that reflect pupils' progress against curriculum expectations, personalised learning targets and the outcomes identified within their Education, Health and Care Plan (EHCP), where applicable. Professional judgement remains central to assessment and is supported by evidence gathered through classroom observations, practical activities, discussions, completed work and standardised assessments.

The school uses **Evidence for Learning** to record and celebrate progress across the curriculum. This enables staff to capture learning through photographs, videos, observations and pupil voice, providing a rich record of achievement that is particularly valuable for practical, vocational, therapeutic and outdoor learning experiences. Evidence for Learning also supports communication with families and contributes to annual reviews and transition planning.

ClassCharts is used to record positive behaviour, effort, attendance, achievement and engagement. The system enables staff to monitor patterns over time, celebrate success and identify pupils who may require additional support. Parents and carers are able to access ClassCharts, strengthening communication between home and school and promoting a shared understanding of each pupil's progress.

Pupil Passports and One-Page Profiles are reviewed regularly to ensure they continue to reflect pupils' strengths, interests, aspirations and individual support strategies. These documents remain central to lesson planning and help ensure that all staff understand how best to support each learner.

Assessment information is reviewed throughout the academic year to ensure that pupils continue to make expected progress. Where progress is slower than anticipated, staff work collaboratively to identify barriers, evaluate current provision and implement appropriate interventions. The impact of these interventions is monitored carefully and provision is adjusted where necessary to ensure that support remains effective.

### **Reporting to Parents, Carers and Professionals**

Trust-Education Group Ltd values the importance of strong partnerships with parents, carers and external professionals. Open and honest communication helps ensure that pupils receive consistent support and that families remain fully involved in their child's education.

Parents and carers receive regular updates regarding their child's progress, attendance, behaviour and wellbeing through ClassCharts, telephone calls, emails and review meetings. Formal written reports are issued during the academic year and provide information about academic achievement, personal development, engagement with learning and progress towards individual targets.

For pupils with an Education, Health and Care Plan, detailed assessment information contributes to annual review meetings and informs discussions regarding future provision and outcomes. Where appropriate, reports are also shared with commissioning local authorities and other professionals involved in supporting the pupil.

The school welcomes ongoing dialogue with families and encourages parents and carers to contact staff whenever they have questions or concerns. Effective communication between home and school is regarded as an essential part of supporting positive outcomes for every pupil.

### **Quality Assurance**

Trust-Education Group Ltd is committed to maintaining the highest standards of teaching, learning and assessment through a robust programme of quality assurance. Monitoring activities are designed to support professional growth, celebrate effective practice and ensure that pupils receive a consistently high-quality educational experience.

Melissa Wainman oversees the strategic development of teaching, learning and assessment across the school and works closely with Katie Everson to monitor the quality of education. Together, they ensure that teaching remains ambitious, inclusive and responsive to the needs of all pupils.

Quality assurance activities include lesson observations, learning walks, work scrutiny, assessment reviews, pupil voice, planning reviews and professional dialogue with staff. These activities provide leaders with a comprehensive understanding of teaching across the school and enable strengths to be recognised while identifying areas for further development.

Assessment information is reviewed alongside attendance, behaviour, safeguarding, personal development and wellbeing to ensure that pupils receive appropriate support and that no individual or group is disadvantaged. Leaders use this information to evaluate the effectiveness of the curriculum, monitor the impact of interventions and inform strategic school improvement.

Moderation activities take place throughout the academic year to promote consistency and accuracy in assessment. Teachers work collaboratively to review pupils' work, discuss standards and ensure that assessment judgements are reliable and reflect pupils' achievements accurately.

Findings from quality assurance activities contribute directly to the School Development Plan, self-evaluation processes and professional development priorities, ensuring that continuous improvement remains at the heart of the school's work.

## **Professional Development**

Trust-Education Group Ltd. recognises that the quality of teaching is the most significant factor in improving outcomes for pupils. The school is committed to developing a highly skilled workforce through a programme of continuous professional development that reflects current educational research, statutory guidance and the evolving needs of our pupils.

Professional development is closely linked to the school's priorities and quality assurance findings. Staff receive regular opportunities to develop their knowledge and

skills through training, coaching, mentoring, professional reading and collaborative practice. New members of staff receive a comprehensive induction programme to ensure they understand the school's therapeutic approach, safeguarding responsibilities and expectations for teaching, learning and assessment.

