



Bolton Impact Trust

Teaching and Learning Policy

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Our Aims

At Bolton Impact Trust we believe that Learning is the acquisition of knowledge, skills and behaviours that are retained long-term and can be applied to a range of contexts.

Providing high-quality Teaching and Learning to all of our pupils is central to our Trust's beliefs and values:

We believe everyone can achieve.

We inspire a love of learning

We transform potential into long-lasting success.

We aim to:

- Ensure that the curriculum is ambitious for **all** pupils and that subject curriculums are well designed to build pupils' knowledge and skills sequentially and cumulatively
- Ensure that everyone in the Trust is committed to delivering consistent high-quality Teaching and Learning to all of our pupils
- Motivate and inspire our pupils to develop a lifelong love of learning
- Create learning environments that are innovative, motivational and impactful on children's lives
- Offer every pupil a learning package that is personalised and relevant to them, addressing their individual needs and supporting them to make the next steps on their learning journey
- Transform potential into long-lasting success

Our guiding principles

Research tells us that pupils learn most effectively when:

- Teachers are trauma-informed in their approach and create anxiety-free classrooms where pupils feel safe, secure and valued.
- They can manage their emotions and have the resilience to make mistakes and persevere.
- They are engaged and encouraged to think hard about something.
- Teachers structure pupils' learning so that they build upon and connect knowledge to what they already know.
- Teachers deliver new material in manageable amounts at the right level for each child
- Teachers model and share what success looks like.
- Teachers regularly check for understanding and promptly address misconceptions.
- Teachers revisit important content and concepts regularly so that pupils learn them securely and remember them.
- Teachers give effective feedback that supports pupils to improve.
- Every teacher understands the importance of the language and vocabulary, both spoken and written, specific to the subjects they teach. They explicitly teach these.
- Teachers provide opportunities for pupils to read, write, speak and think within every subject area.
- Teachers explicitly develop pupils' disciplinary literacy and subject-specific vocabulary.
- Teachers use adaptive teaching strategies to remove barriers to learning while maintaining high expectations for all pupils.

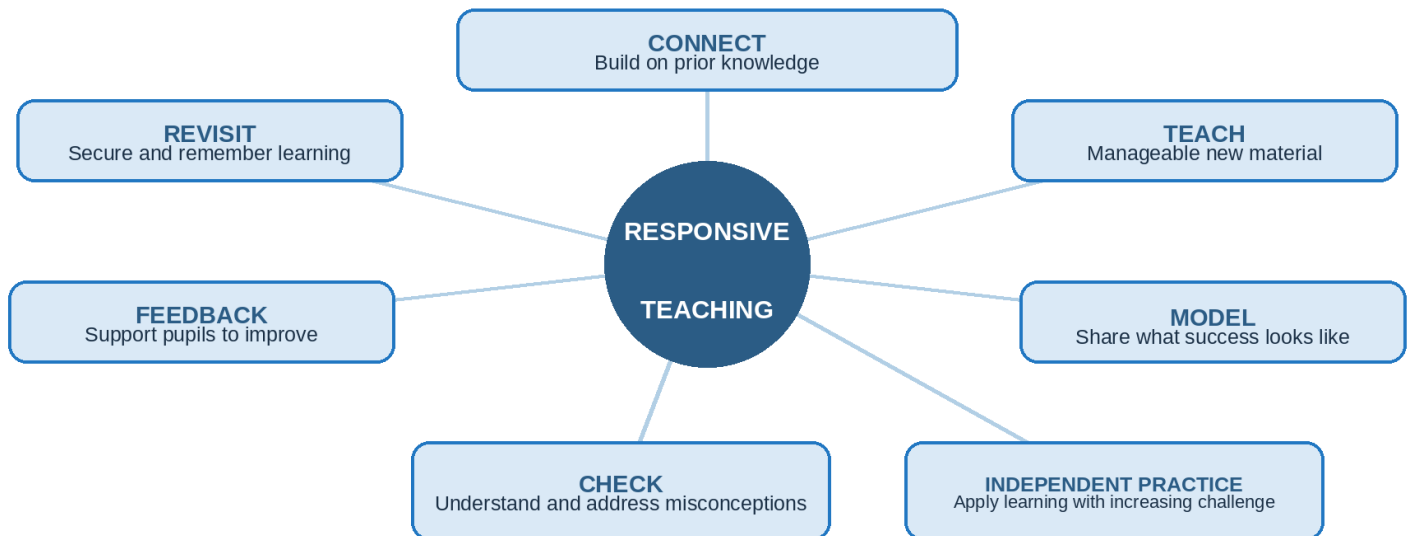
Bolton Impact Trust - Lesson Framework

Across Bolton Impact Trust Effective lessons will look different because the learning, subject and pupils are different. The Bolton Impact Trust lesson framework is intentionally non-linear. Some elements may have a natural point of emphasis - for example, connecting to prior knowledge can be particularly useful before new learning - but effective teachers return to elements whenever pupils need them. A check for understanding may lead to further explanation, modelling, feedback or revisiting before pupils move on.

