

Teaching & Learning and Assessment Policy



RIVERSIDE BRIDGE SCHOOL
INSPIRE, EMPOWER, ACHIEVE



Partnership Learning

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1. Introduction

- 1.1 At Riverside Bridge School, we strive to ensure Teaching is of the highest so that Learning is a rewarding and enjoyable experience for all our pupils. We aim to equip our pupils with the skills knowledge and understanding necessary for them to be able to make informed choices about the important things in their lives. We believe that appropriate Teaching and Learning experiences will help our pupils to lead more independent and rewarding lives.
- 1.2 All staff share a responsibility to contribute to the development of our broad, challenging and appropriate Flow curriculum as well to strive individually to deliver lessons where the Teaching and Learning is of the highest quality and where the learning needs of all pupils are met.
- 1.3 Through successful Teaching and Learning, we aim to develop the whole young person, enabling them to become lifelong learners and achieve their highest level of independence. We recognise that all pupils have special skills, abilities and aptitudes and all have an entitlement to access a broad, challenging and appropriate curriculum. As well as this, every pupil is entitled to experience a variety of Teaching and Learning styles appropriate to each pupil's level of development, which address their learning needs thus enabling them to achieve their full potential. At Riverside Bridge School, staff are fully aware of the strong link between Teaching and Learning and understand that pupils can only achieve well if the quality of Teaching is high.
- 1.4 Through our effective Teaching and Learning, we aim to:
 - raise levels of attainment for all pupils, enabling them to achieve their personal best;
 - develop confident and enquiring learners who are able to make informed choices;
 - make learning an enjoyable experience;
 - build on the pupils' natural curiosity and enthusiasm for learning;
 - promote self-esteem and self-confidence;
 - involve and stimulate pupils through active, multi-sensory learning;
 - set achievable learning objectives and have high expectations for all pupils;
 - provide appropriate support;
 - provide opportunities for pupils to apply acquired skills, knowledge and understanding in new contexts;
 - create a climate of praise and positive reinforcement which enables pupils to experience success and feel a sense of achievement

2. Aims of this Policy

- 2.1 To ensure the school vision, *"Inspire, Empower, Achieve"* is realised for our pupils through effective Teaching & Learning and Assessment.
- 2.2 To constantly improve the quality of teaching throughout school in order to raise the level of pupils' achievement by ensuring they are supported in achieving their best through the application of effective pedagogy.
- 2.3 To provide staff with clear indications of the school's expectations.
- 2.4 To establish a range of good practices in respect of Teaching & Learning and Assessment.
- 2.5 To provide support and guidance to all staff on what constitutes effective Teaching & Learning and Assessment.
- 2.6 To ensure that we meet the needs of all pupils effectively through a consistent approach to Teaching & Learning and Assessment.
- 2.7 To ensure all resources support effective Teaching & Learning and Assessment.

- 2.8 To emphasise the importance of creating a school culture and ethos which is sensitive to the diverse social and emotional needs of our pupils, and which is promoted through our differentiated pedagogies.
- 2.9 To provide a focus for the monitoring and evaluation of Teaching & Learning and Assessment.
- 2.10 To promote a reflective school culture that regularly evaluates practice in order to improve outcomes for pupils.

3. Effective Teaching

3.1 All teachers are directed to teach five periods a day and 15 minutes DEAR time as well as attend 30-minute training twice a week to support their pedagogical development.

In addition, teachers are expected to work 'reasonable additional hours' to fulfil their professional responsibilities as detailed in the Teachers' Standards. (<https://www.gov.uk/government/publications/teachers-standards>)

3.2 All teachers are responsible for:

- ensuring clarity of intentions in terms of precise and clear lesson objectives, personal learning objectives for individual pupils and learning outcomes;
- ensuring that expectations are made clear to pupils and the focus on what is being learned is maintained;
- identifying the most appropriate and effective activities for the pupils to achieve the learning objectives;
- providing differentiated resources that take into consideration the needs of individual pupils;
- providing of activities that extend pupils and promote good progress and independence;
- providing a lesson structure which gives pupils opportunities to focus on and revisit the learning objectives - Teach, Practise and Apply approach.
- maintaining pace throughout lessons;
- encouraging pupils to develop and practise new learning in order to achieve the learning objective;
- ensuring accurate and purposeful assessments are created in order to inform future planning and monitor progress;
- planning effective use of their co-educators and working collaboratively with their team sharing ideas and good practice continuously.
- maintain positive relationships with all pupils and ensure that positive role model attitudes and behaviours are adopted;
- planning opportunities for pupils to learn in out-of-school contexts, such as school visits and employment-based settings, with the help of other staff where appropriate.
- enable pupils to access all aspects of the Flow curriculum in line with their needs, aptitudes and abilities.

3.2 Effective teaching takes place when:

- teachers make appropriate use of a range of ongoing monitoring and assessment strategies to evaluate pupils' progress towards planned learning objectives, and use this information to improve their own planning and teaching;
- teachers monitor and assess as they teach, giving immediate and constructive feedback to support pupils as they learn – Assessment for Learning (AfL). They involve pupils in reflecting on, evaluating and improving their own performance;
- teachers are able to assess pupils' progress accurately against the criteria set in their Development Profile;
- teachers ensure that assessments take place in line with the school's assessment timetables and that deadlines for submitting results are adhered to;

- teachers identify and support more able pupils, those who are not meeting yet their potential in learning, and those who experience behavioural, emotional and social difficulties.
- teachers record pupils' progress and achievements systematically to provide evidence of the range of the pupils' work, progress and attainment over time. They use this to inform their planning and to help pupils review their own progress;
- teachers are able to use records as a basis for reporting on pupils' attainment and progress orally and in writing, concisely, informatively and accurately for parents, carers, other professionals and pupils.

