



SUBJECT CO-REFLECTION POLICY

Policy Review Date: September 2027

RRSA Article: Article 12, 28 and 29.

Version	Date	Updated By
1.1	June 2025	C Kenton
1.2	September 2025	C Kenton
1.3	September 2026	R Austin



1. Purpose and Rationale

At The Wenlock School, we are committed to creating a positive and supportive learning environment for all pupils. We recognise that language shapes attitudes and experiences; therefore, we are moving away from the term "catch-up". The phrase implies that pupils are behind their peers, which can perpetuate a shield of shame and hinder confidence and motivation. In line with our Trauma Informed Practice approach, we will use the term "Subject Co-Reflection", which emphasises collaboration and reflection without negative connotations.

2. Definition

Subject Co-Reflection is a supportive process in which a pupil engages with a trusted staff member to:

- Discuss the lesson content and reflect on strategies that can support them to better access and engage with future lessons.
- Review any work or concepts that were missed or not fully understood.
- Complete some or all the work where appropriate, with guidance and support.

The focus is on constructive dialogue, mutual understanding, and equipping the pupil with strategies for future success.

3. Process

Subject Co-Reflection should always take place with a trusted and appropriate member of staff who the pupil can connect with. This could be the class teacher, form tutor, or another designated adult who has an established relationship with the pupil.

The co-reflection may include:

- A brief, non-judgemental conversation about the lesson.
- Guidance on key ideas, skills, or tasks that were missed.
- Support to complete important parts of the work, where appropriate.

Staff should ensure the process is encouraging and focuses on how the pupil can confidently re-engage with the subject content.

4. Monitoring and Referral

A clear monitoring and referral process ensures that disengagement is identified and addressed promptly so pupils receive the right support at the right time.

- Where a pupil has missed two or more consecutive lessons in a subject area, this must be referred to the Head of Department.
- In subjects where there is no designated Head of Department, the concern should be referred to the Middle Leader responsible for the area of the school.
- The Head of Department or Middle Leader, in liaison with The Senior Leadership Team, will review the situation and determine whether further support, intervention, or parental contact is required.

5. Responsibilities

Clear responsibilities ensure that all staff work consistently and collaboratively to reduce disengagement and promote pupil success.

- **All teaching staff** are expected to use the term *Subject Co-Reflection* and avoid using *catch-up* in verbal or written communication with pupils and parents.
- **All teaching staff** must log instances of pupil disengagement promptly on SLEUTH, including a clear record of the antecedents, which state the trigger for the incident. Incidents must also include a narrative, which will detail the events or circumstances leading up to the disengagement, what happened during the disengaged period and how the disengagement concluded. This information is then to be shared at area debriefs with a recording of the staff initials of who logged the incident. **If the negative incident coincides with a safeguarding concern, this does not need to be shared in area debriefs and the DSL will communicate with you about the appropriate method of Subject Co-Reflection.**
- **Heads of Department/Middle Leaders/Pastoral Team** will monitor patterns of repeated absences or missed lessons and ensure appropriate steps are taken to support the pupil. Where necessary, MLT will escalate to SLT.
- **Senior Leadership Team (SLT)** will support staff training and monitor consistency in applying this policy. SLT will decide whether further action is needed following long periods of disengagement.
- **The Clinical Team** will continue to share effective strategies and insights with the staff team to help minimise pupil disengagement. This collaborative approach ensures that staff are equipped with up-to-date, evidence-based practices to support pupils' engagement and wellbeing across all subject areas.

6. Recording and Positive Reinforcement

Recording and positive reinforcement help track progress, celebrate pupil effort, and encourage sustained engagement with learning.

- Subject Co-Reflections that take place must be logged on the Debrief Sheet in the Co-Reflections section.
- Recording and positive reinforcement will help to monitor the effectiveness of the policy.
- Pupils should be praised for their positive engagement with the Subject Co-Reflection process.
- Pupils must have the opportunity to regain any points they may have missed due to their disengagement, recognising their effort to re-engage with their learning.

7. Review

This policy will be reviewed half-termly to ensure it continues to meet the needs of our pupils and aligns with our commitment to inclusive, supportive language and practices.