Language, disciplinary literacy and adaptive teaching should be woven through the lesson rather than treated as separate stages.

BIT Lesson Framework

Elements of effective teaching - connected flexibly in response to learning



THESE PRINCIPLES ARE WOVEN THROUGHOUT THE LESSON



Using the Framework Flexibly

Some elements naturally have greater value at particular points in learning, but this should not be interpreted as a required sequence. Teachers should use professional judgement and evidence of pupils' understanding to decide which element is needed next.

Element	When it may be especially useful
Build and connect prior knowledge	Often particularly useful at the start of a lesson or new learning sequence, when pupils need to activate knowledge that will help them access what comes next. It is also useful before a new concept or task, after a transition, or when misunderstanding suggests prerequisite knowledge needs to be reactivated.
Teach new material in manageable amounts	Use when pupils are ready for new knowledge. New material may be introduced in short, manageable amounts throughout a lesson, interspersed with modelling, pupil application and checks for understanding. Re-teaching may be needed whenever checks show that learning is insecure.
Model and share what success looks like	Often valuable before pupils attempt an unfamiliar task or process. Modelling can also be returned to during pupils' work, after common errors emerge, or when pupils move to a more complex application.
Check understanding and address misconceptions	Useful throughout the lesson: after explanation, modelling or application, before increasing challenge, and whenever pupil responses suggest uncertainty. What teachers find out should influence what happens next.
Independent practice	Particularly useful once pupils have sufficient knowledge, modelling and supported practice to apply learning without immediate help. It may follow a short teaching episode or continue for a sustained period. As pupils work, teachers can return to checking, modelling or feedback if uncertainty emerges; independence is not a one-way final stage.
Give effective feedback	Most useful when pupils have something meaningful to act on. This may be during pupils' work, following a check for understanding, or after completed work. Immediate corrective feedback can prevent misconceptions becoming embedded; other feedback may be more effective after pupils have had time to think.
Revisit and secure important learning	Can be used at the start through retrieval, within a lesson to consolidate a key idea, at the end to draw learning together, and in future lessons through spaced and cumulative review. Review should be driven by what pupils need to remember, not by a requirement for a plenary.

Woven through the lesson

Explicit language and vocabulary; opportunities to read, write, speak and think; disciplinary literacy; and adaptive teaching with high expectations should not be treated as separate moments. They should be woven through teaching wherever they support the intended learning.

Lesson Framework Elements in Detail -

Build and Connect Prior Knowledge

Teachers structure pupils' learning so that they build upon and connect knowledge to what they already know.

Effective practice might include

- Identify the prior knowledge pupils need in order to understand the new learning.
- Use retrieval practice, questioning and discussion to establish what pupils know, remember and can already do.
- Make links explicit so pupils can see how new knowledge connects to what they have learned before.
- Use spaced and cumulative retrieval to revisit important knowledge over time.
- Use pupils' responses to decide whether prior learning is secure enough to build upon or needs further teaching.

Responsive adaptation

- Use visual prompts, word banks, matching, oral recall or other accessible formats where these remove barriers to retrieval.
- Reduce the amount retrieved at one time or allow additional processing time where needed.
- Provide structured prompts initially, then reduce them as recall becomes more secure.

Things to avoid

- Using retrieval as a disconnected starter with no clear link to current or future learning.
- Assuming prior knowledge is secure without checking it.
- Focusing only on the previous lesson rather than revisiting important learning cumulatively.

Teach New Material in Manageable Amounts

Teachers deliver new material in manageable amounts at the right level for each child.

Effective practice might include

- Identify the essential new knowledge and teach it in a logical, coherent sequence.
- Break complex content into manageable chunks so pupils can attend to and process the most important information.
- Use clear explanations and carefully selected examples to make new ideas concrete and understandable.
- Pause between chunks to check understanding before adding further complexity or information.
- Adjust the amount, pace and level of support in response to the complexity of the learning and what pupils show they understand.

