



Endeavour
Multi-Academy Trust



Teaching, Learning and Assessment Policy

Endeavour Multi Academy Trust

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DOCUMENT HISTORY DATE	DOCUMENT VERSION	DOCUMENT HISTORY
Spring 2026	V1.0	New drafting of policy – previously assessment policy and the teaching and learning policy.

1) Vision and Intent

Endeavour Multi Academy Trust (the Trust) provides **inclusive, aspirational and evidence informed education** where every learner is known, valued and challenged. We promote **high expectations, positive relationships and purposeful learning**, enabling pupils to grow in **knowledge, skills, independence and character** so they can live **happy, healthy and fulfilling lives** beyond school.

This policy codifies **how we teach and how pupils learn** across the Trust. It centres on our **9 Guiding Principles** and aligns curriculum, pedagogy, assessment and professional development to deliver consistently **strong outcomes** for all pupils, including those with **Special Educational Needs and Disabilities (SEND)** and those with **Education, Health and Care Plans (EHCPs)**.

Curriculum Vision and Intent:

At Endeavour schools, every learner thrives in a calm, predictable and language rich environment where they are known, valued and challenged. Our curriculum is ambitious, inclusive and coherently sequenced so that pupils know more, remember more and do more—building independence, communication, and character to flourish in school, the community and life beyond.

Our Curriculum Intent

We design a curriculum that:

1. **Secures powerful knowledge over time** through a **spiral sequence** and **regular retrieval practice** (Principle 2).
2. **Makes learning explicit** by using clear **learning intents** and success indicators in every lesson (Principle 4).
3. **Prioritises language and communication**—teaching vocabulary deliberately and consistently across all subjects, with appropriate use of visuals, Makaton and PODD to ensure access for all (Principle 9).
4. **Builds independence** via explicit modelling, guided practice and structured **independent practice** so pupils can apply and transfer learning across contexts (Principle 7).
5. **Strengthens metacognition** by teaching pupils how to plan, monitor and evaluate their thinking, increasing self-regulation and accuracy (Principle 3).
6. **Challenges thinking with support** through effective questioning, scaffolding and cognitive load aware instruction (Principle 6).
7. **Maximises engagement** by designing learning that is active, inclusive and appropriately chunked, monitored through wellbeing and engagement measures (Principle 5).
8. **Enables responsive teaching** using live feedback, formative assessment and **retrieval tasks as assessment tools** (quizzes, quick recalls, end of lesson checks) so teachers adapt teaching in the moment (Principle 8).

9. **Is enacted in a safe, relational culture** where consistent routines and positive behaviour expectations create the conditions for learning (Principle 1).

How the Intent is Enacted – in 4 focus areas:

1) Behaviour for Learning (*Principles 1, 5, 7*)

- **Culture & Climate:** Calm, predictable routines; explicit teaching of expectations; positive recognition; consistent and fair responses.
- **Engagement:** Varied strategies; chunked input; inclusive participation; monitoring via Leuven Scale.
- **Independence:** Clear modelling → guided practice → structured independent practice; routines that enable self-management and collaboration.

2) Curriculum (*Principles 9, 2, 4*)

- **Language Rich Design:** High frequency and domain specific vocabulary identified, taught, displayed, revisited; visual and AAC supports (Makaton/PODD) embedded.
- **Coherence & Memory:** Spiral sequencing; planned interleaving; lesson and unit level **retrieval practice**; proactive addressing of misconceptions.
- **Clarity of Purpose:** “I can” learning intents and sequenced success criteria shared and revisited in lessons and units.

3) Teaching & Learning (*Principles 6, 3, 4*)

- **Cognitive Challenge with Support:** Varied questioning (cold call, probing, elaboration); graduated scaffolds; explicit instruction that manages cognitive load; interactive supports/working walls.
- **Metacognition:** Think aloud modelling; structured steps for planning, monitoring and evaluating; routines for checking progress.
- **Transparent Goals:** Learning intents and success criteria referenced throughout to direct attention and effort.