3.3 Effective teachers:

- know the pupils well and understand any factors that may affect their learning
- have confident knowledge and understanding of the Flow curriculum;
- use assessment to inform their planning and target-setting to meet the needs of individual pupils and groups;
- plan thoroughly and carefully;
- use a range of teaching resources, styles and appropriate pedagogical strategies;
- differentiate work and teaching style to meet the learning needs of individual pupils;
- use appropriate Total Communication strategies for different individuals or groups;
- create a stimulating environment and convey a sense of enjoyment through their lessons;
- utilise effective formative and summative assessment strategies;
- check pupils' understanding and adapt strategies to maximise pupils' learning;
- value pupils' contributions and feedback constructively to pupils, celebrating their achievements;
- manage the classroom in a manner that promotes positive behaviour and a safe and healthy environment;
- support pupils to develop good learning skills;
- recognise pupils' diversity and create an atmosphere conducive to the promotion of pupils' involvement and self-concept;
- demonstrate a willingness to examine and implement change, as appropriate;
- manage support staff and work in partnership with them;
- work productively with colleagues, parents & carers and other agencies;
- accord dignity and respect to pupils;
- work in line with the school's equal opportunities policy and ensure the entitlement of all pupils.

3.4 Monitoring and evaluation of the quality of Teaching & Learning and Assessment

In order to continue strengthening our Teaching and Learning practice, and to ensure we are relentlessly ambitious in raising pupils' outcomes, Riverside Bridge School has adopted a developmental coaching model, supported by Steplab (Ambition Institute).

This model is rooted in the belief that the best educators are those who are continually reflective, adaptive, and open to growth. Coaching provides a structured yet supportive framework through which all staff are empowered to refine their practice and embed high-quality teaching strategies.

Coaching for All - Every teacher and co-educator is assigned a coach who provides consistent, developmental support.

Focused Development - Together, the staff member and their coach agree on a clear Teaching and Learning focus, tailored to both individual development needs and the school's wider priorities.

Regular Practice and Feedback - Staff take part in a 15-minute drop-in session every fortnight. These observations are followed by a reflective, solutions-focused discussion with their coach, during which feedback and practical next steps are agreed.

Continuous Improvement - This cycle of observation, reflection, and action ensures that staff are constantly refining their skills, deepening their professional knowledge, and meeting the Teachers' Standards with confidence and consistency.

Alongside this coaching approach, Riverside Bridge School's Senior Leadership Team evaluates the effectiveness of Teaching, Learning, and Assessment through regular reviews and the triangulation of evidence. This includes:

- weekly learning walks carried out by Assistant Headteachers and/or Middle Leaders in their subject areas;
- work scrutiny and moderation;
- analysis of pupils' progress and attainment using the online assessment platform Tapestry, as well as regular Pupil Progress Meetings.

However, when a teacher/co-educator's practice is deemed not to be meeting the minimum standards required, they are supported through a personalised Improvement Plan. This plan sets out clearly defined targets within a set timeframe to support the teacher in improving their practice. Progress against these targets is closely monitored and directly linked to the teacher's Performance Management. (For further details, please see the school's Appraisal Policy).

Through this dual approach of developmental coaching and systematic evaluation, we cultivate a culture of collaboration, accountability, and professional growth. In doing so, we ensure that our staff are equipped to deliver the very best outcomes for pupils, in line with our vision to Inspire, Empower, and Achieve.

4. The Importance of Pedagogy

4.1 At Riverside Bridge School the diversity of pupil needs sets a particular challenge for teachers in developing and delivering effectively inclusive lessons through attention to pedagogy (the "how of teaching").

4.2 At Riverside Bridge School teachers employ a wide variety of methods and approaches in different contexts, at different times and with different groups of learners.

4.3 Learners with severe learning difficulties (SLD) require many of the same teaching principles and strategies relevant to all learners although more intensive and explicit teaching may be required by pupils with different patterns and degrees of difficulty in learning. Careful consideration and expansion of a range of teaching adaptations may be required including:

- more experience in generalising knowledge learnt in one context to other contexts;
- more examples to learn concepts;
- more explicit teaching of learning strategies & reinforcement of them;
- more frequent and more specific assessment of learning;
- more time to solve problems;
- more careful checking for preparedness for the next stage of learning;
- more practice to achieve mastery.

4.4 Learners with profound and multiple learning difficulties (PMLD) have more complex learning needs. In addition to very severe learning difficulties, they may have other significant difficulties, such as physical disabilities, sensory impairment or a severe medical condition. These learners require a high level of adult support for their learning needs and a pedagogy that:

- takes account of preferred sensory and learning channels and ways of processing information;
- focuses on those early communication, cognitive and sensory skills that are the foundation to all future learning and crucial to an improved quality of life;
- supports emotional well-being sustained by interactive approaches where learning is contingent on good personal relationships, repetition, familiarity, predictability and;
- sensitivity to feedback from the learner.

4.5 Children with autism (ASD) present with differences in learning style, impairments in communication and social skill development, and may in addition present with challenging behaviours. There is considerable individual variability in how these characteristics are manifested but these features have had implications for establishing a teaching pedagogy that is effective for this group.

We recognise that direct teaching conducted in groups, making use of an oral, interactive two-way processes in which pupils are expected to play an active part by answering questions, may not always be an effective initial strategy for learning with this group of pupils. Effective teaching for this group of pupils appears to be characterised by the following:

- an access to the academic curriculum in ways that do not depend only on social or communicative skills, and which take account of the difficulties of children with ASD in learning how to learn; these may emphasise structure, visual learning and modelling of activities and behaviours;
- a programme to develop communication, regardless of the language ability of the child;
- a programme to develop social interaction, play, leisure and life skills;
- an approach to managing behaviour which involves assessing the function of a behaviour and teaching an acceptable alternative to achieve the same result.

At Riverside Bridge School knowledge about autism and the learning styles of our autistic pupils has informed, and is fundamental to, the development of effective strategies for their Teaching & Learning and Assessment. The components of effective pedagogy for autistic pupils include:

- initial teaching of new skills in a one-to-one setting with subsequent generalisation to independent and group work settings;
- introduction of unfamiliar tasks in a familiar environment when possible;
- curriculum access supported using visual, experiential and concrete learning approaches;
- use of concrete examples and hands-on activities when teaching abstract ideas and conceptual thinking;
- use of organisation aids and visual supports to assist the pupils to attend to pertinent information;
- programmes based on individualised assessment, built around the functional level of each pupil with intervention drawing on existing skills and interests;
- appropriate expectations with an emphasis on the development of skills, independent of direct adult cuing and prompting.