Responsive adaptation

- Use smaller steps, additional examples, repetition or written and visual supports where these reduce cognitive load.
- Allow additional processing time where pupils need it.

Things to avoid

- Introducing too much new information at once.
- Teaching at the same pace regardless of what pupils' responses show.
- Reducing challenge when an adaptation to explanation, support or task design would remove the barrier.

- Adapt the route to the learning without unnecessarily reducing the ambition of the intended outcome.

Model and Share What Success Looks Like

Teachers model and share what success looks like.

Effective practice might include

- Model the processes, strategies and thinking pupils need in order to succeed.
- Think aloud so pupils can see the decisions, checks and reasoning that sit behind a successful outcome.
- Use worked examples, exemplars and, where useful, non-examples to make quality and expectations visible.
- Use success criteria where they clarify the learning rather than becoming a checklist of superficial features.
- Move gradually from teacher modelling towards shared and increasingly independent application.

Responsive adaptation

- Break models into smaller steps and use visual or written prompts where these reduce memory demands.
- Pause, repeat or revisit parts of a model to allow additional processing time.
- Use partially completed examples or comparative models to focus attention on the most important features.

Things to avoid

- Showing only a finished product without revealing how it was produced.
- Using generic success criteria that do not reflect the intended learning.
- Providing so much modelling or scaffolding that pupils do not have to think for themselves.

Check Understanding and Address Misconceptions

Teachers regularly check for understanding and promptly address misconceptions.

Effective practice might include

- Plan questions and checks around the most important knowledge and likely misconceptions.
- Use efficient strategies such as questioning, mini-whiteboards, short written responses, observation or hinge questions.
- Check a broad range of pupils rather than relying on volunteers or confident pupils.
- Ask pupils to explain their thinking, justify choices and identify errors so understanding is visible.
- Act promptly on what the evidence shows by re-explaining, re-modelling, providing further practice or moving on.

Responsive adaptation

- Offer visual, verbal, non-verbal or multiple-choice response options where these allow pupils to demonstrate understanding.
- Simplify the language of a question without unnecessarily reducing its cognitive demand.
- Check individually where whole-class methods do not provide reliable evidence for a particular pupil.

Things to avoid

- Asking "Does everyone understand?" and treating silence as evidence of understanding.
- Relying on the same pupils to answer questions.
- Collecting evidence of misunderstanding but continuing with the planned teaching regardless.

Independent Practice

Pupils apply their learning independently in increasingly challenging contexts.

Effective practice might include

- Provide tasks that closely match the intended learning and what pupils have been taught.
- Ensure pupils have had sufficient teaching, modelling and supported practice before expecting them to work independently.
- Give clear instructions and provide purposeful practice that strengthens fluency, accuracy and confidence.
- Increase challenge as pupils become secure, including opportunities to apply learning in different or less familiar contexts.
- Use independent work to identify what pupils can do unaided and use this evidence to inform feedback, re-teaching and future planning.

Responsive adaptation

- Use checklists, prompts, worked examples or reference materials where these remove barriers while still requiring pupils to think for themselves.
- Chunk longer tasks or use structured workspaces where this supports attention, organisation or working memory.
- Reduce scaffolds and adult support over time as pupils become more secure and confident.

Things to avoid

- Moving pupils to independent work before they have the knowledge or practice needed to succeed.
- Providing so much support that the task no longer shows what the pupil can do independently.
- Treating independent practice as something that must only happen at the end of a lesson.

Revisit and Secure Important Learning

Teachers revisit important content and concepts regularly so that pupils learn them securely and remember them.

Effective practice might include

- Plan regular opportunities to retrieve and revisit important knowledge rather than relying on one-off coverage.
- Use cumulative review so pupils return to earlier learning as well as recently taught content.
- Revisit important concepts, methods and vocabulary at intervals that support long-term retention.
- Ask pupils to recall, explain and apply learning in different contexts to strengthen connections and transfer.
- Use review to identify what is secure, what needs revisiting and what pupils are ready to learn next.

Responsive adaptation

- Use concise verbal, visual or practical review activities where lengthy written recall creates a barrier.
- Provide structured prompts initially, then reduce them as knowledge becomes more secure.
- Build additional opportunities for rehearsal where pupils need more frequent practice.