4) Assessment & Feedback (*Principle 8 + Principle 2 Retrieval Tasks*)

- **Responsive Formative Assessment:** Live feedback, hinge questions, exit tickets.
- **Retrieval as Assessment:** Low stakes quizzes, quick recall starters, cumulative reviews, end of lesson retrieval bursts—adapted for SEND needs (visuals, prompts, multisensory cues).
- **Pupil Involvement:** Self and peer assessment linked to “I can” statements; next steps agreed and revisited.
- **Curriculum Adjustment:** Assessment information informs reteaching, pre teaching, and intervention planning.

What Success Looks Like (Impact)

- **Knowledge & Memory:** Pupils recall and connect prior learning, demonstrating secure understanding across time and contexts.
- **Language & Communication:** Pupils use key vocabulary accurately to explain, reason and participate; improved expressive and receptive language.
- **Independence:** Pupils increasingly plan, monitor and evaluate their own work; they complete structured independent practice with confidence.
- **Engagement & Behaviour:** Calm, purposeful classrooms; high participation; reduced disruption; strong relationships and wellbeing.
- **Progress & Outcomes:** Formative and summative evidence shows pupils meet ambitious, appropriately personalised "I can" statements; gaps narrow over time.
- **Transfer & Application:** Pupils apply knowledge and skills in new and real life contexts—across subjects, settings and the community.

Entitlement and Equity

- **Access for All:** Adaptive teaching with visuals, scaffolds, and AAC ensures every pupil can access the full curriculum.
- **Ambition for All:** All learners encounter rich knowledge, meaningful cultural capital and carefully sequenced challenge.
- **Consistency with Professional Judgement:** Shared principles and clear protocols sit alongside teachers' expertise to personalise learning pathways.

Leadership & Quality Assurance

- **Curriculum Architecture:** Subject leaders map knowledge, vocabulary and skills across a spiral sequence with planned retrieval opportunities.
- **Assessment Cycles:** Regular reviews of learning intents, pupil work, and retrieval evidence inform curriculum refinements.
- **Professional Development:** Ongoing training in explicit instruction, questioning, metacognition, language development, adaptive teaching and behaviour for learning.
- **Stakeholder Communication:** Curriculum intent, learning intents and progress are communicated clearly to pupils, families and governors.

2) Scope and Audience

This policy applies to **all staff** involved in teaching and learning (teachers, teaching assistants (TAs), therapists and wider support staff), and informs the work of **Subject Leaders, Phase/Key Stage Leaders, Senior Leaders, Headteachers, the Trust Education Team, and Governance.**

3) Our 9 Guiding Principles for Teaching and Learning

These principles are the **core of classroom practice** and the lens through which planning, delivery, assessment and evaluation are undertaken. Schools will **reference these principles explicitly** in their school level implementation handbooks.

1. Behaviour & Relationships

- A **calm, orderly climate** built on **explicitly taught expectations**, consistent routines and positive relationships.
- **Role modelling** by all adults; praise and recognition tied to **effort and behaviour**.
- Consistent use of the **Behaviour Policy**; incidents recorded on **Arbor** and monitored for targeted support.
- Access to **therapeutic provision** (e.g., counselling, Emotional Literacy Support Assistant (ELSA)) where needed.

Examples

- Teachers greet pupils at the door and use consistent routines such as “Do Now”, lining up, transitions and end of lesson expectations.
- Adults narrate positive behaviour (“I can see three pupils already tracking the speaker”).
- Praise is specific and linked to effort (“You kept trying even when it was tricky”).
- Behaviour incidents are logged on Arbor the same day and reviewed weekly to spot patterns.
- Pupils access ELSA sessions, mentoring or counselling following identified need.

2. Retrieval Practice & Spiral Curriculum

- **Daily/lesson start retrieval** to strengthen memory; varied methods (quizzes, flash cards, low stakes tasks, active recall).
- Knowledge and skills are **revisited and deepened** through a **spiral sequence** that bridges prior and new learning.

Examples

- Daily retrieval starters or activities throughout the lesson: 5 question quizzes, flashcards, “last lesson / last week / last term” prompts.
- Spaced retrieval built into medium term plans.
- Concepts revisited in increasing depth (e.g., fractions → mixed numbers → algebraic fractions).

- Practical skills spiralled (e.g., in science: observing → measuring → analysing → evaluating).

