

The 3-18 Education Trust

Teaching and Learning Procedure

‘Every individual is in a great school.’

2025-2026

www.3-18education.co.uk



Our Mission

To celebrate the diverse nature, culture and identity of our individual schools, whilst collaborating and enjoying the benefit of the team.

Our Values

Compassionate

To show care and understanding towards others.

Accomplished

To provide high quality education and training for all.

Resilient

To be solution focused and able to intelligently manage challenges.

The 3-18 Education Trust

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Shrewsbury
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Company Number: 08064698

Policy Monitoring and Review

Monitoring

The Deputy Chief Executive Officer will monitor the outcomes and impact of this policy on an annual basis.

Review

Member of Staff Responsible	Deputy Chief Executive Officer
Date of Policy	Autumn Term 2025

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Vision

At The 3-18 Education Trust, we are committed to fostering thriving educational environments where high ambition and aspirations for our pupils are fundamental principles, combined with an unwavering dedication to developing the whole child. By fostering a culture of collaboration and continuous development, we ensure that each school within our Trust benefits from the collective wisdom and expertise of our dedicated staff.

Our vision is to ensure that every individual attends a great school. We want our schools to equip our young people with the skills, knowledge and resilience they need to be successful in life and deal with the demands of an ever-changing world. Above all, we want our schools to be inclusive, safe and happy places where pupils can thrive and take advantage of the excellent education provided to them.

Our vision at The 3-18 Education Trust is to ensure that every individual is in a great school. Our Trust values of compassion, resilience and accomplishment are key drivers for all school curriculums. We believe that all pupils must achieve their potential regardless of their barriers to learning and it is our aim to drive standards forward through quality first teaching, adaptive teaching and high-quality live feedback to enable young people to improve. Our aim is to raise aspirations and develop a community where everyone has a passion for learning and where individuals are challenged and deeply engaged in their learning.

Values

These values, co-created with all stakeholders, provide the golden thread that informs our practice:

- Compassion: to show care and understanding towards others
- Accomplished: to provide high quality education and training for all
- Resilient: to be solution focused and able to intelligently manage challenges

Our Guiding Principles-

Pupils learn best at our Trust when they:

- Are engaged, motivated and understand the task
- Have their basic physical needs met and feel safe
- Know what outcome is intended
- Have the physical space and the resources needed
- Can manage their emotions and are not disrupted or distracted by others
- Can work with others or on their own, depending on the task
- Are guided, taught or helped in appropriate ways at appropriate times
- Can practice what they are learning
- Can persevere when learning is hard and recognize that mistakes can help us learn

Teaching and learning in our Trust is a shared responsibility, and everyone in our trust has an important role to play.

Curriculum Design and Planning

All schools are required to implement a well-structured, broad, and well sequenced curriculum in line with the National Curriculum. This curriculum should also consider the specific needs of the community, making any necessary adjustments accordingly.

Schools within our trust are expected to develop curriculum models which provide for a great education for our young people, as per our Trust mission. School curricula are expected to be aligned to our Trust values of: compassion, resilience and accomplishment.

We expect all school curriculums to be knowledge rich and have a focus on developing key skills within our young people. We do not expect to see any specific schemes of work being used in our schools or any planning model being used. Lessons should be planned well to ensure good short, medium and long-term progress.

Some of our schools have an Early Years Foundation Stage (EYFS). For more details regarding their curriculum and teaching and learning within the EYFS, please refer to each individual school policy for EYFS.

Some of our schools also have a sixth form. For more details regarding their curriculum offer, please refer to each individual school policy for Sixth Form.

Guiding Framework

Our teaching and learning practices are designed around Rosenshine's Principles of Instruction. This ensures all lessons are structured to foster comprehension, retention, and application of knowledge and includes the following principles:

1. Daily review: Lessons begin with a brief review of previous learning to consolidate knowledge and link to new content.
2. Present new material in small steps: Teachers avoid overwhelming pupils by breaking down complex information into manageable chunks.
3. Ask questions: Effective questioning techniques check understanding, clarify misconceptions, and promote critical thinking.
4. Provide models: Teachers use worked examples and demonstrations to scaffold learning.
5. Guided practice: Teachers ensure pupils have adequate support when practicing new material.
6. Check for understanding: Continuous assessment during lessons ensures pupils grasp key concepts.
7. Obtain high success rates: Tasks are designed to be challenging but achievable to promote confidence.
8. Scaffold learning: Support is gradually removed as pupils develop independent learning skills.
9. Independent practice: Pupils are given opportunities to apply their learning autonomously.
10. Weekly and monthly review: Periodic reviews reinforce long-term retention of knowledge.