Things to avoid

- Assuming that content is learned because it has been taught once.
- Treating review as an end-of-lesson plenary only.
- Reviewing the activity pupils completed rather than the knowledge and understanding they developed.

Give Effective Feedback

Teachers give effective feedback that supports pupils to improve.

Effective practice might include

- Focus feedback on the intended learning and the most important next step for improvement.
- Make feedback specific, manageable and timely enough for pupils to use it.
- Provide opportunities for pupils to respond to feedback by correcting, redrafting, practising or improving their work.
- Use verbal, written, live or whole-class feedback according to what will have the greatest impact on learning.
- Use common errors and misconceptions to inform subsequent explanation, modelling and practice.

Responsive adaptation

- Break feedback into smaller steps where too much information would overwhelm the pupil.
- Use verbal explanation, modelling or visual cues where written feedback alone is not accessible.
- Check that pupils understand the feedback and know what action to take next.

Things to avoid

- Providing so much feedback that pupils cannot identify what matters most.
- Relying on grades, marks or vague praise without helping pupils understand how to improve.
- Giving feedback without providing time or opportunity for pupils to act on it.

Explicitly Teach Language and Vocabulary

Every teacher understands the importance of the language and vocabulary, both spoken and written, specific to the subjects they teach. They explicitly teach these.

Effective practice might include

- Identify the words, phrases and forms of language pupils need in order to understand and communicate within the subject.
- Explicitly teach the meaning, pronunciation, spelling and appropriate use of essential subject-specific vocabulary.
- Model precise spoken and written language and expect pupils to use new vocabulary accurately in context.
- Revisit important vocabulary regularly so pupils can retrieve and apply it fluently.
- Help pupils move between everyday language and the more precise language of the subject.

Responsive adaptation

- Use visuals, examples, non-examples, morphology or word families to make meaning clearer.
- Pre-teach a small number of essential terms where this enables pupils to access upcoming learning.
- Use oral rehearsal, sentence stems or word banks as temporary supports while maintaining ambitious vocabulary.

Things to avoid

- Giving pupils long vocabulary lists to copy without teaching meaning or use.
- Introducing too many new terms at once.
- Avoiding ambitious subject vocabulary when pupils need support to learn it.

Read, Write, Speak and Think in Every Subject

Teachers provide opportunities for pupils to read, write, speak and think within every subject area.

Effective practice might include

- Plan purposeful opportunities for pupils to read, write, speak and think in ways that support the intended subject learning.
- Give pupils time to think before responding and use structured talk to develop and rehearse ideas.
- Teach pupils how to read the texts, questions, diagrams, instructions and sources they encounter within the subject.
- Use writing to help pupils explain, reason, record, evaluate or communicate subject knowledge.
- Ensure all pupils have meaningful opportunities to participate rather than allowing talk to be dominated by the teacher or a few confident pupils.

Responsive adaptation

- Chunk texts, provide guided reading, oral rehearsal or sentence stems where these remove barriers to participation.
- Allow alternative response modes initially where appropriate, while continuing to build towards the form of communication the subject requires.
- Provide additional processing and rehearsal time where needed.

Things to avoid

- Adding generic literacy activities that are disconnected from the subject learning.
- Using reading or writing tasks without teaching pupils how to approach them successfully.
- Treating listening to the teacher as sufficient opportunity for pupils to speak and think.

Develop Disciplinary Literacy

Teachers explicitly develop pupils' disciplinary literacy and subject-specific vocabulary.

Effective practice might include

- Teach pupils how experts within the subject read, write, speak, reason and communicate knowledge.
- Make the structures and conventions of subject-specific texts explicit, such as explanations, arguments, proofs, evaluations or analyses.
- Model how evidence, examples and subject knowledge are selected and used to construct a successful response.
- Teach pupils to interpret the distinctive texts and representations of the subject, including diagrams, graphs, sources, notation or practical instructions.
- Use subject-specific vocabulary as part of authentic disciplinary thinking rather than teaching terminology in isolation.

Responsive adaptation

- Use annotated exemplars, sentence patterns, writing frames or guided reading prompts as temporary scaffolds.
- Provide oral rehearsal before complex reading or writing where this supports pupils to organise disciplinary thinking.
- Explicitly teach the conventions that pupils may otherwise be expected to infer.

Things to avoid

- Treating literacy as identical across all subjects.
- Using generic writing frames that do not reflect how knowledge is communicated within the discipline.
- Teaching vocabulary without showing how it functions in subject-specific reading, writing, speaking and thinking.

