



Callington Community College

Lost Learning Policy

September 2026

Version	Date	Review Date
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Callington Community College Lost Learning Strategy and Policy

Every pupil. Every lesson. Every opportunity to succeed.

1. Policy purpose

At Callington Community College, our lost learning strategy reflects our commitment to every pupil, every lesson and every opportunity to succeed. It is rooted in our college values: we are **courageous** in identifying missed learning honestly and acting quickly; **ambitious** in ensuring every pupil can access a rich, challenging and knowledge-rich curriculum; **respectful** in recognising that pupils may experience disruption for different reasons and need support without stigma; and **encouraging** in helping pupils rebuild confidence, re-engage with learning and take the next step forward. We recognise that learning can be disrupted for a variety of reasons, and that missed learning must be identified quickly, prioritised carefully and addressed effectively.

2. What do we mean by lost learning?

Lost learning refers to curriculum content, knowledge, skills or experiences that pupils have not successfully accessed, retained or secured. It may arise from absence, medical appointments, time in reset, suspension, alternative provision, pastoral intervention, SEND support, lateness or gaps identified through assessment.

3. Roles and responsibilities

Senior leaders, Curriculum Leaders, teachers, pastoral teams, pupils and parents all play a role in addressing lost learning.

Senior Leaders

- Prioritise attendance and rapid follow-up
- Ensure systems for identifying absent pupils daily
- Monitor impact of catch-up strategies

Curriculum Leaders

- Define "essential curriculum" and core knowledge for each unit / scheme of work
- Provide catch-up materials
- Monitor consistency across teachers

Class teachers

- Identify gaps and plan responsive teaching
- Provide clear, manageable catch-up tasks
- Check understanding and follow up

Pastoral teams and Inclusion team

- Support attendance and reintegration
- Communicate with families

- Remove barriers to learning

4. Subject specific examples

English and Media: When pupils miss a lesson, teachers will adapt the GTWT where appropriate to support their successful return, using KS3 or GCSE Literature knowledge organisers where relevant. If a missed lesson included reading part of a text, pupils will receive a synopsis of that section. Where pupils have missed keystone vocabulary, they will be directed to record the relevant definitions. Where they have missed analysis of key quotations, they will be given a photocopy or directed to record the relevant work. Teachers will use unit overviews to ensure that all catch-up content is accurate.

Mathematics: CATCH: Lost Learning Strategy in Maths

A simple plan to help pupils catch up after being absent.

C- Check who's missed lessons

Before the lesson, teachers identify which pupils were absent and what they missed. They then prioritise these pupils for support and a check-in.

A. Assess & recap prior learning

Every lesson starts with a short recap and formative assessment of the key skills pupils need, so gaps don't build up.

T. Target with questions

Teachers use pre-planned questions during SIP to check that previously absent pupils understand the missed work. This also benefits the wider class.

C. Copy across missed resources

Worked examples and handouts from the missed lesson are given or stuck in their books.

H. Hand over their catch-up list

Give a Sparx code for practice where appropriate

Science:

Current Provision

1. Teacher check-ins to identify pupils who missed all or part of the previous lesson. Identifying gaps promptly is the first step of responsive teaching so this helps teachers identify gaps due to absence as soon as possible.

2. Every lesson includes a recap and assessment of prior learning required for the new content. This reduces cognitive overload by securing prerequisite knowledge before new material is introduced. It also provides an opportunity for concise reteaching of key knowledge to previously absent pupils.

3. Previously absent pupils are a focus during checks for understanding. Frequent, targeted formative assessment helps identify knowledge gaps, particularly in pupils at risk of falling behind (e.g. absentees).

4. All shared knowledge resources, such as diagrams and knowledge summaries, are placed or stuck into the books of absent pupils by the teacher or another pupil. This ensures that pupils have the key resources that may be referred to in later lessons. Routine printed question sheets are not included unless they are needed for subsequent learning.

Strategy being tested now in one year 8 class:

A knowledge summary for each lesson, accompanied by three key questions, is being trialled in one Year 8 class to support absent pupils. The department will review the approach after gathering feedback about its use and impact.

Geography: Weekly home learning supports knowledge retrieval and application. Pupils receive topic summary sheets containing knowledge up to Grade 9 standard, enabling them to revisit and secure key content. When pupils have missed learning, teachers provide a core knowledge summary and comprehension questions as an alternative to the GTWT. This gives pupils access to the essential knowledge needed to rejoin the current curriculum sequence.