4.6 At Riverside Bridge School, we believe that communication is essential in human interaction and is a fundamental human right. We aim to empower all our pupils and young people, whether with SLD, PMLD or ASD diagnosis, by supporting them to be effective communicators. We celebrate the differences in communication styles within the school and value each equally. We strive for our children and young people to have their communication needs met in a consistent and functional way across the waking day.

In order to support the communication needs of pupils at Riverside Bridge School:

- we nurture a total communication approach across the school;
- we strive to support individual communication needs of each child to enable them to understand and be understood.

The focus areas for Riverside Bridge School's Total Communication approach are:

- verbal communication
- Objects of Reference (OOR), visual symbols and transitions
- structured approaches to teaching
- signing
- communication boards
- how we model language for development
- sensory supporting environment
- intensive interaction and adult-child interaction
- attention bucket
- pupil communication profiles
- language development model
- choice making and early communication

We create and promote opportunities for communication throughout the day and teachers are trained to provide a structured, engaging and stimulating Teaching & Learning and Assessment environment.

5. Classroom Ethos

5.1 The ethos of the classroom has a major impact on the quality of teaching and on pupils' behaviour.

At Riverside Bridge School, all teachers are expected to:

- promote a calm working environment and the development of good work and social skills;
- establish clear classroom routines;
- value all pupils, irrespective of ability, race, gender, age or achievement;
- encourage pupils' self-esteem by recognising, praising and rewarding positive achievements in line with the school's reward schemes.

6. Lesson Planning and Delivery

6.1 Planning and delivery of Teaching & Learning and Assessment is carried out by teachers and supported by our co-educators. All teachers are responsible for collaborating within their pathway and with subject leaders to collate learning ideas and for providing daily planning, which is monitored regularly by the Assistant Headteachers.

For consistency across the school and monitoring arrangements, an agreed daily planning sheet is used as a standard format and all planning sheets are saved and available on SharePoint.

Lesson Planning will include for each lesson:

- clear and appropriate learning objectives;
- key vocabulary being worked on;
- activities and resources required in each phase of the school's teaching and learning process - Teach, Practise, Apply approach;
- adaptation & personalisation informed by each pupil's EHCP, Development Profile and ongoing assessment;
- deployment and use of co-educators;
- evaluation through hand-written annotations of learning outcomes for the pupils.

6.2 Teachers will adapt lessons by:

- learning objectives;
- task;
- method of presentation;
- outcomes;
- level of visual support required - object, photo, symbol or written;
- level of visual schedules required;
- level of prompting;
- adult support required.

6.3 In supporting the planning and delivery of Teaching & Learning and Assessment, all teachers will:

- be prepared for each teaching session in advance;
- be flexible in terms of the organisation of the classroom, staff allocation, pupil groupings and the level to which the lesson plan is followed according to the changing needs of the pupils on a day-to-day basis;
- plan to provide pupils with inclusive, engaging, meaningful, motivational, purposeful and challenging activities which promote independence and self-esteem;
- ensure each pupils' needs are considered and that the planning and teaching of lessons reflects this;
- ensure planning is in line with the requirements and of the Growth curriculum;
- use ICT wherever possible to support and promote effective learning;
- take account of pupils' individual interests and use these to motivate and encourage pupils learning;

- enable pupils to learn in a variety of ways which address a range of learning styles and include visual, auditory and kinaesthetic tasks and activities;
- produce high quality teaching materials which meet the needs of all pupils in the lesson;
- use assessment information to ensure that learning builds on previous knowledge, understanding and skills;
- utilise resources in ways which encourage pupils to become more independent learners;
- evaluate the impact of Teaching & Learning and Assessment daily;
- share all aspects of the Teaching & Learning and Assessment process with everyone involved, acknowledging the importance of a team approach in breaking down barriers to learning and promoting all Areas of Development of the Flow curriculum;
- maintain purposeful and informative planning, record-keeping and assessment documents, in line with the school's assessment, recording and reporting policy.

6.4 The monitoring and judging of the effectiveness of planning and delivery will be identified through:

- clear learning objectives for lessons and strategies for communicating these to pupils;
- the use of assessment information to ensure that learning builds on previous knowledge, understanding and skills;
- the structure and progression in lessons;
- the differentiation implemented to enable all pupils to participate at an appropriate level, or in an appropriate way;
- the content and pace of lessons that continuously challenge pupils and encourage independence;
- the planning and provision of inclusive, engaging, meaningful, motivational, purposeful and challenging activities which promote independence and self-esteem;
- the evidence that the role of co-educators has been clearly thought through so that they are used effectively throughout lessons;
- the evaluation of the impact of Teaching & Learning and Assessment on pupils' progress through Pupil Meeting Progress, the termly review of personalised targets and each pupil's Development Profile;
- the regular scrutiny of books through learning walks by SLT/Subject Leads, pupil/staff/parent voice and termly moderation of work.

7. Classroom Organisation

Classrooms must be:

- set out to support the pedagogy most suited to the pupils' needs in line with the TEACCH principles - visually delineated with an obvious social area, group working area and individual work stations when appropriate, so that pupils can easily see which parts of the room are for which particular function - work stations for those who need them for individual work with limited distractions; box work for individual work that can be started and finished independently, object of references so that pupils have visual support to support all routines, changes and transitions throughout the day; and visual schedules tailored to the individual needs of each pupil so that they understand what is next, when it starts and when it finishes.
- organised to ensure all pupils have easy access to learning activities;
- kept tidy and uncluttered, with pupils where possible having a level of responsibility for maintaining this;
- cleared at the end of each day with materials and equipment returned to their correct locations and the tables and floor cleared;
- with resources clearly labelled and accessible to the pupils where appropriate.

The classrooms and other teaching spaces will be organised to facilitate learning and the development of independence. This may require flexibility in the organisation of furniture and the learning environment to better suit the needs of individuals.

7.1 Resources

Each teaching space is equipped with a range of resources to enable effective Teaching & Learning and Assessment. All classrooms have an interactive whiteboard and teachers should make the best possible use of this key resource to support Teaching & Learning and Assessment, however they should be aware that use of the IWB does not automatically make a lesson 'multi-sensory'.

Pupils will be taught how to use appropriate resources correctly and safely, with care and respect; and with regard for Health and Safety. Care will be taken to ensure that resources reflect the cultural and linguistic diversity of our society, and that all pupils have equality of access. All resources made in school, including items such as visual supports and worksheets will be of a high quality clearly laid out and easily accessed by the pupils they are intended for.