Adapt Teaching and Maintain High Expectations

Teachers use adaptive teaching strategies to remove barriers to learning while maintaining high expectations for all pupils.

Effective practice might include

- Use assessment and knowledge of pupils to identify the specific barrier that is preventing successful learning.
- Adapt explanation, examples, questioning, task design, resources, scaffolding, time or practice in response to that barrier.
- Maintain the intended learning and level of ambition wherever possible, changing the route rather than unnecessarily changing the destination.
- Use scaffolds deliberately and reduce them as pupils become more secure so that support builds independence.
- Monitor whether adaptations are working and adjust them in response to pupils' learning rather than relying on fixed strategies.

Adaptive approaches might include

- Pre-teaching, visual support, chunking, additional processing time, alternative response modes or targeted adult support.
- Adjustments to the learning environment where attention, sensory or regulation needs create a barrier.
- Planned use of resources and routines that enable pupils to participate successfully and increasingly independently.

Things to avoid

- Lowering expectations before considering how the barrier can be removed.
- Choosing support solely because of a label or diagnosis rather than the pupil's current learning need.
- Allowing scaffolds or adult support to create unnecessary dependence.

What underpins every effective lesson?

These are not additional stages. They are the conditions that support the effective use of the principles in every subject and setting.

High expectations

All pupils are entitled to ambitious learning. Teachers should communicate belief in pupils' capacity to succeed and avoid reducing cognitive demand unnecessarily.

Positive relationships and a purposeful climate

Clear routines, respectful relationships and consistent expectations create the conditions in which pupils can attend, participate, take risks and sustain effort.

Secure subject and curriculum knowledge

Teachers understand the content they teach, how it is organised within the curriculum and the important concepts, vocabulary and misconceptions that pupils need to master.

Ambitious curriculum

The quality of a lesson is inseparable from what pupils are being taught. Teaching should enable pupils to learn the intended curriculum, make meaningful connections and build knowledge and skill over time.

Professional judgement

Teachers decide how the principles are combined, emphasised and revisited. The central questions are: What are pupils learning? How do we know? What should happen next?

Roles and Responsibilities

Senior Leaders in the Trust Central Team will:

Have a clear and ambitious vision for providing high-quality, personalised education to all

- Ensure that the curriculum is ambitious for **all** pupils and that subject curriculums are well designed to build pupils' knowledge and skills sequentially and cumulatively
- Ensure that the curriculum allows enough time for teaching, practising and revisiting content, and for addressing any gaps in pupils' knowledge as quickly as possible.
- Ensure that the curriculum extends pupils' language and vocabulary, both in spoken and written form, and increases their reading competency across all subjects. For primary-age pupils and for older pupils where necessary, the curriculum prioritises accurate and fluent word reading, spelling, handwriting and mathematics.
- Hold all leaders and staff to account for high quality teaching and learning
- Ensure that resources and funding are allocated effectively to support the Trust's approach to teaching and learning
- Have a professional development programme that draws on training, practice and coaching to build and sustain an effective team of teachers and support staff across the Trust
- Provide opportunities for staff to work collaboratively across the Trust to develop their practice
- Share next and best practice with leaders and teachers in the Trust via department meetings and the Teaching and Learning Newsletter

Senior Leaders in each academy will:

- Promote the Trust's clear and ambitious vision for high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Have an accurate, informed understanding of how well pupils are achieving and why,
- Ensure that pupils are making secure progress across the curriculum
- Ensure that pupils have age and phase appropriate knowledge and skills to progress to the next stage of learning. These include:
 - language and communication skills that enable them to access the full curriculum
 - accurate and fluent reading
 - compositional skills
 - accurate and fluent spelling
 - legible and fluent handwriting
 - mathematical knowledge
- Have an accurate, informed understanding of the quality of teaching across all subjects, including for pupils with SEND.
- Ensure that teachers have the expertise and knowledge to make well-judged adaptations to overcome barriers to learning for pupils, particularly those with SEND
- Hold staff and pupils to account for their teaching and learning , addressing underachievement promptly
- Make sure that Subject/phase leaders have the expertise and/or support they need to ensure that the curriculum achieves its aims