3. Metacognition & Modelling

- Teachers **think aloud** to model how to **plan, monitor and evaluate**; use **worked examples** and gradual release (*Teach* → *Practise* → *Apply*).
- Misconceptions are surfaced and corrected through **explicit instruction** and **metacognitive talk**.

Examples

- Teachers “think aloud”: *“First I check the units... now I estimate the answer... now I choose a method.”*
- Worked examples shown step by step before pupils attempt tasks.
- Misconceptions addressed explicitly (“Some pupils think... but actually...”).
- Gradual release: teacher model → guided practice → independent application.
- Explicit instruction: I say, we say, you say approaches to teaching.

4. Explicit Learning Intents (“I can” statements)

- Clear, **knowledge and skill focused intents** shared **early and revisited**, recorded in pupil books or equivalent evidence base.
- Progress checked against intents; feed forward to **adapt planning**, interventions and next steps.

Examples

- “I can identify features of persuasive writing” displayed and referenced throughout the lesson.
- Pupils highlight or annotate work to show where they met the intent.
- Teachers check progress mid lesson and adapt tasks or groupings.
- Learning intents recorded in books or digital portfolios.

5. Participation & Engagement

- **All pupils actively participate** (e.g., mini whiteboards, cold calling, turn & talk, group tasks).
- New content delivered in **manageable chunks** to avoid overload; **continuous provision** supports independence (particularly in EYFS/KS1).

- **Leuven Scale** used (where appropriate) to monitor **well-being and engagement**.

Examples

- Mini whiteboards used for whole class responses.
- Cold calling ensures all pupils contribute, not just volunteers.
- Turn and talk used to rehearse ideas before sharing.
- Continuous provision supports exploration and independence.
- Leuven Scale observations used to monitor engagement and well-being.

6. Questioning, Challenge, Scaffolding & Cognitive Load

- **Tailored access and stretch**; adaptive scaffolds (visuals, manipulatives, writing frames) removed over time for independence.
- **Planned questions** to probe understanding and manage **cognitive load**; **working walls** anchor vocabulary and exemplars.

Examples

- Scaffolds such as sentence starters, writing frames, manipulatives or visual prompts gradually removed.
- Questions planned to probe deeper thinking ("Why might...?", "What if...?", "How do you know...?").
- Working walls display key vocabulary, models and steps.
- New content broken into small, manageable chunks.

7. Independent Practice & Transferability

- Sufficient, well sequenced **guided** → **independent practice** builds **fluency, automaticity and mastery**.
- Learning is applied in **new contexts**, including **learning outside the classroom**.

Examples

- Guided practice before independent tasks to ensure readiness.
- Fluency tasks (e.g., arithmetic, handwriting, phonics) repeated over time and across the curriculum.
- Application of learning in new contexts: outdoor learning, cross curricular tasks, real world problems.
- Opportunities for pupils to teach or explain concepts to others.

8. Feedback & Assessment for Learning (AfL), including Self Assessment

- **Live, specific feedback** in lessons; pupils use **self/peer assessment** to reflect and improve.
- AfL informs **adaptations, in class interventions** and **planning**.

Examples

- Live marking during lessons; verbal feedback given immediately.
- Pupils use success criteria to self-assess and edit work.
- Peer assessment with structured prompts.
- Exit tickets, hinge questions and mini quizzes inform next steps.
- Teachers adjust planning based on AfL evidence.

9. Language Development & Vocabulary Acquisition

- **Language rich classrooms**: direct teaching of **subject specific vocabulary**; dual coding and **total communication** (e.g., **Makaton**, **PODD**, symbols) to include all learners.
- Reading, writing and **oracy** are woven **across the curriculum**.

Examples

- Explicit teaching of vocabulary.
- Dual coding: images + words to support understanding.
- Use of Makaton, PODD, symbols or communication boards for inclusion.
- Structured talk opportunities: debates, oral rehearsal, sentence stems.
- Reading and writing tasks embedded across subjects.

4) Curriculum Principles

- **Personalised, ambitious and relevant** for all learners; **EHCP outcomes** inform provision and target setting.
- **Primary/EYFS**: The Early Years Foundation Stage framework that then feeds into the national curriculum with **continuous provision**, and progression from **Cherry Garden Branches** to **Endeavour Steps (1–18)** as appropriate. With appropriate statutory assessments.
- **Secondary**: pathways and strands (e.g., **Discoverer, Navigator, Pathfinders and Pioneers**) reflect varied profiles and lead to BTECS, **Entry Level, Functional Skills, GCSE, AQA Unit Awards, ASDAN** and other accreditations, matched to need and aspiration.

