



The Bridge School



Teaching and Learning Policy

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Signed by: Chair of Local Academy Council	
Date	

Aims

Our policy aims to:

- Promote a culture of high expectations and an enthusiasm and love for learning, ensuring all students are engaged, motivated, and able to achieve their full potential.
- Provide staff with a clear understanding of their responsibilities in delivering high-quality teaching, learning, and wider enrichment.
- Provide all classroom staff with the knowledge and skills to plan for individual needs, identify gaps in learning and address these through targeted and effective teaching strategies.

Curriculum key principles

Play - through structured and free play, children explore, experiment, and make sense of the world around them. Play fosters creativity, problem-solving, and social interaction.

Multi-sensory - activities are designed to be kinaesthetic and immersive, helping pupils to form meaningful connections with their learning.

Child-centred - we continually reflect upon and adapt our curriculum to celebrate and support each child's unique interests and abilities. Learning is personalised and is built around the pupil's EHCP and IEP targets.

Communication - our approach to communication is inclusive and multi-modal, ensuring all pupils are supported in developing their skills to become confident communicators.

Independence - pupils are encouraged to make choices using their preferred method of communication, take initiative, and are supported to develop their self-help skills.

Principles of high quality teaching and learning

We support all teachers and teaching assistants to develop a deep understanding of how our pupils learn, and recognise that pupils can engage, communicate, and retain information in different ways.

High-quality teaching is founded on staff possessing strong professional knowledge, skills, and expertise. The Bridge School is committed to ensuring that all teachers and support staff develop a secure and comprehensive understanding of how our pupils engage and learn. This includes recognising that our pupils may communicate, process, and retain information in different ways. Our approach is grounded in evidence-informed research and best practice, and staff receive ongoing CPD and support to ensure their practice remains effective.

A central component of learning is memory, which can be thought of as comprising two different elements - working memory and long-term memory. Effective teaching practices avoid overloading working memory, considering evidence-informed strategies and approaches. To support this, we use retrieval practice techniques within planning and delivery of lessons.

We also recognise that high-quality teaching is dependent on teachers having a secure understanding of pupils' prior learning. Knowing what each child already understands and can do enables teachers to make informed decisions about next steps, sequence learning effectively, and avoid overloading working memory. New content is carefully sequenced, and broken down into small and manageable steps, with clear and purposeful modelling. Appropriate levels of scaffolding to support learning is key, whilst ultimately building and developing independence.

Staff have also received training and support in understanding play schemas and how to apply them to enhance pupils' engagement. This approach recognises the significant role that schematic play patterns have in helping our pupils make sense of the world, build secure foundations of knowledge, and develop transferable learning behaviours.

Teaching Strategies

Learning for every pupil is personalised and responsive to their individual needs. Teachers consider pupil's prior knowledge, developmental stage, and learning profile to make purposeful adjustments to teaching, ensuring that all pupils can access the curriculum and make strong progress from their starting point.

For some pupils, learning can be effectively supported within small group-based teaching, however, this approach is not appropriate or effective for all. In accordance with EEF guidance, some pupils require more a more flexible approach, which may include bespoke timetables and individually planned learning experiences that reflect their specific interests, physical, medical, behavioural, sensory, or cognitive needs.

Our curriculum is delivered through a play-based and multi-sensory based approach, recognising that kinaesthetic and experiential learning helps our pupils to make meaningful connections and retain new learning. We plan carefully structured play opportunities (enhanced provision) which are aligned with the thematic curriculum and focus on incorporating pupils' IEP targets and social skills.

A combination of child-led exploration and adult-supported interaction is used to enhance learning and play. Staff support pupils through a range of evidence-informed approaches which includes high-quality modelling, narrating/commenting, scaffolding (Vygotsky's Zone of Proximal Development), and sustained shared thinking (EEF shREC approach – share attention, reciprocate, explain, connect). These are some approaches that help ensure play remains purposeful.

Relationships and Routines

Positive, trusting relationships between staff and pupils are central to effective teaching and learning. We prioritise the development of strong, attuned interactions by taking the time to understand each pupil and their interests. These relationships form the foundation on which high-quality learning experiences are built.

Consistency and routine further strengthen these relationships and support pupils' sense of security and readiness to learn. All pupils at The Bridge School benefit from a structured, predictable timetable that helps them make meaningful connections between activities and transition confidently between learning experiences.