7.2 Classroom displays are important for:

- creating an attractive, stimulating and purposeful environment;
- helping pupils to learn;
- setting a high standard in pupils' achievement;
- creating a climate where pupils' work is valued;
- helping to raise pupils' self-esteem.

The work displayed should be of a high standard and use both 2D and 3D in a variety of media and be changed regularly. It should include work on different aspects of the curriculum including literacy, maths, science and humanities and reflect individual pupil's efforts as well as ability.

8. Support For Learning

8.1 Teachers will:

- ensure that daily schedules are always in use and that they reflect the needs of individual pupils;
- vary their teaching styles for different topics and at different times to ensure that all lessons contain visual, auditory and kinaesthetic learning opportunities;
- always give clear and simple instructions;
- use augmented communication, including objects, photos, symbols and signs where appropriate to support Teaching & Learning and Assessment;
- build opportunities for reinforcement and consolidation;
- build in opportunities for one-to-one interaction, when appropriate;
- set achievable short-term targets and make clear the criteria for success;
- make clear to pupils how they can improve within an individual lesson and over time
- acknowledge, reward and celebrate achievement;
- continuously expose, consolidate and review the core and theme vocabulary linked to each pathway;
- promote the use of new and constantly changing technologies that increase and enhance the learning opportunities of pupils with SEN;
- encourage pupils to take an increasing responsibility for their rate of progress in order to promote active learning and increase engagement;
- ensure effective deployment of support staff within the classroom to support the flexible learning needs of individual pupils;
- undertake professional development through training and accept support from colleagues in order to ensure a high level of teaching, learning and support expertise;
- ensure pupils' behaviour is managed consistently and positively using the school's approaches.

8.2 Use of support staff (i.e. co-educators)

In order to ensure they give all their pupils the help and encouragement they need to reach their full potential, co-educators should:

- read and use their class teacher's daily planning to implement the structure of learning for the whole class and each pupil and understand their role in supporting this;

- consult with their class teacher to prepare materials and resources prior to lessons in order to support learning;
- ensure resources are well looked-after and kept tidy;
- conduct themselves as good learning role models for the pupils;
- support good behaviour conducive to learning and intervene as required to ensure good order and discipline in liaison with their class teacher;
- support pupils in completing activities for themselves in ways which avoid completing the work for them;
- support pupils with their learning in a way that promotes and supports their independence, and avoids the phenomenon of prompt dependency, by using necessary levels of prompting and reducing the intensity of the prompting as required.
- be focussed on the learning outcomes for the pupils in their class and record progress regularly in books and on each pupil individual Development Profile.

Teachers are responsible for the effective deployment of their co-educators within their lessons to ensure learning is supported in the best way possible.

In order to assist their co-educators, teachers should:

- ensure their planning is made available by 8.30am daily and used by their co-educators;
- ensure planning provides details of the role staff will play in each lesson;
- ensure their co-educators are clear of their roles within lessons prior to learning taking place;
- use their co-educators as a resource for Teaching & Learning and Assessment for the whole class, engaging with them to promote a variety of Teaching and Learning styles, not just individual support for pupils;
- ensure their co-educators are engaged in assessment for learning where appropriate.

9. Pupil's Learning

9.1 In order to enable pupils to achieve their full potential the learning experiences offered should provide the opportunity for them to:

- become increasingly independent, self-motivated learners;
- receive feedback on how they are doing and how they can improve;
- make significant progress and build upon their own successes;
- acquire essential skills for life and practise them in a variety of situations;
- become engaged, apply themselves and concentrate;
- communicate in a variety of ways;
- value themselves and others as learners;
- use technology as an aid to learn;
- learn from the community and environment beyond school;
- work with and alongside other people.

9.2 Pupils learn best when:

- the pedagogy is tailored to their learning needs;
- they know clearly what is expected of them;
- learning objectives and learning outcomes are clear;
- the curriculum is relevant, challenging and achievable;
- they show interest in how well they are doing and how they can improve;
- they are interested, happy, enthusiastic and motivated;
- they have appropriate resources, equipment and activities to meet their needs;
- they feel secure, are praised, rewarded, encouraged and their success is celebrated;
- they have a good relationship with staff who treat them with respect.

9.3 Assessment

Assessment exists to help teachers and co-educators in supporting best pupils' learning and progress by:

- enabling staff to understand how to move pupils on, assessing what they need and when they need it;
- developing pupils' self-esteem and motivation through the recognition and use of different learning styles and the celebration of their achievements;
- recognising and recording progression/regression for each pupil and plan effectively the way forward for each pupil.
- providing data on individuals and groups of pupils, which is open to scrutiny and lead to intervention;
- enabling pupils to become involved in the assessment process at a level that they understand;
- putting intervention in place as soon as required.

9.3.1 Assessment **for** Learning (AfL) is a process for diagnosis of pupils' strengths and difficulties in order to plan for effective teaching and evidence all pupils' progress.

This assessment:

- is part of effective planning;
- focuses on how pupils learn;
- is central to classroom practice;
- is a key professional skill;
- helps learners know how to improve;
- encourages peer and self-assessment;
- affects pupils' motivation;
- focuses on how pupils learn;
- recognises all educational achievement.

This will be exemplified through:

- questioning;
- choosing;
- prompting;
- starters and plenaries;
- classroom communication around learning;
- marking and feedback of work may be oral or written.

Marking:

- marking and feedback should praise but also give guidance, consolidation and challenge. It should be a continuous process of formative assessment.
- marking and feedback should support – provision of aides available to support in the classroom.
- marking and feedback should consolidate – pupils may need more examples that are tailored to the errors previously made.
- marking and feedback should accelerate – clear adaptation of tiered activities to move on pupils' learning.
- marking and feedback should challenge – this is about deepening a pupil's knowledge, not just moving them on to the next task.

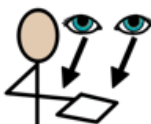
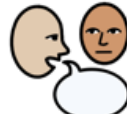
Consequently, all teachers supported by co-educators will be expected to:

- involve sharing learning objectives with pupils;
- promote confidence in all pupils to improve;
- use a range of AfL strategies in their teaching to ensure good progress for all pupils.
- provide starter opportunities to get pupils ready for learning and gauge what pupils already know about a topic about to be taught;
- provide plenary opportunities demonstrating how individuals have made improvements and progress towards the learning objectives;
- allow time for reflection throughout a lesson to assess the progress made and how to move on.
- provide feedback which leads to pupils recognising their next steps and how to take them;
- review and reflect on assessment data.