- **Specialist approaches and therapies** (e.g., Attention Autism, **TEACCH**, **Intensive Interaction**, **Speech and Language Therapy**, **Occupational Therapy**) integrated where needed.
- **Cultural capital, PSHE/RSE, Careers and Preparing for Adulthood** are intentionally planned.

5) Planning Expectations

- **Long Term:** Curriculum maps show a **spiral sequence** of knowledge/skills with clear **end points** and vocabulary.
- **Medium- and Short-Term Planning:**
Half term and termly units identify the key concepts, prior knowledge, retrieval foci, assessment opportunities and required adaptations. These are then translated into well-structured lesson overviews that set out the learning intent, success indicators, explicit modelling, planned questioning, and the progression from guided to independent practice. Each lesson includes a clear feedback plan and key vocabulary, supported by high quality resources such as PowerPoints and adapted materials that are carefully prepared to meet pupils' needs.
- **Big Picture** documents (secondary) appear in pupil books/folders to aid **investment and recall**.

6) Adaptive Teaching & Inclusion

Adaptive teaching at Endeavour Schools ensures that every pupil can access high quality instruction and achieve ambitious outcomes. It is grounded in Rosenshine's Principles of Instruction, the EEF's guidance on SEND and cognitive science research. Adaptive teaching is proactive, planned and responsive — not a reduction in expectations, but a refinement of the route pupils take to reach them.

Universal Provision

Universal provision is the entitlement for all pupils and is visible in every classroom:

Core Approaches

- **Explicit instruction:** clear explanations, modelling, worked examples and guided practice before independent work. 'I do, we do, you do'.
- **Scaffolding:** sentence stems, visual prompts, manipulatives, writing frames, chunked tasks and partially completed examples. Scaffolds are *faded* over time to build independence.
- **Flexible grouping:** purposeful, fluid groupings based on ongoing assessment (e.g., pre teaching groups, same day interventions, mixed attainment collaboration).
- **Assistive technology:** Immersive Reader, dictation tools, translation tools, reader pens, visual overlays, screen readers and accessibility settings.

- **Low stakes extension tasks:** challenge that deepens thinking without accelerating content prematurely (e.g., “apply in a new context”, “explain the misconception”, “create your own example”).

Impact

- High success rate during practice (Rosenshine).
- Reduced cognitive load and increased clarity.
- All pupils experience stretch within a supportive structure.

Total Communication Environment

Classrooms use multimodal communication to ensure all learners — including those with speech, language and communication needs — can access learning.

Core Approaches

- **Spoken language** supported by clear teacher articulation and modelling of vocabulary.
- **Makaton** signs used consistently across staff to reinforce key words.
- **Symbols and visuals** (Widgit, Boardmaker, etc.) to support instructions, routines and concepts.
- **Objects of reference** for pupils requiring concrete cues.
- **Visual timetables, now/next boards, social stories** to support predictability and emotional regulation.
- **Low visual clutter** where appropriate to reduce sensory overload and support attention.

Impact

- Increased comprehension and independence.
- Reduced anxiety and improved transitions.
- Inclusion of pupils with diverse communication profiles.

Reasonable Adjustments & Personalised Plans

Adaptive teaching is strengthened by planned, documented adjustments that reflect statutory and individual needs.

Core Approaches

- **Reasonable adjustments** planned in advance and recorded (e.g., seating, adapted resources, sensory breaks, chunked instructions).
- **IEPs/ILPs** aligned with EHCP outcomes, detailing classroom strategies, success criteria and review cycles.
- **Provision mapping** ensures interventions are targeted, time-bound and evaluated.

- **Collaboration with specialists** (SALT, OT, EP, ELSA) informs classroom practice.

Impact

- Needs are anticipated rather than reacted to.
- Consistency across staff and settings.
- Clear accountability and progress tracking.