Roles and Responsibilities

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

Teachers will endeavour to:

- ✓ Build strong, positive relationships with pupils
- ✓ Know pupils well and adapt the curriculum/support to meet their individual needs
- ✓ Provide an appropriate level of challenge and deliver a fun and stimulating curriculum that engages all pupils
- ✓ Ensure that learning is progressive and continuous
- ✓ Be good role models, punctual, well prepared and organized
- ✓ Take responsibility for improving own teaching through appropriate professional development, responding to advice and feedback from colleagues
- ✓ Provide clear information on pupil progress & ensure quality evidence is uploaded onto Evidence for Learning
- ✓ Manage a team of support staff and deploy teaching assistants effectively
- ✓ Work collaboratively with all involved in education to develop a shared philosophy and commonality of practice
- ✓ Adhere to all statements which are set out in the DfE Teacher Standards document
- ✓ Adhere to school policies and procedures

Teaching assistants will endeavour to:

- ✓ Build strong, positive relationships with pupils, developing an understanding of their needs and interests
- ✓ Support the implementation of personalised learning, adapting resources and activities as directed by the class teacher
- ✓ Promote engagement, independence and participation by using appropriate strategies such as modelling, scaffolding, narrating etc

- ✓ Contribute to maintaining a safe, structures and predictable learning environment
- ✓ Work collaboratively as part of a class team
- ✓ Contribute to assessing and recording progress, sharing feedback with class teacher
- ✓ Engage in ongoing professional development, responding positively to feedback and training
- ✓ Adhere to school policies and procedures

Curriculum Leads will endeavor to:

- ✓ Help to create a well-sequenced broad and balanced curriculum that build knowledge and skills
- ✓ Drive improvements in their curriculum area, supporting teachers and teaching assistants where appropriate
- ✓ Moderate progress across their area through learning walks, Efl, moderation meetings and pupil progress meetings
- ✓ Support with writing curriculum area policies/documents
- ✓ Write and plan training sessions

SLT (Senior Leads) will endeavor to:

- ✓ Ensure the curriculum remains ambitious for all pupils, is well-sequenced and responsive to pupils' needs
- ✓ Ensure that all pupils receive a high-quality, ambitious, inclusive, and adaptive education
- ✓ Promote a positive, aspirational culture that celebrates pupils' success and achievements
- ✓ Monitor and evaluate the quality of the teaching and learning, providing feedback and support to further enhance practice
- ✓ Champion strong teamwork and professional collaboration at every level, fostering a culture of shared responsibility
- ✓ Ensure high-quality continuing professional development and learning is available, relevant, and impactful.
- ✓ Use assessment and monitoring to identify where pupils may require further support, ensuring that interventions are timely and evidence-informed.
- ✓ Lead with integrity, modelling professional conduct and creating an environment where staff feel trusted, supported, and able to fulfil their roles effectively.

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

- ✓ Work in partnership with the school, maintaining regular communication with staff to support consistency between home and school.
- ✓ Share relevant information about their child, including changes in health, behaviour, interests or circumstances, that may influence learning, engagement, or emotional regulation.
- ✓ Support attendance and punctuality, recognising the link between regular school attendance and their child's progress.
- ✓ Engage with school-led activities, including meetings, reviews, workshops and events, to support understanding of their child's curriculum, targets, and next steps.

Short term planning

Short-term planning is expected to be adaptive and responsive, taking account of pupils' prior knowledge and ongoing assessments. It reflects a teaching for mastery approach, ensuring that new content is broken into small, manageable steps that build progressively over time. Teachers make use of our bank of progression of skills documents to support them with planning.

Teachers are encouraged to use the school's short-term planning proforma, which includes key questions designed to guide and support the planning process.

Assessment

Regular assessments are made of pupils' work in order to establish the level of attainment and to inform future planning. There are clear protocols around annotation and recording: Annotated pupil work should refer to how much help the pupil needed, attention to task, equipment used, reference to the skills, knowledge and understanding in relation to the learning objective and, where appropriate, next steps.

Annotation will provide a record for the teacher over time of the progress a pupil has made – academically, personally and socially. The following abbreviations should be used on pupil's work;

All staff must follow annotation guidelines for written and electronic records of pupils work. All annotations need to be signed and dated. Staff should print their name in the box on the page to indicate who has been working with the pupil. Teaching Assistants in lessons have responsibility for the learning and progress of the pupil they are working with, and they are the ones who should be checking, during the lesson, that progress is being made and reshaping things if necessary. The learning and progress

of the class is, of course, the overall responsibility of the teacher. Learning is reviewed daily.

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.