Training includes, but is not limited to, safeguarding, trauma-informed practice, adaptive teaching, SEND, behaviour for learning, assessment, curriculum development and effective classroom practice. Staff are encouraged to reflect on their practice, share expertise and contribute to a culture of continuous learning and professional curiosity.

Performance development is supportive and developmental, recognising strengths while identifying opportunities for further growth. Leaders work alongside staff to promote reflective practice and ensure that professional development has a positive impact on classroom practice and pupil outcomes.

### **Equality, Inclusion and Accessibility**

Trust-Education Group Ltd is committed to providing an inclusive education in which every pupil is treated with dignity, fairness and respect. Teaching, learning and assessment are planned to ensure that all pupils have equitable access to the curriculum, regardless of their background, disability, gender, race, religion, sexual orientation or any other protected characteristic.

Staff recognise and celebrate diversity, ensuring that learning reflects a wide range of perspectives and promotes mutual respect and understanding. Adjustments are made where necessary to remove barriers to learning while maintaining high expectations for every pupil.

The school actively promotes equality of opportunity and ensures that assessment practices are fair, accessible and free from discrimination. Pupils are supported to develop confidence, independence and a positive sense of identity within an environment where everyone is valued and respected.

### **Monitoring and Review**

This policy will be reviewed annually by Melissa Wainman to ensure that it continues to reflect current legislation, statutory guidance, educational research and the needs of the school community.

The effectiveness of this policy will be evaluated through quality assurance activities, analysis of pupil outcomes, staff feedback, pupil voice, parental feedback and the school's self-evaluation processes. Amendments will be made where necessary to

ensure that teaching, learning and assessment continue to promote the highest possible standards of education and support positive outcomes for every pupil.

This policy should be read in conjunction with the school's Curriculum Policy, SEND Policy, Behaviour and Relationships Policy, Safeguarding and Child Protection Policy, Attendance Policy and Equality Policy to ensure a consistent and coordinated approach to meeting the needs of all pupils.

## **Appendices**

### **Appendix A – Assessment Cycle**

Assessment is an ongoing process that informs teaching and learning throughout the academic year. In addition to daily formative assessment, the school follows a structured cycle to monitor progress, evaluate provision and identify where further support may be required.

#### **Autumn Term**

During the first three weeks of admission, all pupils complete baseline assessments. These include standardised assessments where appropriate, curriculum-based assessments, therapeutic observations and information gathered from previous schools, families and external professionals. Personalised targets, intervention programmes and Pupil Passports are established following this process.

Throughout the remainder of the autumn term, teachers monitor progress through daily assessment, while leaders review assessment information to ensure that pupils are settling successfully into school and engaging positively with learning.

#### **Spring Term**

Assessment information is reviewed to evaluate progress towards curriculum expectations and EHCP outcomes. Where appropriate, intervention programmes are adjusted and additional support is introduced. Progress is discussed during multidisciplinary meetings involving teachers, key workers, the SENCO and school leaders.

#### **Summer Term**

End-of-year assessments provide an overview of pupils' academic achievement, personal development and readiness for transition into the following academic year.

Information gathered contributes to annual reports, transition planning and Education, Health and Care Plan reviews where applicable.

## **Appendix B – Assessment Methods**

Assessment at Trust-Education Group Ltd. includes a range of approaches to ensure that every pupil has the opportunity to demonstrate their knowledge, understanding and skills.

These include teacher assessment, classroom observation, questioning, practical activities, independent work, discussion, project work, vocational assessments, standardised assessments, pupil self-reflection, Evidence for Learning observations and professional judgement.

No single assessment method is used in isolation. Instead, staff draw upon a range of evidence to develop a comprehensive understanding of each pupil's progress.

## **Appendix C – Evidence for Learning**

Evidence for Learning provides a secure digital record of pupils' achievements throughout their educational journey.

Staff use the platform to record learning through written observations, photographs, videos and examples of pupils' work. The system enables progress to be evidenced across academic, vocational, therapeutic and personal development activities, ensuring that achievements which may not be reflected through traditional assessment methods are recognised and celebrated.

Evidence recorded within the system contributes to annual reviews, transition planning and communication with parents and carers.