Engagement Model (for pupils not engaged in subject specific study)

For pupils working below subject specific levels, the Engagement Model is used to assess progress through five areas:

- **Exploration**
- **Realisation**
- **Anticipation**
- **Persistence**
- **Initiation**

Core Approaches

- Highly personalised, sensory rich learning experiences.
- Close observation and recording of engagement indicators.
- Collaborative planning with families and specialists.
- Integration of communication systems (e.g., AAC, Makaton, PODD).

Impact

- Meaningful progress captured beyond traditional academic measures.
- Improved engagement, motivation and communication.

Equality, Diversity & Protected Characteristics

Adaptive teaching actively promotes equity and inclusion for pupils with any of the protected characteristics (Equality Act 2010). This includes:

- Ensuring representation in curriculum materials.
- Avoiding bias in expectations, grouping and behaviour responses.
- Providing safe, respectful environments for all identities.
- Making reasonable adjustments for disability, religion, gender identity, pregnancy/maternity and other protected characteristics.

Impact

- Pupils feel seen, valued and safe.
- Barriers to participation are reduced.

- A culture of belonging is strengthened.

School Determined Strategies

While the principles above are consistent across Endeavour Schools, each school will determine the specific strategies most appropriate for their learners, informed by:

- Local context and cohort needs.
- Specialist expertise within the school.
- Ongoing assessment and monitoring.
- Pupil and family voice.
- Professional judgement and reflective practice.

Impact

- Adaptive teaching remains responsive, contextual and evidence informed.
- Schools retain autonomy while aligning with shared Endeavour values.

What This Looks Like in Every Classroom (Concrete, Research Aligned Indicators)

- Clear, concise explanations broken into small steps.
- Frequent checks for understanding (cold calling, mini whiteboards, hinge questions).
- High success rate during practice (80%+).
- Modelling of thinking processes (metacognitive talk).
- Scaffolds that support — but do not replace — thinking.
- Vocabulary explicitly taught and revisited.
- Opportunities for guided practice before independent work.
- Responsive teaching based on live assessment.
- Inclusive communication strategies embedded throughout the day.
- Challenge available for all pupils, not just the highest attaining.

7. Roles and responsibilities

Teaching and learning in our schools is a shared responsibility, and everyone in our school community has an important role to play.

This is how we will create the above conditions for pupils' learning at all times:

3.1 Teachers

Teachers at our schools will:

- Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#)
- Establish routines and be responsible for effective tone for behaviour.
- Work effectively with other agencies – SaLT, OT and PT their teaching reflects the advice provided by specialists.
- Actively engage parents/carers in their child's learning [specify how teachers are expected to do this – for example, via newsletters, website, letters, open days/mornings], including clearly communicating the purpose of home learning
- Update parents/carers on pupils' progress [insert frequency – for example, weekly], and produce an [insert frequency – for example, annual] written report on their child's progress
- Meet the expectations set out in our behaviour policy, and marking and feedback policy
- Ensure that all classroom planning, provision and practice supports EHCP and IEP documents

Support staff

Support staff will:

- Follow the expectations for teaching and professional conduct as set out in the Teaching Assistant Standards.
- Know pupils well and differentiate support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Use agreed assessment for learning strategies
- Use effective marking and feedback as required
- Engage in providing inspiring lessons and learning opportunities
- Feedback observations of pupils to teachers
- Ask questions to make sure they've understood expectations for learning
- Identify and use resources to support learning
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners
- Meet the expectations set out in our behaviour policy, and marking and feedback policy

Curriculum/Subject/phase leaders

Subject/phase leaders at our schools will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Sequence lessons in a way that allows pupils to make good progress from their starting points

- Ensure school finance is used effectively to resource subjects, providing teachers with necessary resources for learning
- Drive improvement in their subject/phase, working with teachers to identify any challenges
- Monitor implementation of their subject and that it is appropriately allocate time for pupils to:
 - Achieve breadth and depth
 - Fully understand the subject pedagogy
 - Demonstrate excellence
- Moderate progress across their subject/phase by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- Drive the improvement on weaknesses identified in their monitoring activities (working appropriately with the SLT and having whole school development impact.)
- Create and share clear intentions for their subject/phase
- Encourage teachers to share ideas, resources and good practice
- Meet the expectations set out in our behaviour policy, and marking and feedback policy

Senior leaders

Senior leaders will:

- Ensure monitoring and review cycles are embedded into annual plans and well communicated to all.
- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Hold staff and pupils to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Promote team working at all levels, for example by buddying teachers up to support one another where appropriate
- Address underachievement and intervene promptly
- Meet the expectations set out in our behaviour policy, and marking and feedback policy

Pupils

Pupils will:

- Take responsibility for their own learning, and support the learning of others
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn

- Attend all lessons on time and be ready to learn, with any necessary equipment for the lesson
- Be curious, ambitious, engaged and confident learners
- Know their targets and how to improve
- Put maximum effort and focus into their work
- Complete home learning activities as required
- Meet the expectations set out in our behaviour policy

Parents and carers

- Nurturing the love of reading and promoting prioritization of reading everyday
- Parents and carers of pupils at our school/trust will:
- Value learning
- Encourage their child as a learner
- Make sure their child is ready and able to learn every day
- Support good attendance and behaviour
- Participate in discussions about their child's progress and attainment
- Communicate with the school to share information promptly
- Provide resources as required to support learning
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning

Governors and Trustees

Governors at our school will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor the impact of teaching and learning strategies on pupils' progress and attainment
- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation
- Make sure other school/trust policies promote high-quality teaching, and that these are being implemented

8) Assessment, Feedback and Reporting

8.1 Principles

Assessment is **integral to teaching** and drives **adaptation**. It is **accurate, proportionate and purposeful**, and enables pupils to **know more, remember more and do more**.

8.2 Systems and Tools

- **EYFS and Primary (EYFS, KS1–2)**: National curriculum Assessments (statutory measures) **Endeavour Steps (1–18)**; pupils in the early stages of development will utilise the **Engagement Model** (as appropriate).
- **Secondary: TR Levels** aligned with curriculum strands (and **EQUALS** where used); accreditation pathways assessed against specification criteria.

- **Whole Trust: Trackable** is the central platform for summative tracking at the special schools; SONAR, Insights and Tapestry in our mainstream schools; MIS (**Arbor**) for behaviour/attendance/well-being.
- **Baseline:** on entry and at key transition points (start of Reception; Year 1; Year 7; any mid phase admission).

8.3 Formative (AFL)

- **Live feedback** (verbal/written), mini whiteboards, exit tickets, hinge questions, and responsive teaching.
- **Self/peer assessment** taught and scaffolded.
- **Marking & Presentation** align with each school's **Marking & Feedback Guidelines**; feedback is **specific, actionable and manageable**.

8.4 Summative

- **Termly** teacher judgements stored electronically uploaded to their appropriate digital recording system.
- **Moderation:** in school and **cross MAT** moderation; external moderation where appropriate.
- **Pupil Progress Meetings/Learning Conversations:** termly, solution focused planning for pupils requiring support or stretch; involve parents/carers.

8.5 National Tests & Accreditation (where appropriate)

- **Primary:** Year 1 Phonics Screening (and Y2 resit), KS2 SATs (for eligible pupils), Y4 Multiplication Check.
- **Secondary:** BTECS Entry Level, Functional Skills, GCSE, AQA Unit Awards, ASDAN and other approved awards per pathway.
- **Post16:** progression through BTECS, Entry Level Pathways, Functional Skills and appropriate units/awards.

8.6 Reporting to Parents/Carers

- **Termly** attainment/progress updates (including learning conversations) and an **annual written report**.
- **Annual Review** of EHCPs with multi-agency involvement.
- Ongoing home-school communication via each school's systems/app.

9) The Learning Environment

Classrooms will:

- Be **safe, inclusive and purposeful**; promote independence and pride in work.

- Display **current learning, working walls** and **key vocabulary**; show **learning intents** and, where appropriate, **levels of support** to evidence growing independence.
- Use **visual timetables**; maintain **low visual stimulation** for learners who benefit from this.
- Signpost **reading across the curriculum** and celebrate language.
- Reflect **pupil voice** and diversity.

10) Behaviour for Learning

Behaviour for Learning (BfL) at Endeavour Schools is rooted in the belief that calm, consistent, relational practice enables pupils to feel safe, motivated and ready to learn. Staff explicitly teach the behaviours that support successful learning, and pupils are supported to develop self regulation, independence and positive learning habits.