Marking guidance:

- use of school pro-forma for any work being recorded in the book(s);
- each pupil has got a book for literacy, maths, science, humanities, personal development, art, cooking & nutrition, independence & community participation as well as a PE/Cooking & Nutrition/Music folder. These books will follow the pupils in their school journey to support teachers in gauging and assessing what the pupils have achieved so far and what learning they need to be supported with.
- each piece of work will outline the learning objective, the date, the level of support, the pupil's engagement level linked to the Zones of Regulation, comment and next step from the class team on the work, which will be eligible, grammatically accurate and relevant to the learning objective.
- the teacher will highlight in green where the learning objective has been met and in pink where the pupil needs to think again and have more support towards meeting the learning objective.
- the pupils are able to self-assess or peer-assess in written work, the class team need to annotate the pupils' work using the agreed annotation codes for spelling, punctuation and grammar and the pupils need to correct in green pen. Where the pupils are not able to self-assess or peer-assess, the class team needs to correct the spelling, punctuation and grammar in blue pen.
- where the pupils are not able to self-correct any errors, pink highlighting will indicate to class team that further development of skills or support is required and the class team needs to correct any errors in blue pen, if necessary.

Date:										Self Assessment	
Learning Objective:											
Level of support	HOH	Fr	SV	PS	VS	Hand	W	C	1/2	 	
Zones of Regulation	B	Comment					Next step				
	G										
	Y										
	R										

Levels of Support	
Hand-Over-Hand 	Visual Support 
Full Verbal 	Modelled 
Some Verbal 	Copied 
Physical Support 	Independently 

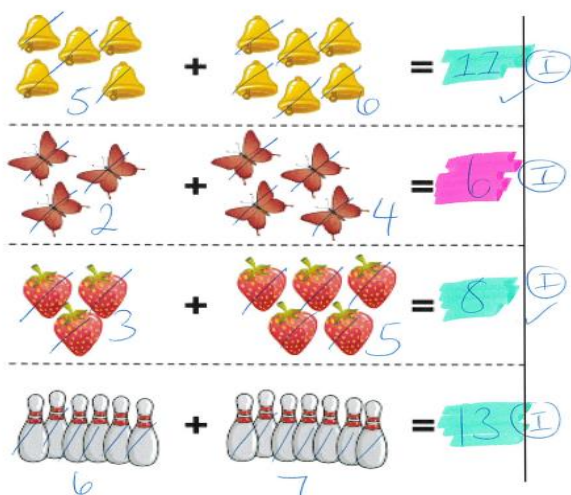
Annotation Codes	
Spelling	
Punctuation	
Grammar	

Levels of Support Glossary

 HOH	Hand over Hand - Adult's hand is over pupil's hand to complete any action or task.	
 FV	Full Verbal - Pupil needs continuous verbal instructions from an adult.	
 SV	Some Verbal - Pupil needs occasional verbal prompts or instructions from an adult.	
 PS	Physical Support - Adult supports pupil to complete an activity with physical contact from the wrist to the elbow.	
 VS	Visual Support - Pupil is given a visual tool to support learning, e.g word bank, number line, Numicon etc.	
 P	Prompted - Adult will direct without physical touch, such as tapping a worksheet, table or pointing to a visual support.	
 M	Modelled - Adult models the task prior to a pupil completing the activity, e.g - Writing on a whiteboard, holding a pen, matching blocks.	
 C	Copied - Adult asks pupils to make a similar or identical version to something they show the pupil. e.g Copying from a whiteboard, replicating a Lego model, overmatching the same picture.	
 I	Independent - Pupil completes directed task on their own with none of the above.	

Samples of work annotated

Date: 08/01/24									
Learning Objective: To be able to state the value of a pictorial sum.									
HOH	FV	SV	PS	VS	M	C	(I)		
Zones of Regulation	B	G	Y	R	Feedback: Olivia independently counted the visual representations and combined them to show total values. - miscounted one.				



Date: 8th January 2024									
Learning Objective: To be able to use the correct preposition in a sentence.									
HOH	FV	SV	PS	VS	M	C	(I)		
Zones of Regulation	B	G	Y	R	Feedback: Ken was aware of prepositions but needed support to label more complex images. - needs a word bank to support spelling				

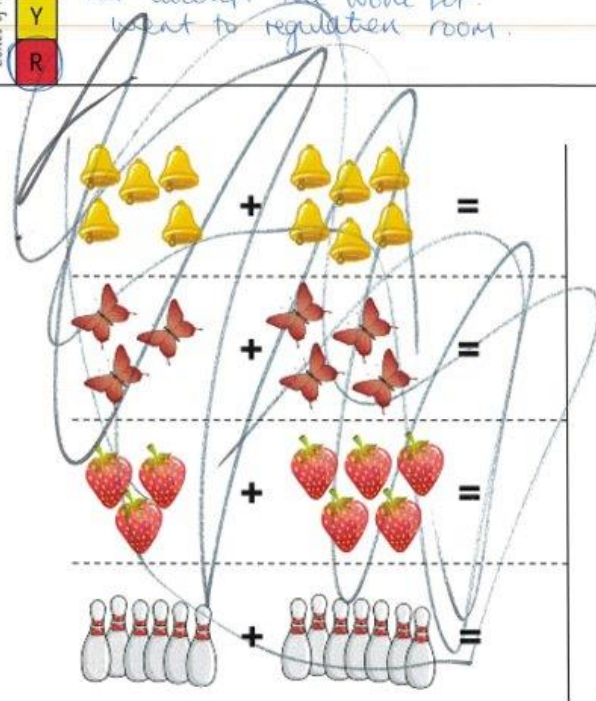


Joe

Date: 10th January 2024									
Learning Objective: To be able to make meaningful marks									
HOH	FV	SV	PS	VS	M	C	(I)		
Zones of Regulation	B	G	Y	R	Feedback: Eddie tolerated hand over hand support to make meaningful marks.				



