



SAFE START SCHOOL

WILLPOWER-INITIATIVE-SUCCESS-EMPATHY-RESPECT

Teaching and Learning Policy

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The purpose of this policy is:

- To ensure the best quality teaching and learning for all our pupils.
- To ensure equality of opportunity for all our pupils who have an EHCP or a statement
- To promote the ethos of our school, having the pupils' interests at the forefront of all our activities.

1. Statement of intent

At Safe Start school we inspire our pupils to always challenge themselves. We provide a positive atmosphere where everyone is encouraged to achieve their personal best. We provide opportunities for our pupils to be capable of making personal choices and to be lifelong learners. We aim to involve families, pupils, young people, staff, and other visiting professionals to ensure every learner achieves their best.

This policy offers clarity about what the expectations of teachers are, working at Safe Start School.

The individual points within 'Mark - Plan - Teach' have been included here in more detail to provide context and examples.

The key teaching strategies within Mark - Plan- Teach, support teacher well-being, promote consistency and instill high aspirations for our students at Safe Start.

The components such as the yellow box and the marking code are part of our school common practice and are non-negotiable elements of our teaching practice.

Mark-plan-teach will be monitored, with the main purpose of assuring progress is made over a proportionate time scale.

We provide inspiring lessons that build on the learners existing knowledge and aim to provide a safe environment where all learners achieve.

Our curriculum at Safe Start is broad, balanced and differentiated. We continually provide positive learning opportunities through the delivery of the national curriculum, outdoor learning, ASDAN, Vocational Studies and functional skills.

Teaching and learning are a priority at our school, as is the care and welfare of all our pupils. We have high expectations for behaviour and all our staff use positive behaviour management strategies.

Staff will be given in-house training throughout the year to support teaching, learning and assessment. Staff are also asked to identify their own training needs based on the cohort they are teaching. The senior leadership team will update staff training as required, but staff are encouraged to stay up-to-date with new research concerning teaching.

2. Legal framework

This policy has due regard to statutory legislation including, but not limited to, the following:

- Equality Act 2010
- Equality Act 2010 (Disability) Regulations 2010

This policy also contains statutory and non-statutory guidance including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- Independent school standards

3. Equal opportunities

We aim to ensure that all pupils have access to all lessons and clubs, as appropriate. Some activities are age-restricted, and others are such that pupils may require the aid of a personal assistant. We aim to remove all barriers to offer equal opportunities for all.

We respect each other's religions, cultures, values and beliefs and teach these throughout the curriculum.

The school strives to be fully inclusive. All lessons are made accessible for all our pupils – this may be achieved with the use of differentiated resources, with support from learning experience coaches, or with sensory resources.

All pupils are fully included in all lessons. Team members are highly trained to ensure that pupils are catered for whatever their special educational needs.

All staff have high expectations of all pupils and aim to provide an environment where all pupils are fully included and can achieve their best.

4. Assessment

All our pupils are baseline assessed prior to starting at our school, allowing teachers to effectively plan and teach lessons that are tailored to the pupils' individual needs and abilities.

Formative assessments are discreetly embedded into lessons with 'hot' and 'cold' writes and end of topic quizzes. Summative assessments through Century take place three times a year. This gentle yet robust assessment approach supports the progress and learning of each of our pupils and raises awareness of any one-to-one interventions that may be needed. All our teachers have a solid understanding of the school's assessment system.

We recognise that the national curriculum age-related expectations are not appropriate for many pupils

with special educational needs and disabilities (SEND). In which case, the school ensures the curriculum is broad, balanced and differentiated to suit all pupils' needs.

A copy of the school's curriculum is available upon request.

Pupils can gain GCSEs, Functional Skills qualifications, ASDAN awards and Essential Everyday Skills in Maths and English. Pupils can also achieve vocational awards.

Teachers and learning experience coaches provide feedback for our learners. Any misconceptions are acted upon immediately and pupils' work is then reinforced through extra teaching.

5.SEND Support

Our school uses a 'total communication' approach to learning and implements all aspects of the SEND Code of Conduct.

SEND support includes but is not limited to:

- Making good use of ICT.
- Supporting students through the delivery of a trauma informed teaching and learning approach.
- Supporting pupils' spiritual, moral, social and cultural development.
- Supporting pupils' physical development and supporting pupils to be active.
- promoting pupils to take responsibility for their own health.
- Promoting a positive attitude towards learning.
- Ensuring equal access to learning for all pupils, with high expectations for every pupil, setting appropriate levels of challenge and support.
- Ensuring students' social, emotional and mental health needs are met.
- Equipping pupils with the knowledge and cultural capital they need to succeed in life.
- Providing subject choices that support pupils' learning and progression and enable them to work towards achieving their goals.
- Developing pupils' independent learning skills and resilience, to equip them for further/higher education and employment.
- Ensuring students acquire life skills to help them in their everyday life outside of school.
- Individual education plan (IEP) targets are set as part of the annual review process.
- Targets are taken from the EHC plan and are monitored once per term.
- Targets include the areas of greatest need and always include literacy and numeracy.