Explicit Teaching of Routines and Expectations

- Routines are taught, modelled, practised and revisited (e.g., entry routines, transitions, equipment checks, group work expectations).
- Staff use clear, concise instructions, supported by visuals where appropriate, to reduce cognitive load.
- Expectations are framed positively (“Walk calmly”) and reinforced through consistent adult language.
- Teachers use pre-correction (“In a moment you will...”) and positive narration to guide behaviour.
- Classroom environments are organised to minimise distractions and maximise focus.

Impact

- Predictable, safe learning environments.
- Increased time on task and reduced low-level disruption.
- Pupils understand what successful learning behaviours look and feel like.

Conduct:

Behaviour - Conduct at Endeavour Schools is rooted in the belief that behaviour is a form of communication and that strong, trusting relationships are the foundation of a safe and successful learning environment. Staff respond to behaviour with empathy, consistency and curiosity, seeking to understand the underlying need and support pupils to repair, reflect and reconnect.

Relational, Restorative Approaches

- Staff prioritise **relationships first**: warm, predictable interactions, positive greetings, and genuine interest in pupils' well-being.
- Praise and recognition focus on **effort, kindness, resilience and positive choices**, reinforcing belonging and intrinsic motivation.
- When harm occurs, staff use **restorative conversations** to rebuild trust. These may include:
 - exploring what happened and why
 - recognising the impact on others
 - identifying feelings
 - agreeing actions to repair harm
 - planning for future success
- Adults maintain a **calm, regulated presence**, modelling the emotional control expected from pupils.
- Staff use **emotion coaching** and co-regulation strategies to help pupils understand and manage their feelings.
- Responses to behaviour are **non shaming**, private where possible, and focused on learning rather than punishment.

Impact

- Pupils feel valued, understood and safe.
- Relationships are strengthened rather than damaged by conflict.
- Behaviour improves because pupils learn skills, not because they fear consequences.
- A culture of empathy, accountability and mutual respect is embedded across the school.

Recording and Responding to Behaviour

- Behaviour incidents are recorded on **Arbor (or Trust MIS)** to ensure transparency, consistency and early identification of patterns.
- Staff analyse behaviour data to understand triggers, contexts and unmet needs.
- Targeted support is planned collaboratively and may include:
 - ELSA sessions
 - mentoring or coaching
 - therapeutic support

- sensory regulation
- pastoral support
- Staff work in partnership with families, recognising them as key partners in supporting behaviour and well-being.

Impact

- Interventions are matched to need, not simply to the behaviour observed.
- Pupils receive timely, appropriate support that reduces escalation.
- Families feel included and informed.

Consistency with Behaviour Policies and Safeguarding

- All staff follow their school's Behaviour Policy and safeguarding procedures, ensuring fairness and clarity for pupils.
- Responses to behaviour are adapted where necessary to meet individual needs, including SEND, trauma or other vulnerabilities.
- Staff uphold professional boundaries and model respectful, regulated behaviour at all times.

Impact

- Pupils experience predictable, fair responses from all adults.
- Safeguarding is embedded in everyday practice.
- Inclusion and high expectations go hand in hand.

11) Roles and Responsibilities

Governors; Trust Board & Education Standards/Quality Committee

- Approve policy; monitor **impact and compliance** across schools.
- Challenge and support through **trust wide data**, QA and reports.

Trust Education Team / Director of Education

- Provide **strategic leadership**, training, frameworks, and QA; ensure **consistency and equity** across schools.

Headteachers & Senior Leadership Teams (SLT)

- Lead implementation; schedule **QA cycles** (learning walks, book looks, deep dives); analyse data; hold **Pupil Progress Meetings**; ensure staff CPD.

Curriculum/ Subject/Middle Leaders

- **Curriculum intent/implementation/impact** in their areas; map knowledge/vocabulary; run moderation; coach colleagues; evaluate impact.

Class Teachers

- Plan and deliver **principle aligned** lessons; maintain assessment records; set and review **IEP/ILP** targets; liaise with families; contribute to reviews.

Teaching Assistants (TAs)

- Support **adaptive teaching** and assessment; use consistent **language/vocabulary**; deliver targeted interventions under teacher direction; record impact.

Therapists/Specialists

- Deliver programmes; advise staff; contribute to reviews and planning; record outcomes.