KS3 - Use of lost learning core knowledge summary and comprehension questions is being trialled in a Year 8 class, as an alternative to GTWT to ensure pupils access missed core knowledge.

History: Core knowledge is identified in each lesson's pupil booklet and revisited through three GTWT questions focused on prior learning. This gives every pupil a clear route into the lesson. Pupils who missed the previous lesson, need a reminder or lack confidence can still engage meaningfully, build towards the enquiry question and contribute from the start. This inclusive approach supports retrieval, reduces barriers to participation and makes clear that learning is accessible to all.

Religious Studies: In Years 7 and 8, the GTWT retrieval slide will include a short, pupil-friendly summary of core knowledge. This will revisit essential learning, including key beliefs, practices, worldviews, ethical concepts and philosophical questions, in a calm, age-appropriate way and in line with national expectations for RS. Pupils who attended the previous lesson can retrieve and reinforce key knowledge, while pupils who were absent receive a clear summary of the missed content. This enables all pupils to continue confidently with the planned curriculum sequence and retain the foundational understanding needed to engage respectfully with diverse beliefs, reflect on ethical issues and develop critical-thinking skills.

PSHE: In Years 7 and 8, the GTWT retrieval slide will include a short, pupil-friendly summary of core knowledge. This will revisit essential learning about relationships, health, wellbeing, safety and responsible choices in a calm, age-appropriate way, in line with DfE expectations for Relationships, Sex and Health Education and wider Personal Development. Pupils who attended the previous lesson can retrieve and reinforce key knowledge, while pupils who were absent receive a clear summary of the missed content. This enables all pupils to continue confidently with the planned curriculum sequence and retain the essential knowledge needed to stay safe, healthy and respectful.

Social Science: Psychology - Each booklet has a knowledge organiser at the front. When a pupil is absent, the teacher highlights the relevant missed content on the knowledge organiser so that the pupil knows what to prioritise. Google Classroom also allows the teacher to direct pupils to the missed lesson. This approach is particularly appropriate for KS5 pupils, although Google Classroom is also set up for KS4.

For **KS4 Sociology**, pupils who miss a lesson will receive a lost learning pack. It will contain a short reading passage summarising the key content covered, alongside important subject vocabulary, key sociological concepts and any relevant examples or evidence used during the lesson. Pupils will then complete five comprehension questions to assess their understanding and help them retrieve and consolidate the key knowledge they missed.

KS5 Sociology: When pupils have missed learning, teachers provide a core knowledge summary and comprehension questions as an alternative to the GTWT. This gives pupils access to the essential knowledge needed to rejoin the current curriculum sequence.

KS5 Criminology - For Units 1 and 3, pupils independently read the pages that correspond to the topic taught. The teacher identifies and communicates the relevant pages so that pupils can make appropriate notes for use in the controlled assessment. All lessons are available on Google Classroom. For Units 2 and 4, the department will explore a similar approach to that used in Sociology.

Modern Foreign Languages: At KS3, every pupil receives a Language Guide containing the vocabulary for the current year and vocabulary from previous years in dictionary format. The back of the guide contains the grammar covered during the current year and grammar revisited from previous years. In Years 8 and 9, pupils use the first three lessons to complete the sections covering previously taught grammar. New grammar is shown on a grey background and added as it is taught. If a pupil misses a lesson in which new grammar is introduced, the teacher asks them during the GTWT to complete the relevant section of the Language Guide. The pupil may receive direct teacher support for a short grammatical item or copy the completed section from another pupil. The department is also trialling completed grammar grids that teachers can provide when needed.

This approach addresses most instances of lost learning. In some circumstances, pupils may also need a copy of a specific worksheet from the previous lesson, for example when an extended reading task continues across more than one lesson. Teachers therefore retain spare copies of key worksheets for pupils who were absent.

At KS4, the process is the same, but the distribution of the grammar and vocabulary in the booklet is slightly different.

Because the MFL curriculum revisits knowledge and skills regularly, pupils have repeated opportunities to retrieve and apply earlier learning, including phonics. This reduces the likelihood that a single absence will create a lasting gap.