- Support teachers to have a secure knowledge and understanding of the curriculum(s) they teach and of how pupils learn, so that they make effective decisions.
- Manage resources to support high-quality teaching and learning
- Ensure that teachers and support staff are deployed effectively to improve achievement, especially for disadvantaged pupils and pupils with SEND.
- Provide support and guidance to other staff through coaching and mentoring
- Actively promote engagement with all of the CPD opportunities provided by the Trust to improve staff's practice and subject knowledge and monitor the impact of all continuing professional development.
- Engage with initial teacher training, the early career framework and national professional qualifications to provide a coherent development pathway for all staff.
- Promote team working at all levels, for example by buddying teachers up to support one another where appropriate

Subject Leads across the Trust 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
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- Drive improvement in their subject/phase, working with teachers to identify any challenges
- Timetable their subject to allocate time for pupils to:
 - Achieve breadth and depth
 - Fully understand the topic
 - 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
- Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions for their subject/phase
- Encourage teachers to share ideas, resources and good practice

Teachers across the Trust will:

- Follow the expectations for teaching and professional conduct as set out in the Teacher' Standards
- Ensure that they have high expectations of all pupils
- Ensure that work is challenging and engaging
- Structure pupils' learning so that they build upon and connect knowledge to what they already know
- Deliver new material in manageable amounts, in a meaningful context and at the right level for each child
- Model and share what success looks like
- Regularly check for understanding and promptly identify and remedy any gaps or misconceptions
- Create opportunities for pupils to regularly practise and retrieve what they have learned
- Give effective feedback that supports pupils to improve
- Explicitly teach the language and vocabulary, both spoken and written, specific to their subjects
- Use targeted interventions effectively, in conjunction with high quality teaching, for pupils who need additional support.

- Develop pupils' literacy through reading, writing and oracy opportunities.
- Use adaptive teaching strategies to support pupils with SEND and other barriers to learning.
- Follow the Bolton Impact Trust Teaching and Learning Framework.
- Use formative assessment strategies routinely to inform teaching
- Adopt a trauma-informed approach to teaching
- Ensure that their classroom environment is an anxiety free, safe and secure place where all pupils feel valued
- Ensure that their learning environment is safe, clean and welcoming and includes displays which promote high quality teaching and learning
- Engage with CPD opportunities offered by the Trust

Learning Mentors who teach small groups and Unqualified Teachers will:

- Deliver high-quality small group teaching in line with Trust expectations
- Follow planning provided or agreed by their line manager
- Adapt teaching to meet pupil needs
- Maintain accurate records of pupil progress
- Uphold behaviour, safeguarding, and professional standards

Learning Mentors who teach small groups and Unqualified Teachers **will not** be expected to:

- Take sole responsibility for curriculum design or sequencing
- Operate without oversight from a qualified teacher
- Take sole responsibility for assessment and progress of pupils

Learning mentors and Support Staff across the Trust will:

- Follow the expectations for teaching and professional conduct as set out in the Trust's Learning Mentor Standards
- Know pupils well and adapt support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Use agreed assessment for learning strategies
- 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
- Engage with CPD opportunities offered by the Trust

Governors and Trustees across the Trust 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 senior leaders to account for its implementation
- Make sure other school policies promote high-quality teaching, and that these are being implemented

Literacy Across the Curriculum

At Bolton Impact Trust, all teachers are teachers of literacy.

Teachers will:

- Explicitly teach subject-specific vocabulary.
- Develop pupils' reading, writing and communication skills within their subject areas.
- Model high-quality spoken and written language.
- Support pupils to read increasingly complex texts.
- Identify and address barriers to literacy.
- Provide regular opportunities for pupils to read, write and discuss their learning.

Oracy

High-quality classroom talk supports thinking, learning and participation.

Teachers will:

- Provide structured opportunities for discussion.
- Teach pupils how to explain, justify and evaluate ideas.
- Model subject-specific spoken language.
- Ensure all pupils participate in classroom dialogue.
- Develop pupils' confidence in communicating their ideas clearly and respectfully.

Adaptive Teaching

The Trust is committed to maintaining high expectations for all pupils.

Teachers will:

- Adapt teaching to remove barriers to learning.
- Use scaffolding, modelling and guided practice effectively.
- Make reasonable adjustments where appropriate.
- Provide appropriate support without reducing curriculum ambition.
- Ensure pupils with SEND can access the full curriculum wherever possible.

Learning environment

Across the Trust we will ensure that the learning environments are kept safe, clean and ready for pupils to use them.