## **Appendix D – ClassCharts**

ClassCharts is used throughout the school to promote positive behaviour, recognise achievement and strengthen communication with families.

Staff record positive behaviours, effort, attendance, engagement and wider achievements using the platform. Information is reviewed regularly to identify patterns, celebrate success and provide additional support where appropriate.

Parents and carers are encouraged to access ClassCharts to remain informed about their child's progress and achievements.

## **Appendix E – Quality Assurance Cycle**

Teaching, learning and assessment are monitored throughout the academic year through a planned programme of quality assurance activities.

These include lesson observations, learning walks, work scrutiny, planning reviews, pupil voice, assessment moderation, professional dialogue and curriculum reviews.

Findings from these activities inform school self-evaluation, professional development and future school improvement priorities.

## **Appendix F – Related Policies**

This policy should be read alongside the following documents:

- Curriculum Policy
- SEND Policy
- Behaviour and Relationships Policy
- Safeguarding and Child Protection Policy
- Attendance Policy
- Equality Policy
- Careers Education Policy
- Relationships, Sex and Health Education Policy
- Accessibility Plan
- Online Safety Policy
- Data Protection Policy
- Professional Development Policy
- Complaints Policy

## **Appendix G - The Trust Education Group Lesson**

At Trust-Education Group Ltd every lesson is an opportunity to build relationships, develop confidence and inspire learning. Although every lesson will look different depending on the subject, the pupils and the learning taking place, there are core principles that underpin excellent teaching across the school.

Excellent teaching begins before learning starts. Staff greet pupils warmly, build positive relationships and create a calm, purposeful environment where pupils feel safe, valued and ready to learn. Consistent routines help reduce anxiety and provide the structure many of our pupils need to engage successfully.

Learning is carefully planned and builds upon pupils' previous knowledge and experiences. Teachers have a secure understanding of the curriculum and present new learning in small, manageable steps, ensuring that pupils understand both what they are learning and why it is important.

Assessment informs every lesson. Teachers continually check understanding through skilled questioning, discussion, observation and practical activities. Misconceptions are identified quickly and teaching is adapted so that every pupil can make progress from their individual starting point.

Learning is ambitious and appropriately challenging for all pupils. Staff adapt their teaching without reducing expectations, ensuring that every learner can access the curriculum while continuing to develop independence and resilience. Where necessary, pupils receive additional support through visual prompts, practical resources, structured scaffolding or alternative approaches that enable them to experience success.

Communication is central to every lesson. Teachers model subject-specific vocabulary, encourage discussion and provide regular opportunities for pupils to explain their thinking, ask questions and reflect upon their learning. Positive relationships create an environment where pupils feel confident to take risks, make mistakes and learn from them.

Feedback is immediate, purposeful and supportive. Staff recognise effort, celebrate achievement and help pupils understand the next steps in their learning. Pupils are encouraged to evaluate their own progress, develop confidence in their abilities and take increasing responsibility for their learning.

Behaviour is managed through positive relationships, consistent expectations and a trauma-informed approach. Staff recognise that emotional regulation is essential for successful learning and respond calmly, respectfully and consistently when pupils require additional support. Restorative conversations help pupils reflect upon their experiences and strengthen relationships.

Throughout every lesson, staff promote literacy, communication, numeracy and personal development. Opportunities are created for pupils to develop independence, teamwork, resilience, problem-solving and confidence, ensuring that learning extends beyond the acquisition of knowledge alone.

Every lesson concludes with an opportunity for pupils to reflect on what they have learned, celebrate their successes and understand how today's learning connects to future lessons. Teachers use this information to inform planning, ensuring that learning is progressive, meaningful and responsive to pupils' individual needs.

## **Our Teaching Commitments**

Every member of staff at Trust-Education Group Ltd is committed to ensuring that:

- Relationships come before results, because pupils learn best when they feel safe, respected and understood;
- Every lesson is ambitious, engaging and purposeful;
- Teaching is adapted to meet individual needs without lowering expectations;
- Assessment is used to improve learning rather than simply measure attainment;
- Positive behaviour is promoted through consistency, encouragement and restorative practice;
- Pupils are supported to become confident, independent learners who are prepared for the next stage of their education and future lives; and
- Every pupil leaves each lesson feeling successful, valued and ready to continue their learning journey.