6. Lesson planning

Planning and delivery:

- Be clear and precise about the knowledge and skills being taught.
- There must be evidence of long-term and medium-term planning for the schemes of work.
- Differentiation should be inclusive and planned over time to ensure a Quality First approach which meets the needs of all students, maximizing the use of any additional adult(s) in the room.
- We are all teachers of literacy and numeracy.
- Teachers must be explicit about the learning outcomes and key words.
- We do not expect teachers to produce individual lesson plans for observed or unobserved lessons, but we do expect evidence of planning over time.
- Teachers must have a planning file (electronic or hard copy) containing the curriculum overviews for the subjects that they teach. The planning file should contain long-term and medium-term plans. As the long-term and medium-term plans are working documents, they should be updated and amended accordingly.
- The planning file must be present in every lesson (electronic or hard copy).
- Although not compulsory, the 5-Minute Lesson Plan is a useful tool for recording cognitive thought and removes the need for laborious writing.
- There are different formats you may use, but there must be evidence for each lesson you teach, whatever the format:
 1. Planning file with curriculum overviews and full schemes of work.
 2. Electronic equivalent
 3. 5-minute lesson plans.

7. Marking

Marking and assessment have two purposes.

1. Students act on feedback to make progress over time.
 2. It informs future planning and teaching.
- Teachers must have a secure overview of the starting points of each pupil and the next steps to ensure progression.
 - Marking must be primarily formative, include praise, may be selective, and include the use of

‘yellow box methodology’ which is clear about what students must act upon.

- Marking and feedback must be regular.
- The marking code must be used.

The Basics of Marking at Safe Start School:

- Teacher marking will be clear to see, using a green pen.
- Colours not acceptable for teacher marking are blue, black and purple.
- Peer assessment is clearly identified and structured.
- Marking should be primarily formative and include praise.
- Use ‘The Yellow Box’ methodology to direct engagement with what students should improve. Its effectiveness can be diluted if it takes ten minutes to get students to focus on the improvements.
- Selective marking, tailored to the students’ needs.

The purpose of selective marking is to enable a more precise focus on areas for development and to ensure progress within them. When students have many corrections to make, it can be difficult for them to know where to start, and they may need guidance to work through it. Indicating thirty spelling mistakes on one page of an exercise book can be demotivating. Identifying ten within a single section which they get right next time, following yellow box practice, is much better. Ignoring a misspelt word can reinforce a problem. Used well, selective marking enables faster progress over time.

Further clarification


Primarily formative means that the focus of your marking must be showing students how they can improve. A summative mark/level/grade often means students spend their time comparing how they have done with their classmates and not on improving their mark.


The frequency of marking is proportional to lessons delivered, to ensure equality between departments who see their classes for one lesson a week and those who see them far more often and for double periods. If the time taken to mark a class set of books is out of proportion with the amount of time the class collectively spends on responding to the feedback, then something has gone wrong.

1. If students do not engage with the feedback there is no impact.
2. Doing hours and hours of marking does not automatically mean this section of the learning policy is being followed
3. Medium-term plans are given to the headteacher and subject leader at the start of each term and are available to parents upon request.
4. The leadership team and external advisors observe lessons delivered by all teachers on an ongoing basis.
5. LEC and support staff are strategically placed to support learning as directed by class teachers and the leadership team.
6. Lessons include a combination of whole-class, group and individual teaching supported by the class teacher and a learning experience mentor.

7. Clear routines are used throughout the school and understood by all pupils and staff.
8. Expertly differentiated, personalised lessons are delivered in all classes.
9. Opportunities to improve literacy and numeracy are provided throughout all lessons.
10. Outside learning includes work experience – placements are carefully matched to individual pupils to suit their interests and to give them a taste of life after school.
11. Resources may be created for specific pupils – this might include the use of symbols, reading pens, scribes, computer programs and/or access technology.
12. All staff present themselves as a positive role model for our learners.

Marking Code

Symbol	Marking
 (green pen)	Correct- Good Point
I	Independent work
AS	Adult support
GW	Guided work
SP	Correct a spelling mistake
VF	Verbal feedback
ABS	Absent
SM	Self-marking
PM	Peer Marking

NE	Non-Engagment
Outreach	For teachers who are delivering outreach
?	This does not make sense – handwriting needs to be clearer
^	You need to add a word
//	You need to start a new paragraph
	Yellow box to address any misconceptions/ immediate interventions

Our management

The school has an ethos of positive behaviour management whereby we use the CPI Model to focus on prevention and de-escalation.

Each class works towards their own reward system which helps and encourages pupils to focus on their learning.

Pupils can earn points each day and choose a reward at the end of each week. The points can be saved up and rolled over into the next week. Reinforcing the lifelong skills of saving and budgeting.