They will be arranged to promote learning through:

- Posters of material pupils have previously learned about and can identify
- 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
- Vocabulary and literacy-rich displays where appropriate.
- Displays that support retrieval and independent learning.
- Resources that promote reading and subject-specific language development.
- Learning environments that support positive relationships and emotional safety.

Marking and Feedback

As a Trust we believe that high-quality feedback is one of the most effective strategies for improving pupil learning and progress. Feedback should be purposeful, timely and focused on improving learning.

Principles of Effective Feedback

Feedback will:

- Be focused on the learning, the subject content and the strategies pupils use to regulate and improve their own learning.
- Provide clear, specific information about what has been done well and what pupils need to do next to improve.
- Support pupils in understanding success criteria and closing gaps in their knowledge, understanding and skills.
- Promote independence by encouraging pupils to reflect on, monitor and improve their own work.
- Focus on improving learning rather than simply correcting errors.
- Be proportionate and manageable for staff while maximising impact on pupil progress.
- Encourage pupils to act upon feedback and improve their work.

Feedback in Practice

Feedback may be provided:

- During learning, through immediate teacher intervention and guidance.
- Shortly after learning has taken place.
- At a later point where this best supports pupil progress and curriculum delivery.

The Trust does not prescribe a fixed frequency for feedback or marking. Professional judgement should be used to determine when feedback will have the greatest impact on learning.

Methods of Feedback

Feedback can take a variety of forms, including:

- Verbal feedback from teachers.
- Whole-class feedback.
- Live feedback during lessons.
- Written comments and annotations.
- Peer and self-assessment activities.
- Feedback provided through digital platforms and technology.

Staff should select the most appropriate method based on the learning intention, the needs of pupils and the impact on learning.

Recognition of Success

Effective feedback should identify and reinforce successful learning as well as address misconceptions or errors. Staff should ensure that pupils receive feedback on:

- What they have achieved successfully.
- The knowledge, skills or strategies they have applied effectively.
- The specific next steps required to improve further.

Assessment

Assessment is an integral part of effective teaching and learning. Its primary purpose is to identify what pupils know, understand and can do, enabling teachers to adapt teaching and provide appropriate support and challenge.

Across the Trust we will:

- Use assessment to inform teaching and improve learning.
- Embed formative assessment strategies within everyday classroom practice.
- Regularly check pupils' understanding and address misconceptions.
- Use assessment information to inform curriculum planning and intervention.
- Ensure assessments are aligned to curriculum expectations.
- Maintain assessment systems that are purposeful, manageable and proportionate.
- Use moderation processes to improve the reliability and consistency of teacher assessment.
- Use a range of assessment approaches.

To identify misconceptions and adapt teaching accordingly, teachers will routinely use:

- Questioning
- Retrieval practice
- Mini-whiteboards
- Hinge questions

Baseline Assessment

When pupils join a Bolton Impact Trust setting, baseline information will be gathered through a combination of:

- Prior attainment information
- Diagnostic assessment
- Teacher assessment
- Observation
- Information from previous settings

This information will be used to identify pupils' starting points and inform curriculum planning, teaching and intervention.

The Trust will maintain assessment systems that provide reliable information about pupils' progress while remaining manageable and proportionate for staff.

Moderation and Evaluation

The trust believes that moderation is an important component of effective assessment. Moderation supports the accuracy and consistency of teacher assessment by enabling staff to develop a shared understanding of curriculum expectations and standards.

Moderation will:

- Focus on pupils' learning in relation to the intended curriculum.
- Use professional dialogue to evaluate evidence of learning and progress.
- Improve the reliability and validity of teacher assessment.
- Support teachers' understanding of progression within and across subjects.
- Inform future teaching and curriculum development.
- Be proportionate and purposeful, avoiding unnecessary workload.

Moderation exercises are included in the termly Quality Assurance Cycle both at school and Trust level. Moderation activities may include:

- Work scrutiny
- Standardisation exercises
- Cross-school moderation
- Comparative judgement
- Review of assessment materials
- Analysis of assessment information

Professional Learning

The Trust believes that improving teaching is the most effective way to improve outcomes for pupils.

Professional development will:

- Be evidence-informed.
- Develop subject and pedagogical expertise.
- Include coaching and deliberate practice.
- Promote collaboration across academies.
- Be evaluated for impact on teaching and pupil outcomes.

All staff are expected to engage fully with professional development opportunities provided by the Trust.

Trauma Informed Approach

What is Trauma?

Gabor Mate states, “*Trauma is a psychic wound that hardens you psychologically that then interferes with your ability to grow and develop. It pains you and now you’re acting out of pain. It induces fear and now you’re acting out of fear*”.