## **Appendix H - The Trust Education Group Teaching Framework**

The Teaching Framework reflects the shared expectations for high-quality teaching at Trust Education Group Ltd. It is not intended to be a checklist, but a guide that promotes consistency while allowing teachers the professional autonomy to respond to the needs of individual pupils.

Our pupils achieve the best outcomes when teaching is rooted in positive relationships, high expectations and a deep understanding of each young person's strengths and barriers to learning. Every member of staff contributes to creating an environment where pupils feel safe, valued and motivated to succeed.

### **Relationships Before Learning**

Learning begins with relationships. Staff greet pupils positively, establish calm routines and create an environment where pupils feel emotionally and physically safe. Consistency, kindness and mutual respect underpin every interaction, enabling pupils to develop trust, confidence and a willingness to engage with learning.

### **High Expectations for Every Pupil**

Every pupil is challenged to achieve their personal best. Expectations are ambitious and reflect each pupil's individual starting point, while recognising that progress may be demonstrated in different ways. Staff promote resilience, independence and perseverance, encouraging pupils to develop confidence in their own abilities.

## **Learning with Purpose**

Lessons are carefully planned and sequenced so that pupils understand what they are learning, why it matters and how it connects to previous learning. New knowledge is introduced in manageable steps, allowing pupils to develop secure understanding before moving on.

## **Adaptive Teaching**

Teaching is responsive to the needs of individual learners. Staff use ongoing assessment to adapt their teaching, provide appropriate support and remove barriers to learning while maintaining ambitious expectations. Adaptations are personalised and may include changes to resources, presentation, environment or pace, enabling every pupil to access learning successfully.

## **Assessment that Supports Learning**

Assessment is continuous and informs every stage of the learning process. Teachers use questioning, observation, discussion and practical activities to check understanding, identify misconceptions and plan next steps. Feedback is timely, constructive and encourages pupils to reflect on their learning and celebrate their progress.

## **Communication and Vocabulary**

Every lesson provides opportunities for pupils to develop communication skills. Staff explicitly teach subject-specific vocabulary, model effective language and encourage pupils to explain their thinking, ask questions and participate in meaningful discussion. Strong communication skills are recognised as essential for academic success and preparation for adulthood.

## **Promoting Independence**

Pupils are encouraged to take increasing responsibility for their learning. Teachers provide appropriate support while gradually developing independence, resilience and problem-solving skills. Mistakes are viewed as valuable learning opportunities, helping pupils build confidence and develop a positive attitude towards challenge.

## **Positive Behaviour for Learning**

Behaviour is supported through positive relationships, consistent expectations and restorative practice. Staff recognise behaviour as communication and respond calmly, helping pupils develop emotional regulation and make positive choices. Success is acknowledged regularly, reinforcing effort, achievement and personal growth.

## **Learning Beyond the Classroom**

Education extends beyond the classroom. Outdoor learning, vocational education, enrichment activities and community experiences are integral to the curriculum and provide meaningful opportunities for pupils to apply their learning, develop practical skills and prepare for adult life.

## **Reflective Practice**

Staff continually reflect on the effectiveness of their teaching and work collaboratively to improve outcomes for pupils. Professional dialogue, coaching and quality assurance activities support a culture of continuous improvement, ensuring that teaching remains evidence-informed, inclusive and responsive to the needs of the school community.

## **Every Lesson at Trust- Education Group Ltd**

Although every lesson is unique, pupils should consistently experience:

- A calm and purposeful start that promotes readiness to learn.
- Positive relationships built on trust, respect and consistency.
- Clear explanations and well-structured learning.
- Teaching that is adapted to individual needs while maintaining high expectations.
- Opportunities to think, discuss, question and apply their learning.
- Regular checks for understanding and supportive feedback.
- Recognition of effort, resilience and achievement.
- A positive conclusion that celebrates success and prepares pupils for future learning.

This framework reflects the school's commitment to providing an ambitious, therapeutic and inclusive education in which every pupil is supported to flourish academically, socially and emotionally. Through consistently high-quality teaching, collaborative practice and a shared commitment to excellence, Trust Education Group Ltd. prepares young people for successful futures while ensuring that they feel safe, valued and inspired to achieve their full potential.

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|----------------------------|--------------------------------------------|
| <b>Policy Lead</b>         | Melissa Wainman Proprietor                 |
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