01 DAILY REVIEW



Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

02 NEW MATERIAL IN SMALL STEPS



Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

03 ASK QUESTIONS



The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

04 PROVIDE MODELS



Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

05 GUIDE STUDENT PRACTICE



Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

06 CHECK STUDENT UNDERSTANDING



Less successful teachers merely ask "Are there any questions?" No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.

07 OBTAIN HIGH SUCCESS RATE



A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

08 SCAFFOLDS FOR DIFFICULT TASKS



Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

09 INDEPENDENT PRACTICE



Independent practice produces 'overlearning' — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

10 WEEKLY & MONTHLY REVIEW



The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.

Education Endowment Foundation (EEF)

There are a number of ways the EEF can support improvements in teaching and learning in all our schools. We encourage all schools to utilize the Teaching and Learning Toolkit and see how it aligns with their own practice. The Toolkits are designed to support teachers and school leaders who are making decisions about how to improve learning outcomes.

Adaptive Teaching

Adaptive Teaching is a method that involves continuously assessing the strengths and needs of learners and adjusting teaching strategies accordingly. The Education Endowment Foundation (EEF) emphasises the importance of small adaptations to meet diverse learner needs, which can significantly enhance pupil success.

There are 5 teaching strategies which are particularly well-evidenced as having a positive impact. The 'Five-a-day' approach allows educators to embed a set of teaching habits. These approaches come out of an evidence review that looked specifically at the impact on academic progress for pupils with SEND in mainstream settings.

Our aim is that our teachers develop a repertoire of these strategies, which they can use daily and flexibly in response to individual needs.



Assessment

<u>Type of assessment</u>	<u>Our approaches</u>	<u>Impact</u>
Formative assessment refers to a range of methods that teachers use to evaluate pupil's learning progress during lessons. It provides ongoing feedback that can be used to identify strengths, address areas for improvement, and adjust teaching strategies to better meet learners' needs.	<p>Observation of pupils</p> <p>High quality questioning</p> <p>Retrieval practice</p> <p>Marking</p>	High-quality formative assessment provides timely feedback, allowing teachers to adjust their methods and address pupil needs. It promotes active participation, self-reflection, and a growth mindset among learners. This fosters a supportive and dynamic environment, empowering pupils for long-term success.
Summative assessment evaluates a pupil's understanding and progress at the end of a unit. Methods such as standardized tests or projects are utilized. These assessments play a crucial role in setting and measuring ambitious targets, particularly under RADY strategies for disadvantaged students.	<p>Primary standardized testing at 3 points across the academic year for:</p> <p>Spelling/grammar</p> <p>Reading</p> <p>Maths</p> <p>Writing is assessed termly using an agreed format at primary.</p> <p>Secondary testing for all subjects at 3 points across the academic year.</p>	Summative assessments measure a pupil's understanding and progress at the end of a unit using methods like standardized tests or projects. They are key to setting ambitious targets, particularly under RADY strategies for disadvantaged students. Additionally, they provide valuable benchmarks for evaluating academic achievement.
Self-assessment is a reflective process where pupils evaluate their own learning, identifying strengths and areas for improvement to foster ownership of their educational journey.	Marking using given criteria	Self-assessment helps pupils to set personal goals based on their self-assessment, encouraging a proactive approach to academic and personal development.
Peer assessment involves pupils evaluating each other's work, promoting collaborative learning and critical thinking. This method encourages constructive feedback and shared responsibility for academic development	<p>Working together</p> <p>Peer marking</p> <p>Providing feedback based upon shared criterion</p> <p>Partner and collaborative work</p>	Peer assessment is conducted in pairs or small groups to promote collaborative learning and critical thinking.