A commonly held definition of trauma is anything that threatens a person’s life or harms a person emotionally or physically. Scientists are investigating the long-term effects of trauma on people physically, mentally, spiritually and socially and have found that if a child has multiple traumas or a significant trauma resulting in high ACE scores before the age of three or four, you will see developmental delays later in their childhood. These delays will often manifest themselves in the classroom.

Early Impact of Trauma on the Brain

Research has shown that early relationships play a key role on how our brains grow and develop. Therefore, children who experience abuse and neglect early in childhood are at higher risk of experiencing long term effects. A brain that has adapted to survive in a threatening or an unpredictable world may not work so well in an ordinary environment and can put a person at greater risk of experiencing mental health problems in the future.

Some of the impacts of trauma on the brain include:

- struggling to fit in
- being misunderstood
- Inability to recognise positive social cues
- difficulty in trusting new people
- struggling to enjoy fun experiences by placing too much focus on the potential threat
- lack of confidence
- feeling anxious
- struggle to build and maintain relationships

When children in the classroom environment become stressed, their brain is saying “you’re in trouble and not safe and you need to do something about it”. Therefore we need to create environments that encourage children to function in the social engagement zone of the brain so they feel safe and are able to learn. Gabor Mate believes that, “*Safety is not the absence of threat it is the presence of connection*”. A trauma informed approach to your classroom can help achieve this.

Trauma Informed Classrooms

What is a trauma informed classroom?

Taking on board the research above it is important that we create safe environments for our pupils to learn in, as well as building strong professional relationships with them. The following section explains how we can develop a trauma informed environment to ensure pupils feel as safe as possible.

A trauma informed classrooms recognises:

- when a pupil acts out in class, misbehaves or simply won't do their work, their behaviour may have nothing to do with being "naughty". In fact, their behaviour may have nothing to do with the teacher or the classroom at all.
- pupils have gone through some severe events in their lives and are carrying memories of those events with them. Furthermore their brains are different because of this trauma.
- every time a child experiences a traumatic event, their body repeatedly produces a stress hormone that reduces the connections between neurons. This deficit happens precisely in the areas of the brain dedicated to reasoning and learning. Therefore when a child encounters an adverse situation, they physically cannot manage the reasoning to deal with it. In the classroom, an adverse situation could be something as simple as a spelling test.
- the need for teachers to identify this response and help the pupil find appropriate coping mechanisms.
- the need to focus on behaviour management by looking at the whole body health of each pupil and ensuring they feel safe so they are able to get into the social engagement mode of the brain so that learning can take place.

Importance of the adult in the classroom

The major factor of a successful trauma informed classroom is the adults within the classroom. Teachers/mentors who take care of themselves mentally will influence their pupils enormously. Self-care is crucial if you are to support pupils who have experienced trauma.

Teachers who have a healthy self-care approach and take good care of themselves can then have the capacity to nurture pupils with kindness and empathy because their cup is full. They are able to focus on supporting the pupils, and to maintain a balanced and calm approach

This can be better understood with the metaphor, *'teachers need to put on their own oxygen mask first before assisting the pupil to put on their mask'*.

How do I create a Trauma-informed classroom?

The adults must ensure pupils feel safe both emotionally and physically. The following approaches can help with this:

- Ensure pupils feel welcome:
 1. Meet and greet pupils at the door
 2. Use their names frequently
 3. Smile and use good eye contact
- Ensure pupils feel safe:

1. Adopt a calm approach and tone of voice **Pupils sense teacher's anxiety, so calm teachers helps create safe spaces.**
2. Be predictable, have clear regular routines in your classroom
- Build positive relationship:
 1. Invest time in getting to know pupils
 2. Speak regularly with parents
 3. Create an environment of mutual respect
- Create a relaxing environment:
 1. Where available, allow pupils to access a cool down/cosy area to calm down when required
 2. Use displays well. Use warm colours and do not over stimulate with too many fussy displays
 3. Dim lighting if appropriate
 4. Build the use of soothing music into lessons when appropriate
 5. Adopt flexible seating for pupils who require small movement to self soothe e.g. wobble boards/rocking chairs
- Create a sense of community:
 1. Intervene in issues between pupils quickly and teach pupils to do the same
 2. Engage in active listening with pupils and teach them to do the same with each other
 3. Model empathy to pupils on a regular basis