The school has devised its own Behaviour Support Plans for those who require extra help with their behaviour, these plans are shared with all staff to ensure a consistent approach.

9.Classrooms

All classrooms are clean, clutter free and have interactive displays, relevant to what the pupils are currently learning about.

We recognise that displays enhance learning, and we value the work displayed on them as the best evidence of learning.

All classes make use of visual timetables and calendars, these are designed to aid pupils to make sense of their day.

Each class has a mentor to ensure that all our students' needs are met.

10. Health and safety

The health and safety of our pupils is paramount.

We regularly conduct health and safety audits to ensure that the school building and playground is as safe as possible.

All staff members will act in accordance with the school's Health and Safety Policy and associated procedures, including undertaking risk assessments where necessary.

11. Parents/Guardians

We want to build professional, supportive and trusting relationships with all of our parents and guardians.

Parents/guardians can contact the school via phone or email to speak to their child's teacher or a member of the senior leadership team.

We have a self-help directory for all of our parents who want to access further support and information on a variety of SEND and SEHM needs.

We have regular parent bulletins providing useful information about what is happening in our school.

Safe Start offers a bespoke outreach program providing support and relevant interventions for pupils and families that are struggling to access an onsite education. The outreach program is co-developed and designed alongside parents, carers and guardians, with the aim of supporting the pupil to access an on-site education.

Parents are invited to attend annual reviews, collaborative meetings and meetings with other professionals as appropriate.

If a parent or carer cannot make themselves available for any of the above but would still like to visit school, please contact the school office and we will do our best to accommodate you.

10. Attendance

We recognise that many of our pupils have complex needs and may not be able to attend school from time to time.

Parents are asked to ring and inform the school on the first day of absence and each day thereafter. Parents will receive work for their child from the class teacher if the absence is prolonged.

Our designated outreach team supports students to attend school if a pattern of non-attendance is occurring.

Holidays should not be taken in term-time without the permission of the headteacher. In certain

circumstances, the headteacher may grant permission and a homework holiday project will be set to ensure learning continues.

11. Monitoring and Review

- All teaching staff will be observed each term. These will be used to help inform appraisals.
- All teaching staff will take part in work scrutiny each half term, focusing on specific groups.
- Learning walks and mini observations will also be used and feedback will be promptly provided with any support needed.
- Staff will have the opportunity to act upon feedback and improve their teaching with support from their line manager. If teaching is still not judged to be 'good' an extended support plan will be arranged. Failure of a support plan could lead to capability procedures.
- Lesson observers/learning walks will review a sample of students' books during the lesson observation.
- Learning will be judged over time as well as in lesson progress.

12. Implementation

High-quality implementation ensures that curriculum intent is translated into effective classroom practice and positive learner outcomes. Teaching, learning and intervention must be consistently informed by accurate assessment, individual need and clearly identified targets.

Planning and Use of Assessment Information

All Medium Term Plans (MTPs) must explicitly identify IEP targets, including:

- 1 Maths target
- 1 English target
- 1 EHCP-linked target

Reading and Spelling Ages must be clearly recorded within planning documentation and referenced when designing lessons, resources and interventions. This data must be actively used to:

- Inform adaptive teaching strategies
- Adjust lesson content, pace and scaffolding
- Select appropriate teaching methods and materials to meet individual needs

Planning should demonstrate clear links between assessment information, IEP targets and lesson delivery, ensuring that learning is purposeful and personalised.

Teaching, Learning and Adaptation

Teachers are responsible for ensuring that lessons are adapted in real time to respond to learners' needs, using:

- Differentiated resources
- Targeted questioning
- Structured modelling and guided practice
- Additional scaffolds or stretch where appropriate

Teaching approaches must reflect learners' cognitive, communication, social and emotional needs, particularly for pupils with SEND and SEMH profiles.

Interventions

All interventions must be:

- Directly linked to IEP targets
- Clearly identified and purposeful
- Planned rather than ad-hoc

Interventions should be located in the back of students' exercise books, and/or delivered as a starter activity within the relevant lesson

Intervention records should show frequency, focus and impact, and be reviewed regularly.

Assessment for Learning and Progress Measures

In English, hot and cold writes must be completed at the start and end of a topic. These should be used to assess progress, inform next steps and adapt future planning.

In Maths, End of Block assessments must be used consistently (Assessment A at the start of the block and Assessment B at the end of the block). Outcomes should inform reteaching, intervention and curriculum adjustment.

Consistency, Monitoring and Review

Implementation will be monitored through:

- Planning scrutiny
- Book looks
- Learning walks
- Assessment and intervention reviews

Staff are expected to maintain clear, accessible evidence of implementation within planning and pupils' books.

Practice should be reviewed regularly to ensure consistency across subjects and classes, and to evaluate the impact of teaching and interventions on pupil progress.