Assessment, recording and reporting

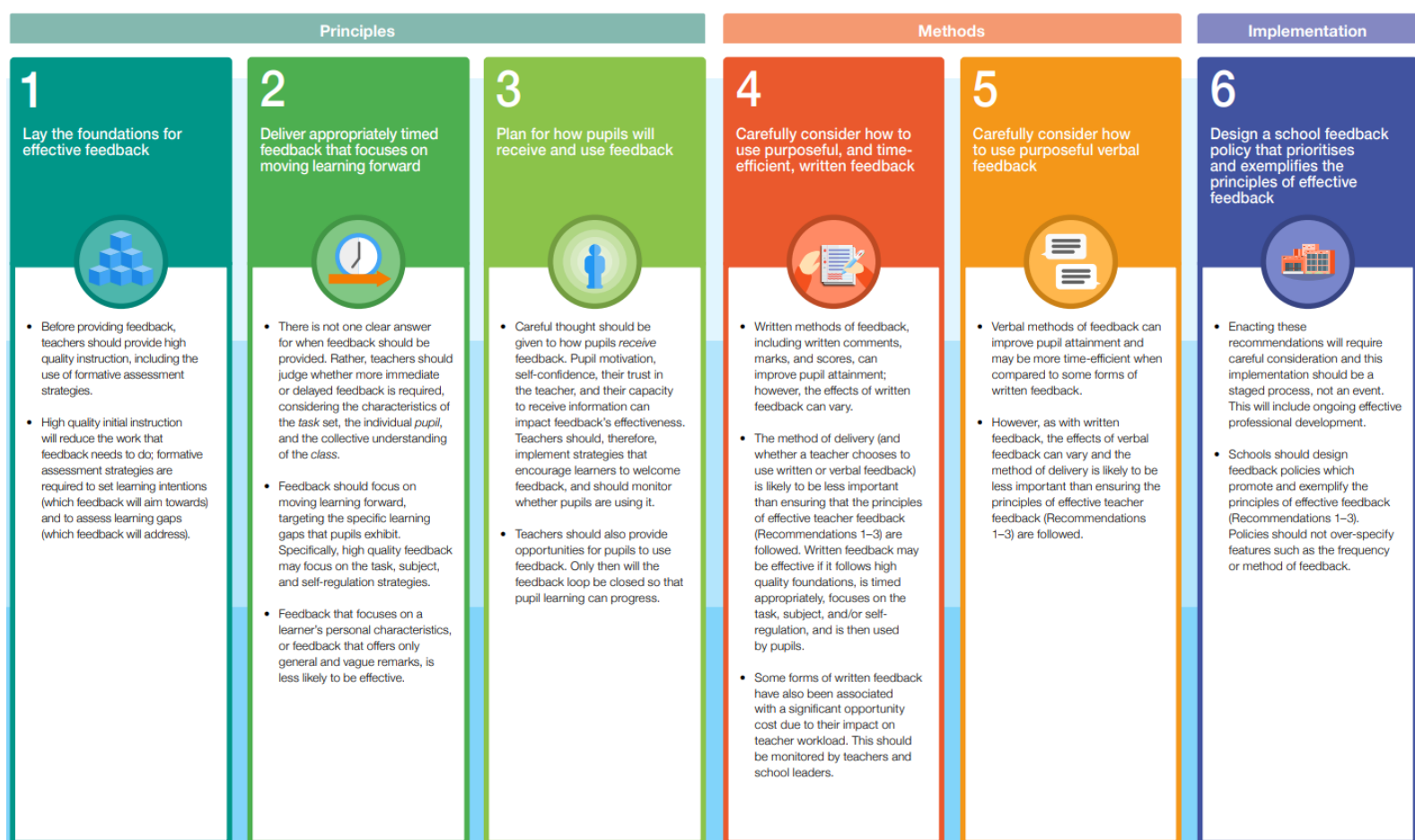
We will track pupils' progress using a combination of formative and summative assessment and all pupils will be set ambitious targets in line with our trust target setting model. We follow RADY strategies and therefore Disadvantaged pupils will be set more ambitious targets.