Date: 10/01/24									
Learning Objective: To be able to add amounts together									
HOH	FV	SV	PS	VS	M	C	(I)		
Zones of Regulation	B	G	Y	R	Feedback: Joe was in the red zone and did not attempt the work set. Went to regulation room.				



Riverside Bridge School also makes use of the engagement model to support and assess the learning of the pupils through observation and interaction, ensuring that we capture their learning and development even when traditional written work is not present.

The engagement model is made up of five areas:

- **Exploration** - This shows whether a pupil can build on their initial reaction to a new stimulus or activity.
- **Realisation** - This shows how the pupil interacts with a new stimulus or activity or discovers a new aspect of a familiar stimulus or activity.
- **Anticipation** - This shows how much the pupil predicts, expects or associates a stimulus or activity with an event. They may anticipate that a familiar activity is about to start or finish by interpreting cues or prompts such as auditory (what they hear), tactile (what they feel) and visual (what they see).
- **Persistence** - This shows whether the pupil can sustain their attention in a stimulus or activity for long enough that they can actively try to find out more and interact with it.
- **Initiation** - This shows how much, and the different ways, a pupil investigates a stimulus or activity in order to bring about a desired outcome. The pupil will act spontaneously and independently during a familiar activity without waiting for direction.

The five areas of the engagement model are not hierarchical, there is no expectation that pupils need to demonstrate progress in all five areas. Instead, each of area represents what is necessary for pupils to fully engage in their development and reach their full potential. The areas also provide the scaffolding to enable pupils to become independent in developing a new skill or concept.

Date:				
Learning Objective:				
B	G	Y	R	
Observation			Next Steps	

Engagement Model				
0 = No focus / disengaged	1 = Minimal/Fleeting	2 = Partly Sustained	3 = Mostly sustained	4 = Fully Sustained
○	○	○	○	○
Exploration This shows if a pupil can build on their initial reaction to a new stimulus or activity.	Realisation This shows how the pupil interacts with a new stimulus or activity or discovers a new aspect of a familiar stimulus or activity.	Anticipation This shows how much the pupil predicts, expects or associates a stimulus or activity with an event.	Persistence This shows if the pupil can sustain their attention to a stimulus or activity for long enough that they can actively	Initiation This shows how much, and the different ways, a pupil investigates a stimulus or activity in order to bring about a desired outcome.

9.3.2 Assessment of learning is a summative process whereby pupils' progress is measured against the school's Flow curriculum and can be tracked over a period of time via each pupil's Personalised Development Profile and regular Pupil Progress Meetings. Personalised targets are set yearly by the teacher - ten are linked to each pupil's EHCP and 5 are subject specific targets in literacy, maths, science, history and geography. Each target is evidenced to show progress by videos on the online platform Tapestry showing the start and end point of learning and are reviewed by SLT every term.

Schedule for the assessment of learning:

- first data drop to be completed for the first set of pupils' targets linked to their EHCP or core subjects on the Monday of the 14th week of the autumn term; to be reviewed by SLT by the end of the autumn term;
- second data drop to be completed for the second set of pupils' targets linked to their EHCP or core subjects on the Monday of the 12th week of the spring term; to be reviewed by SLT by the end of the spring term;
- third data drop to be completed for the third set of pupils' targets linked to their EHCP or core subjects on the Monday of the 9th week of the summer term; to be reviewed by SLT before the release of the End of Year report to parents/carers in the summer term;
- End of Year reports to parents/carers to be completed by the Monday of the 10th week of the summer term; to be reviewed by SLT by the Monday of the 14th week of the summer term. Reports to be sent to parents/carers on the Tuesday of the 12th week of the summer term.

Sample of Individual Assessment Tracker:

Pupil	Targets Linked to EHCP					
	Targets	EHC Areas	EHC Steps Toward Outcomes	Stems of Learning	Tapestry Links	Development Indicators
XXXX	1	Cognition and Learning	By the end of Key Stage 1, XXXX will continue to build play and basic learning skills (e.g., sitting in a group, attending to teaching materials) and early years concepts (e.g., numbers and shapes).	MA7.Geometry- shape: MA7.5 Enjoys using blocks to create their own simple structure and arrangements. XXXX will be able to complete a building task using a range of different shapes with some verbal support.		Acquiring
	2	Communication and interaction	By the end of Key Stage 1, XXXX will be an independent communicator.	CO5. Makes request for an item (food, drink, object) (BR) Requests item using behaviour, gesture, facial expression, vocalisation. XXXX will be able to match symbols on a sentence strip along with speech to request his wants independently.		Acquiring
	3	Communication and interaction	To participate in a range of adult led activities (preferred and non-preferred).	CO1. Responds positively to familiar adult CO1.2 XXXX will be able to engage during circle time independently.		Acquiring
	4	Social and emotional	By the end of Key Stage 1, XXXX will show improvements in his social interaction	PD10. Engages in play with peers PD10.1 (BR) Shows positive awareness of peers playing alongside them. XXXX will be able to play actively alongside 1 peer and show knowledge of their presents with some verbal support.		Acquiring
	5	Social and emotional	By the end of Key Stage 1, XXXX will show improvements in his emotional regulation skills	PD34. Expresses a range of emotions PD34.1 (BR) Communicates their emotions to others by using behaviour, gesture, facial expression, vocalisation. XXXX will be able to locate the zones of regulation plan and made his image with some verbal support.		Acquiring

