



The Bridge School



Teaching and Learning Policy

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Signed by: Chair of Local Academy Council	
Date	

Introduction

At The Bridge School we believe in the concept of lifelong learning and the notion that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

This Teaching and Learning Policy is intended to promote high quality teaching and learning to raise standards of achievement for all children. It also reflects the aims and objectives of the school and supports its vision.

This policy should be read in conjunction with our Curriculum Pathways and subject specific policies.

Principles of Teaching and Learning

A curriculum is the basis for any school to provide a meaningful and effective education to the pupils who attend. At The Bridge School we believe this should be a broad and balanced approach which identifies and meets the needs of all our pupils. The curriculum, alongside specialist teaching approaches, provides consistency throughout the school, whilst recognising developmental and age-related aspects of learning. The development of the curriculum at our school, whilst being led by the Senior Leadership Team, is the responsibility of all staff and we consider it their right to be involved in curriculum design and content. Consistency is vital for pupils with learning disabilities and therefore careful consideration is taken when making any changes to the curriculum.

Learning is a shared commitment; we recognise that education involves our pupils, parents/carers, staff, governors, the community and the Trust, and that for optimum benefit all should work closely together to support the process of learning. Working in partnership, we aim to:

- ✓ provide a supportive, positive, healthy, caring and safe environment, which has high expectations and values all members of the school community;
- ✓ recognise the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress and attain the highest personal achievements;
- ✓ provide rich and varied contexts and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding;
- ✓ provide a curriculum which promotes the spiritual, moral, social, cultural, physical, mental and emotional development of the pupils;
- ✓ encourage all children to be enthusiastic and committed learners, promoting their self-esteem, self-worth and emotional well-being;
- ✓ develop children's confidence and capacity to learn and work independently and collaboratively;
- ✓ develop enduring values of respect, honesty, equality, integrity, tolerance, fairness and trust;
- ✓ encourage children to value the diversity in our society and the environment in which they live;
- ✓ encourage children to become active and responsible citizens, contributing positively to the community and society.

Vision, Values & Aims

We believe that The Bridge School is a happy, calm and stimulating and environment in which our pupils can learn and flourish. The staff and the school community work hard to ensure that a nurturing approach supports all pupils through their education, providing a bespoke curriculum tailored around their current needs as outlined in their EHCP. At The Bridge School all aspects of school life are designed to inspire, motivate and engage pupils, through a mix of a learning curriculum, creative approaches, enrichment opportunities and essential life skills. The roles of communication and engagement are key to all we do and underpin our approach to learning.

Through effective teaching and learning we aim to develop pupils' resilience and independence, providing them with opportunities to apply new learning in a range of contexts. Our aim is for all pupils to 'know more, remember more and do more' and we achieve this through a mastery approach to teaching and learning. New content is broken down into the smallest of steps and teachers plan to ensure pupils have repeated opportunities to practise new skills before applying them to different contexts.

Our curriculum has been carefully designed and sequenced to ensure pupils make good progress over time, from their own starting point. Our curriculum is progressive, but remains child centred. Pupils follow three different pathways; the pre, semi or formal pathway, but can move fluidly between pathways if their needs change, to ensure the curriculum offer remains relevant, whilst maintaining high expectations for what our pupils can achieve. Each pupil has an IEP (Individual Education Plan) which is written by the class teacher and reviewed termly. IEP's are working documents and targets are continually being reviewed. If pupils achieve their target mid-term, then they are either extended, or new ones written. These targets are shared with parents with suggestions given for activities that can be worked on at home.

In the course of their daily work the staff will contribute to the development of this ethos through:

- ✓ providing a calm and effective learning environment
- ✓ providing a welcoming environment, in which courtesy, kindness and respect are fostered;
- ✓ providing positive role models;
- ✓ providing an environment that promotes positive behaviour in line with the school's behaviour policy;
- ✓ effective management of their professional time;
- ✓ developing links with all stakeholders and the wider community;
- ✓ valuing and celebrating pupils' success and achievements;
- ✓ reviewing personal and professional development in order to ensure a high level of professional expertise.

Roles and Responsibilities

Teaching and learning is a shared responsibility and all members of the school community have an important part to play.