PE: Pupils use a work booklet containing knowledge organisers for each topic. It also includes a core knowledge section that identifies the essential knowledge for each lesson, with sporting examples where relevant and closed comprehension questions to check understanding. When a pupil has missed learning, the teacher highlights the relevant core knowledge in the booklet and records the pupil's name on the GCSE PE pacing plan. Weekly home learning provides further opportunities for retrieval and supports pupils in securing missed knowledge.

Music & Drama: Teachers identify pupils who have missed learning through SIMS attendance registers and their awareness of absence, lateness or incomplete learning. The teacher identifies the essential knowledge, technique, process or performance experience required for the pupil to rejoin the current curriculum or rehearsal sequence successfully.

Where the missed learning is practical or skills-based, the teacher prioritises the most important technique, decision point or performance skill rather than attempting to repeat the whole missed lesson. This may include a short teacher demonstration, an exemplar, an annotated checklist, modelling of the required process, or a supervised practice opportunity. The pupil is given a clear, short-term target which may differ from the task being undertaken by the rest of the class, particularly where the class has moved on within a composition, rehearsal, performance or devising sequence.

The teacher checks in with the pupil during the lesson; monitors progress and provides further feedback or resources once the key practical skill has been secured. This enables the pupil to continue with the current project or performance sequence without creating further gaps.

For GCSE Music and Drama, where missed learning is primarily knowledge-based - for example, coverage of a set work, dramatic practitioner, terminology, historical context or written-analysis skill - teachers set focused catch-up work for completion as homework. This may include a core-knowledge summary, guided notes, listening or viewing task, relevant resources, and short retrieval or comprehension questions. Knowledge-based catch-up is normally completed outside lesson time so that pupils can remain involved in current practical, collaborative and curriculum learning, rather than missing further content or disrupting the work of an ensemble or performance group.

Computer Science: Teachers identify pupils who have missed learning through SIMS attendance registers, and their awareness of absence, lateness, incomplete classwork or gaps identified through formative assessment. The teacher then identifies the essential knowledge, process or technical skill needed for the pupil to access the current learning sequence.

When a pupil has missed practical work, such as programming, spreadsheet or database work, digital content creation, networking tasks or the use of a particular application, the teacher prioritises the key process, technique or decision needed for the pupil to continue. Support may include a brief live demonstration, worked example, annotated code or exemplar, step-by-step checklist, shared resource or short supervised practice task. If the class has progressed to a later stage of the project, the pupil may receive a different, manageable target focused on the essential missed skill.

Teachers circulate and return to the pupil to check understanding, review the practical outcome and provide the next appropriate resource or target once the essential skill has been secured. This allows pupils to re-enter the current project without needing to reproduce every element of the missed lesson.

Where the missed content is knowledge-based - such as computational thinking, algorithms, data representation, networks, cybersecurity, hardware, software, legal or ethical issues, or GCSE examination content - teachers provide focused catch-up material. This may include a concise knowledge summary, slides or resources from the missed lesson, a worked example, key vocabulary and short retrieval or comprehension questions. At KS4, pupils may be set this work as homework, enabling lesson time to remain focused on the current curriculum and preventing further lost learning. Teachers use questioning, classwork and subsequent assessment to check that essential knowledge has been understood and retained.

Art and Design: Lost learning may include practical techniques, artist research, experimentation or key stages in developing a final outcome. Teachers use demonstrations, exemplars, annotated guidance and focused practice to help pupils secure the essential skills and knowledge needed to rejoin the current project successfully.

Photography: Lost learning may include camera controls, composition techniques, editing processes, photographer research or stages of portfolio development. Teachers provide concise guidance, visual exemplars and targeted practical tasks so that pupils secure the essential knowledge and skills needed to rejoin the current project and continue developing their portfolios.

Design and Technology: Lost learning may include essential technical knowledge, design-development decisions, workshop demonstrations or the safe use of tools and machinery.

Teachers prioritise the knowledge and practical skills needed for the current stage of the project, using demonstrations and supervised practice so that pupils can continue safely and successfully.

Food and Nutrition: Lost learning may include nutrition knowledge, food science, practical techniques, hygiene or safe working practices. Teachers use knowledge summaries, demonstrations, recipes and focused practical opportunities to help pupils secure the essential understanding and skills needed to participate safely in future practical work and access subsequent learning.

5. Monitoring and evaluation

Impact will be monitored through attendance, assessment outcomes, pupil voice, quality assurance activities and vulnerable learner reviews.