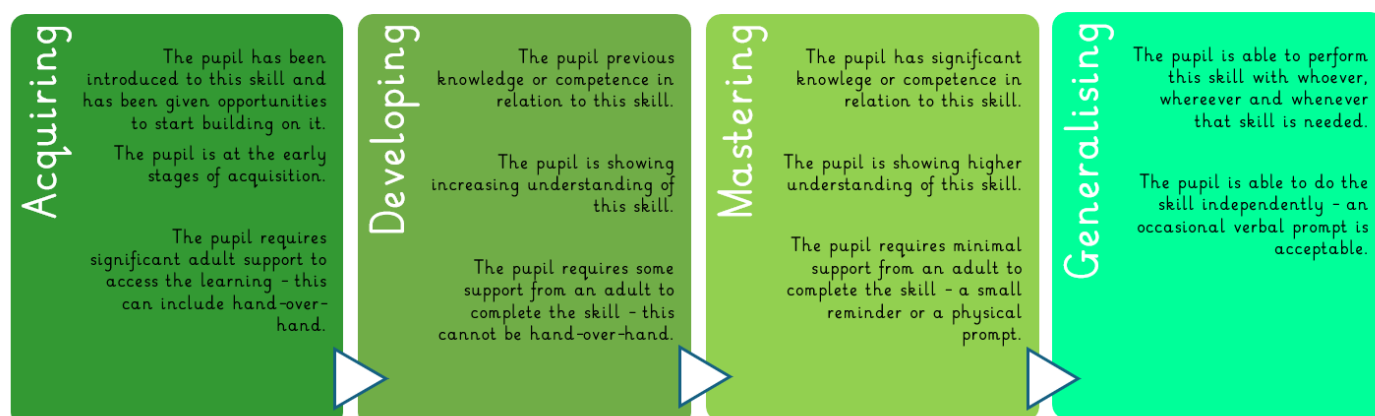
Pupil	Targets Linked to Core Subjects					
	Targets	Subject Areas	Specific Areas of Learning	Stems of Learning	Tapestry Links	Development Indicators
XXXXX	1	English	Makes request for an item	CS1.1: (BR) Requests item using behaviour, gesture, facial expression, vocalisation. I will be able to request for an item when asked using gesture when presented with a choice of two or more objects/pictures with gestural prompting from an adult.		Acquiring
	2	Maths	Number - Place Value	MA1.2: (BR) Attempts to join in number rhymes. I will be able to make an attempt to join in number rhymes by actively using rhyme prompts with physical prompting.		Acquiring
	3	Science	Animals and Plants	SC2.3: (BR) Identifies and matches animals and their offspring by their images with adult support. I will be able to identify and match at least three animals to their offspring with physical prompting.		Acquiring
	4	History	Historical Understanding	HI1.2: (BR) Identifies own immediate family, relations, pets. I will be able to identify own immediate family from a choice of two or more images given with full verbal prompting.		Acquiring
	5	Geography	Geographical Awareness	GE1.3: (BR) Locates different areas in the classroom or outdoor spaces with visual support. I will be able to locate different areas within the classroom using symbols/object of reference with gestural prompting from an adult.		Acquiring

Pupils in Key Stage 4 and subsequently in the Sixth Form are following accredited courses. As these are predominantly coursework based, pupil's work is collated and organised by topic in a folder that is kept in the classroom.

Work should be labelled with unit title or success criteria, marked in line with the school policy and filed as appropriate. The Lead and SLT responsible for internal moderation oversee these folders and ensure these are completed appropriately for the intended qualification/s.

Pupil Development Profile

Each pupil has their own Development Profile which identifies individual progress and priorities based on an assessment of need. It is very important though to clarify that this Development Profile is not a checklist of skills to be worked through but a progression framework, designed to give an "at a glance" overview of the pupils' main learning development areas and the areas for focus. Teachers evaluate the extent to which they think their pupils are developing using a progress scale based on four Development Indicators.



Each pupil's Development Profile is to be reviewed termly - on the 15th week of the autumn term, on the 13th week of the spring term and the 13th week of the summer term, the teachers will be given one day off timetable to review the progress of each pupil on their Development Profile.

SLT will use the results of each Development Profile review to ensure each pupil is placed in the correct pathway and classroom.

Pupil Progress Meetings

Pupil progress meetings allow SLT and teachers to discuss and analyse factors that support pupils' learning and identify barriers preventing progress. Evidence is collected from formative and summative assessments and then discussed. These meetings are a useful way to discuss the data that teachers and other staff have collected whilst assessing and tracking pupils' progress.

These meetings with the teachers are led by the Assistant Headteachers in their respective pathway(s). The discussions must cover what progress looks like for each pupil in each class, what are their barriers to learning and what support and intervention could be put in place to reduce these learning barriers.

Teachers are required to prepopulate the supporting evidence ahead of the Pupil Progress meetings which take place once a term from period 5 onwards, avoiding PPA time.

				Pupil Progress Meetings			
Full Name	Class	Staff	Progress Made	Barriers to Learning	Comments on Specific Subjects	Points covered in Meeting	Actions to be taken

Reporting to Parents/Carers

Parents/Carers are invited twice a year in November and March to a parents' evening in which the teacher discuss each child's targets, progress, barriers to learning and interventions put in place to support progress.

Parents/Carers are also notified of their child's progress in relation to the EHCP at their annual review. This information is captured in the annual review template or via the school's online platform, Tapestry.

Sample of an End of Year Report:

Teacher Comment

Pupil X had a very positive and meaningful year.

He has made great progress and has shown great potential and dedication.

His social skills and emotional resilience have greatly improved. Over the past year, Pupil X's ability to interact with others has steadily improved. He has become more engaged in social settings and has demonstrated an increased willingness to initiate and participate in group activities.

Pupil X's behaviour has shown positive changes, reflecting a greater understanding of self-regulation and coping mechanisms. Pupil X has made strides in managing his emotions in both structured and unstructured settings. He has learned strategies to cope with frustration.

Throughout the year, Pupil X has demonstrated a growing awareness of his sensory sensitivities, and he has developed strategies to manage overstimulation. For example, he now understands when he needs to use noise-cancelling headphones or seek a quiet space to avoid becoming overwhelmed.

Pupil X's high-functioning skills have continued to evolve, allowing him to engage more effectively in academic and daily activities.

Pupil X's academic skills have progressed, with improvements noted in reading comprehension, mathematics, and problem-solving tasks. He has shown an ability to grasp abstract concepts and engage in more complex assignments, though he occasionally requires additional support to manage large volumes of work.

Well done!

Understanding the Individual

Communication progress and methods

Pupil X's verbal communication has shown improvement, with a noticeable increase in his vocabulary. He is now able to form more complex sentences and use a broader range of words in conversations. This has allowed him to better express his thoughts, needs, and feelings. Pupil X is more willing to engage in structured dialogues, though there are still instances where he requires prompts to start or continue conversations.

Phonics

Over the past year, Pupil X has made meaningful progress in phonics.

Pupil X has demonstrated significant improvement in recognizing letter sounds and their corresponding letters and has also made strong progress in blending sounds together to form words.