All members of the school community should work towards the school's aims by:

- ✓ esteeming children as individuals and respecting their rights, values and beliefs
- ✓ fostering and promoting good relationships and a sense of belonging to the school community
- ✓ providing a well ordered environment in which all are fully aware of routines and behavioural expectations
- ✓ offering appropriate opportunities in all aspects of school life and recognising the importance of different cultures
- ✓ encouraging, praising and positively reinforcing good relationships, behaviours and work
- ✓ working as a team, supporting and encouraging one another

Teachers will endeavour to:

- ✓ provide a challenging and stimulating curriculum designed to encourage all children to reach the highest standard of achievement
- ✓ ensure that learning is progressive and continuous
- ✓ be good role models, punctual, well prepared and organised
- ✓ keep up-to-date with educational matters
- ✓ provide clear information on pupil progress
- ✓ have a positive attitude to change and the development of their own expertise
- ✓ work collaboratively with all involved in education to develop a shared philosophy and commonality of practice

Parents/carers are encouraged to support their child's learning by:

- ✓ ensuring that their child attends school regularly
- ✓ supporting the work of pupil targets and becoming actively involved in the implementation of any support programmes
- ✓ participating in discussions concerning their child's progress and attainment
- ✓ ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour
- ✓ actively supporting the Home-School Agreement

Planning

Curriculum content has been structured to ensure it is well sequenced and builds upon pupil's prior learning. Long and medium term plans aim to ensure the curriculum is broad, balanced, relevant and meets the pupils' needs, whilst promoting a love of learning and highly engaging experiences for all. Staff are encouraged to work collaboratively to support each other in writing their short-term planning. Discussions are focused on delivery, resources and anticipating misconceptions, to ensure lessons are effective and engaging.

Senior and Middle Leaders have a variety of roles. These include:

- ✓ taking the lead in policy development and the production of schemes of work designed to ensure progression and continuity in their phase/subject throughout the school;
- ✓ supporting colleagues in their development and implementation of the scheme of work, and in assessment and record-keeping activities;
- ✓ monitoring progress in their pathway/subjects and advising the Headteacher on action needed;
- ✓ using release time to support colleagues;
- ✓ keeping up-to-date through reading, attending relevant courses and Trust wide working groups.

Homework

Homework is considered to be a valuable element of the learning process.

At The Bridge School, we use half termly challenges to encourage parents/carers to work with their children at home. Books are also sent home for families to share together, in EYFS and KS1 this is known as 'Book in and Box' and in Key Stage 2, 'The Reading Challenge.' We also share information with parents/carers on individual programmes e.g. ALD/PECS activities in the home etc.

We believe that homework should be set:

- ✓ to involve parents/carers in their children's learning;
- ✓ to take advantage of the home context to apply learning;
- ✓ to extend the time for learning, thus enabling children to practise and consolidate their skills and knowledge and strategies;
- ✓ to view learning as a life -long process and not just restricted to school hours.

Assessment, Recording and Reporting –

Towards the end of each term teachers record the progress that pupils have made on EfL. This leads to interventions being put in place for those pupil who aren't making the progress that we are aiming for in terms of their targets. Pupils who are exceeding their targets are then set new ones.

Those children that are academically able to are entered for Standard Assessment Tests (SATs) year 6, and may be considered for optional tests in year 2. For pupils who are working below test standard or who are not able to access formalised assessments with adaptation, teacher assessment will be reporting using the Engagement model or Pre Key Stage standards as appropriate for year 6 pupils. We also conduct the phonics screening test for our year 1/2 pupils where appropriate and a Multiplication Tables Check for pupils in Year 4. Initial baseline assessment is used in Reception/Early Years within six weeks of starting school and Foundation Stage Profiles are maintained at the end of the reception year.

Monitoring and performance management –

Pupils work as evidenced in their Pupil evidence folders/books and EfL online platform will be monitored and moderated throughout the academic year (e.g. learning walks, book trawls, moderation etc), in line with the monitoring schedule and calendar issued to staff, in each of the core curriculum areas and annually in other subject areas by the Head Teacher. This will form part of the evidence for performance management.

Subject Leads will regularly monitor pupil's participation/work/folders to support action planning for their subject. This will form part of the evidence for subject leaders' performance management.

The Head Teacher or school leadership team will formally observe each class teacher at least twice a year for performance management purposes.

Timetable coverage and staff deployment will be reviewed and adapted regularly annually to ensure best value (both financial and educationally). This will be to inform school self-evaluation.

The follow further evidence will also be monitored and be used as evidence for performance management judgements and school self-evaluation

- ✓ Teacher long and medium term planning
- ✓ Assessment documents (both numerical and evaluative)
- ✓ Pupil work (all)
- ✓ Identified pupil evidence from a targeted trawl of work.
- ✓ Drop in evidence from the HT/SLT learning walks
- ✓ Staff adherence to school/Trust policy and procedures
- ✓ Annual Review/EHCP paperwork
- ✓ Feedback from parents/carers and other stakeholders

UPS teachers will be monitored with respect to their contribution to developing and supporting others in line with the post threshold standards.

Middle leaders (TLRs) and Upper Threshold Teachers will be monitored in line with their impact on the areas of accountability they undertake.