Parents/Carers

- Engage with learning conversations, reviews and home learning routines; share information relevant to learning and wellbeing.

12) Quality Assurance (QA) and Evaluation

- **Termly QA:** learning walks, book/folder reviews, planning sampling, pupil voice, environment audits, data reviews.
- **Moderation:** within schools and **cross MAT**, including joint planning and standardisation to secure **assessment validity**.
- **Data:** termly analysis of **attainment, progress, attendance, behaviour and well-being** to identify strengths, variances and priorities.
- **Governance:** LGCs receive school level T&L reports; Trust Board receives consolidated MAT analysis.
- **Improvement Cycle:** findings feed into **School Improvement Plans** and MAT development priorities; impact revisited next cycle.

13) Professional Development

- Induction covers the **9 Guiding Principles**, assessment systems and safeguarding.
- Ongoing CPD includes **explicit instruction, metacognition, cognitive load theory, SEND** strategies, **language development**, assessment, and **leadership of curriculum**.
- Staff undertaking external programmes (e.g., **NPQs**) disseminate learning across teams.

14) Equalities, Safeguarding and Well Being

- Teaching and learning promote **equity, inclusion and respect**; staff use data to spot and address gaps for groups (e.g., PP, SEND).
- Staff uphold **Keeping Children Safe in Education (KCSIE)**; **safeguarding concerns** are reported immediately in line with policy.
- **Well-being** (pupils and staff) is considered in curriculum, planning and workloads; feedback/marking is **proportionate**.

15) Homework/Extended Learning

- Homework/extended learning is **purposeful, accessible and individualised**.
- Primary: **choice-based menus/bingo mats**, reading, vocabulary, independence skills, creative/application tasks (as appropriate).
- Secondary: subject specific practice for **fluency and transfer**, revision and retrieval, and **extended learning** linked to pathways.
- Adjustments made to **avoid disadvantage** and preserve **self-esteem**.

16) Learning Beyond the Classroom

- Planned opportunities for **visits, Forest School/outdoor learning, community engagement, enterprise, Duke of Edinburgh (DofE)** and work-related learning, aligned to curriculum goals and safety procedures (**Evolve**/risk assessments).

17) Monitoring, Review and Compliance

- Headteachers ensure this policy is **implemented, communicated and reviewed** with staff at least **biennially** (or earlier if needed).
- The Trust Education Team collates QA and data to report to the **Trust Board**.
- This policy is **published** on Trust and school websites.

Appendices (Trust Templates)

Appendix A – Lesson Walkthrough (aligned to the 9 Principles)

A quick reference tool used in learning walks:

- Climate for learning (routines, relationships, expectations visible)
- Learning intent clarity and retrieval
- Explicit modelling/metacognition (worked examples/think aloud)
- Participation & engagement (all pupils, all the time)
- Questioning & scaffolding (access + challenge; cognitive load managed)
- Guided → independent practice sequence; checking for understanding
- Live, specific feedback; evidence of self/peer improvement
- Language & vocabulary (subject specific; total communication)
- Environment (working walls/vocabulary; visuals; low unnecessary clutter)
- Adaptations and inclusion; IEP/ILP in action
- Evidence of progress (in lesson and over time)

Appendix B – Assessment Calendar (indicative)

- **Termly:** summative updates to SONAR, Insights, Tapestry or TRACKABLE; moderation; Pupil Progress Meetings; LGC reporting.
- **Annual:** EHCP reviews; parent reports; accreditation entries/results analysis; Trust moderation summit.

Appendix C – Moderation & Standardisation Protocol

- In school subject meetings ≥ termly; cross MAT moderation at least **annually** per subject/phase; exemplification portfolios maintained.

Appendix D – Glossary

- **AfL** (Assessment for Learning), **AQA** (Assessment and Qualifications Alliance), **ASDAN** (Award Scheme Development and Accreditation Network), **DfE** (Department for Education), **DofE** (Duke of Edinburgh), **EHCP**, **ELSA**, **EQUALS** curriculum, **EYFS**, **IEP/ILP**, **KCSIE**, **MIS** (e.g., Arbor), **PODD**, **SEND**, **SOLAR**, **Tapestry**, **TEACCH**, **TR Levels**, **Leuven Scale**.