Pupil X's ability to break down words into their component sounds has also improved. He is now able to segment familiar words with greater accuracy, which has enhanced his ability to spell words independently.

Reading

Pupil X has shown progress in his ability to read with appropriate expression and phrasing. He has started to use natural pauses and inflections while reading aloud, especially in passages with dialogue or punctuation cues. Although he is still working on this, it marks an important milestone in his reading development.

Pupil X's comprehension skills have improved in parallel with his phonics and reading fluency. His ability to recall key details and make inferences from the text has become more consistent, although he still needs support with more complex texts and abstract comprehension tasks.

Learning and Development

Maths -

Throughout the year, Pupil X has made meaningful progress in his mathematical skills, particularly in foundational concepts and problem-solving. His ability to engage with and apply mathematical principles has grown steadily.

Pupil X's ability to solve problems has increased. He can now identify key information in a problem and use it to choose the correct operation. However, more complex multi-step problems require additional time and scaffolding. With structured guidance, Pupil X has shown the ability to apply his mathematical knowledge to real-world situations, such as budgeting for a small project or measuring ingredients in cooking activities.

Science -

Pupil X has made steady progress in grasping fundamental scientific concepts, such as the basic properties of matter (solids, liquids, gases), simple physical principles (force, motion), and basic biology concepts (plant life cycles, human anatomy). His comprehension of these subjects is solid, and he enjoys relating what he learns to real-world examples.

Pupil X excels in hands-on learning environments. He has shown significant growth in conducting simple experiments, following instructions, and making observations. His ability to record data and draw conclusions from experiments is improving, though he sometimes requires additional prompts to accurately interpret and summarize his findings.

Humanities -

Pupil X has made progress in understanding key historical events and periods. He has developed a basic understanding of world history topics such as ancient civilizations, major world wars, and the contributions of historical figures. His ability to recall important dates and facts is strong, and he has started to show an emerging understanding of cause and effect in history.

Pupil X has become more aware of cultural diversity, learning about different traditions, foods, and customs from around the world. He has demonstrated a growing appreciation for cultural differences and is able to make connections between the geography and history of various regions

Enabling Environments

Independence -

One of Pupil X's significant achievements this year has been his improved ability to manage his time effectively. He is very proficient in using a visual timetable to track his daily activities, which has helped him to stay on task. This system has made him more independent in completing assignments and managing his responsibilities in a timely manner.

Pupil X has begun to express his needs and preferences more confidently. Whether requesting assistance when needed or voicing his concerns about tasks, he is becoming more adept at advocating for himself in both academic and social settings.

ICT -

Pupil X has engaged well with various educational applications and software, particularly in subjects such as mathematics and literacy. He is able to use interactive platforms to reinforce learning and problem-solving. This has helped him access learning materials in a way that is more suited to his learning style, promoting his academic growth.

Work Related Learning -

Pupil X has participated in various work-related learning activities, such as practical workshops. He has gained exposure to roles that require attention to detail, organisation, and time management. His ability to perform tasks with minimal supervision has improved.

Music -

Pupil X has demonstrated exceptional talent and enthusiasm in Music this year. His natural ability to grasp musical concepts and apply them with precision is remarkable. He quickly picks up new skills and has a deep understanding of rhythm, melody, and harmony. Pupil X approaches music with great focus and dedication, often going above and beyond in his practice and performance.

Art -

Pupil X has shown a strong interest in drawing, painting, and crafting. He enjoys experimenting with colours, shapes, and textures and is developing a unique artistic style. His art is often expressive, and he takes pride in showcasing his work.

Positive and Effective Relationships

Personal Development -

One of Pupil X's most notable improvements this year has been in his ability to manage daily tasks and routines. At the beginning of the year, Pupil X required reminders and assistance to complete basic self-care and organizational tasks, but as the months passed, he began to demonstrate a greater level of autonomy. Pupil X now successfully manages his schedule with minimal assistance, demonstrating enhanced organizational skills, including managing schoolwork, preparing materials for different activities, and managing his time.

Drama -

Drama activities have played a significant role in Pupil X's emotional development. Throughout the year, he has engaged in various exercises that encouraged him to explore and express his feelings. Through consistent practice and supportive guidance, Pupil X has become more comfortable with expressing emotions such as joy, sadness, and frustration. Drama provided a safe space for him to explore these feelings, which has had a positive impact on his emotional self-awareness.

10. Continuing Professional Development

Riverside Bridge School is committed to developing the Teaching and Learning at the school. The school's CPD programme aims to meet the needs of teachers in line with the school's development plan. The school follows a clear schedule of daily training sessions from 8.30am till 9.00am, which includes Safeguarding, Behaviour, and Makaton. In addition, all staff take part in a series of twilight sessions and full day insets throughout the year, the content of which is aimed at developing and enhancing current in-school practices.

Staff are expected to share good practice and support each other in both formal and informal capacities.

There are also opportunities to develop leadership and management skills through tours of duty and where relevant, involvements in programmes such as NPQML, NPQSL.

11. The Role of the Pupils

Whilst considering the needs of our pupils, we believe that each pupil has a responsibility to strive to:

- come to school regularly and punctually;
- participate as fully as possible in the learning opportunities on offer to them;
- work well with peers and be tolerant of others;
- behave appropriately and show respect for themselves and others;
- be polite and helpful to other pupils and adults in school;
- be an active participant in their own learning;
- take pride in their work and develop a sense of responsibility for their own learning.

12. The Role of Parents/Carers

We believe that parents/carers, as their child's primary educators and, as such, have the responsibility to support their children and the school in implementing school policies.

Parents/Carers therefore have a responsibility to:

- share their knowledge of their children's abilities and difficulties with the school as and when required;
- ensure their child has the best attendance possible;

- attend parental meetings and participate in discussions concerning their child's progress and attainments;
- have a realistic outlook about their children's abilities and offer ongoing encouragement and praise;
- inform the school as soon as possible if there are matters outside of school that are likely to affect a child's happiness, performance or behaviour at school;
- support the behaviour management policy and procedures of the school;
- promote a positive attitude towards school and learning in general

11.Links with other Policies

This policy is linked to our:

- Appraisal policy
- EYFS Policy
- Sixth Form Provision Policy
- Curriculum Policy