In our primary schools, summative assessments in the core subjects happen at the end of each term using the NFER testing materials. Data is entered into Insight on a termly basis in line with our Trust assessment calendar.

Children in EYFS are assessed 4 times over the course of an academic year. Pupil's attainment is reported to parents in the end of year report each year. Parents/carers will also be invited into school for 2 parents' evenings (Autumn and Spring term).

In our secondary schools, there will be a minimum of three points in the year where schools will carry out summative assessments. This data will be entered into Sisra/Arbor on a termly basis in line with our Trust calendar.

In all secondary schools, progress and/or attitude to learning information is communicated to parents/carers at least twice a year.







Marking and Feedback

Each school within our Trust is able to design their own Feedback Procedure which exemplifies the principles of effective feedback.

Effective feedback should focus on the following principles:

1. Deliver appropriately timed feedback that focuses on moving learning forward.
2. Plan for how pupils will receive and use feedback.
3. Carefully consider how to use purposeful and time-efficient, written feedback.
4. Carefully consider how to use purposeful verbal feedback.

	Task	Subject	Self-regulation strategies	Personal
	 <p>Feedback focused on improving a specific piece of work or specific type of task. It can comment on whether an answer is correct or incorrect, can give a grade, and will offer specific advice on how to improve learning.</p>	 <p>Feedback targets the underlying processes in a task, which are used across a subject. The feedback can, therefore, be applied in other subject tasks.</p>	 <p>Feedback is focused on the learner's own self-regulation. It is usually provided as prompts and cues—and aims to improve the learner's own ability to plan, monitor, and evaluate their learning.</p>	 <p>About the person. It may imply that pupils have an innate ability (or lack of) and is often very general and lacking in information.</p>
KS1 examples	In maths, pupils have been asked to order objects from lightest to heaviest. The teacher explains to one child: 'You're nearly there, but two of these are the wrong way around. Can you use the balance scales again and see which object is really the heaviest?'	In English, a pupil is struggling with letter formation. The teacher discusses this with them: 'Let's just look at how you are writing your 'd's. Can you see you have started at the top and gone down and done a loop? Remember we start writing a 'd' by doing a letter 'c' shape. Let's try that again.'	In art, pupils are painting self-portraits. The teacher is helping children to practice completing activities in a given time. He explains: 'At the end of today I'm going to put the portraits up for our exhibition, so we need to think about finishing in the next 15 minutes—do you think you'll be able to finish? If you haven't started on your eyes, make a start now.'	'Great work—you're brilliant at maths!'
KS2 examples	In science, a class is identifying the components of a circuit. The teacher notes that they are missing some key features. 'Many of you are identifying the bulbs and wires in this circuit. Can you also label the switches and cells?'	In history, pupils are having a class debate on whether Boudica was a hero. The teacher notes that not enough historical terminology is being used and explains: 'Historians use appropriate historical terminology. In every point you each make, I want you to use a specialist term we've learned, such as "rebellion" or "Icenii tribe".'	In maths, pupils have been set a problem to solve. One child does not know where to start. The teacher prompts them to review and plan: 'Look at our display of strategies that we've used to solve problems we've tackled in the past. I think one of those could help you to solve this problem.'	'This is ok, but you are better than this!'
KS3 examples	In computing, pupils have been asked to complete a series of sums where they add together two binary numbers. The teacher reviews the work and informs each pupil how many they have got correct. She asks them to revisit the questions, work out which are incorrect, and correct them.	A maths teacher notes that many pupils are not ordering their operations correctly, which they need to do across the subject. She selects an example problem to complete as a whole class before asking pupils: 'Find the problems from the last lesson where you incorrectly ordered your operations and correct them.'	Pupils in PE are trying a shot put. One throws a personal best but her following effort only reaches half the distance. The teacher asks her: 'Why do you think that attempt was less successful? What should you do differently next time?' The pupil identifies that she was holding the shot put in the base of her middle fingers for her better attempt, rather than her palm. She is asked to try again and monitor the difference.	'You're a gifted historian—superb effort as always!'
KS4 examples	In English literature, a teacher has read pupil essays on <i>An Inspector Calls</i> and reflected that many pupils are not including enough evidence to support their points. She shows pupils an example of a former pupil's work featuring a paragraph lacking in evidence, and another paragraph with sufficient evidence. She feeds back: 'Review these paragraphs. Can you notice the difference? Now, revisit your work, and add in evidence where you think it is necessary.'	A German teacher is reflecting on the oral mock exam that pupils have just undertaken. Some pupils failed to use the correct grammatical gender when speaking, which is required across the subject. He feeds back to some pupils: 'You need to use <i>der</i> , <i>die</i> , or <i>das</i> in the correct places. For the first ten minutes of this lesson, practice speaking about your part time job with your partner and correct each other when you use the incorrect <i>der</i> , <i>die</i> or <i>das</i> .'	A geography class are approaching their exams. They created individual revision plans at the start of term but, having just marked pupil mock papers, the teacher suspects that some pupils may only be revising the topics they are already strong in. She feeds back to one pupil who is struggling: 'Review which questions you struggled on in the mock exam. Amend your revision plan to give more priority to your areas of weakness.'	'This is poor work—I expect better from a student of your standard'
KS5 examples	A health and social care class are discussing the factors that contribute to disease. The teacher notes that only genetic factors are being identified and feeds back: 'The discussion is showing a rich understanding of the genetic factors, but what about environmental factors? Can you name some environmental causes of disease?'	A politics teacher is giving feedback on pupil essays on the strength of select committees in U.K. politics. Pupils were asked to include 'well-substantiated conclusions', a key skill in politics, but one pupil's essay featured a conclusion that did not match the argument in the rest of their essay. The teacher feeds back: 'Your conclusion is unsubstantiated and does not match the rest of your essay. Re-examine your argument and redraft your conclusion.'	A psychology student has submitted an essay which is of a much poorer quality than their previous attempt. The teacher asks them to consider: 'Thinking about your preparation, and with reference to the assessment objectives, what three things did you do differently this time which has resulted in a poorer outcome?' Once these are identified, the pupil will be asked to remedy these shortcomings in a redrafted essay.	'Fantastic work—you're a born Chemist'

Feedback should be given to pupils regularly. The type of feedback will differ depending on the subject and the age of the children being taught. Live feedback is powerful for all ages of children, and we would expect to see this type of feedback being used in all lessons at our trust schools.

Learning Environment

When pupils are at school, learning will take place in a variety of different locations (e.g. classrooms, hall, outside etc).

These spaces will be kept safe, clean and ready for pupils to use them.

They will be arranged to promote learning through:

- Clearly labelled, comfortable and attractive zones such as reading corners and quiet areas
- Accessible resources for learning such as books, worksheets and other equipment
- A seating layout that allows everyone to see the board and participate
- Displays that celebrate and support pupils' learning

Monitoring and evaluation

Each school is expected to have a clear monitoring schedule. This should provide details about the monitoring of lessons, deep dives and book scrutinies.

We will monitor teaching and learning in our trust to make sure that all of our pupils make the best possible progress from their starting points. All schools will use Lessons Learned to record their lesson observations. The Trust template for recording lessons observations focuses on the teacher standards assessing whether staff are meeting, working towards or exceeding the teacher standards. An observation should be carried out for each teacher each term. Feedback should be provided via Lessons Learned to the individual member of staff. It is suggested that these observations should be no longer than 30 minutes each. It is not expected that each observation will cover all Teacher Standards.

Further to the termly lesson observations, schools will undertake further monitoring for quality assurance, which will be published in each school's monitoring schedule.

Trust leaders, school leaders and middle leaders will monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting Standards Reviews
- Conducting learning walks
- Conducting lesson observations
- Reviewing marking and feedback
- Termly pupil progress meetings
- Student Voice
- Book scrutiny

Links with other policies

This policy links with the following policies and procedures:

- Behaviour policy
- Early Years Foundation Stage (EYFS) policy
- Sixth Form policy
- SEN/SEND policy and information report
- Marking and feedback policy/procedure
- Home-school agreement
- Assessment policy
- Equality information and objectives