

# Teaching & Learning and Assessment Policy



**RIVERSIDE BRIDGE SCHOOL**  
'EXCELLENCE FOR ALL'



Partnership Learning

**Ratified by Governors: March 2024**

**To be reviewed: September 2024**

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## TEACHING & LEARNING AND ASSESSMENT POLICY

Review Frequency: Every year

Date of ratification: March 2024

Date next review due: September 2024

Scope of Policy: This policy applies to all staff, students, governors and volunteers at Riverside Bridge School

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## **1.0 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 Growth 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

## **2.0 AIMS OF THE POLICY**

- 2.1 To ensure the school vision, "*Riverside, a Bridge to Success*" is realised for our pupils through effective Teaching and Learning.
- 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 and Learning.

- 2.5 To provide support and guidance to all staff on what constitutes effective Teaching and Learning.
- 2.6 To ensure that we meet the needs of all pupils effectively through a consistent approach to Teaching and Learning.
- 2.7 To ensure all resources support effective Teaching and Learning.
- 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 and Learning.
- 2.10 To promote a reflective school culture that regularly evaluates practice in order to improve outcomes for pupils.

### **3.0 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 every morning 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 Growth 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 the 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 failing to achieve 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 Growth 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 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 and Learning

Riverside Bridge School's Senior Leadership Team evaluates the effectiveness of Teaching and Learning through Teaching and Learning reviews which include:

- termly formal Lesson Observations and weekly informal Learning Walks;
- Work Scrutiny and Moderation;
- analysis of pupils' progress and Attainment on the online assessment platform, Earwig as well as regular Pupil Progress Meetings.

Overall teachers' judgements are made through the triangulation of these areas.

In order to continue to develop our teachers' practice so that we relentlessly continue to raise pupils' achievements, all teachers are given a Teacher Development Plans. This is to ensure teachers are able to constantly reflect and improve on their own practice and meet the Teachers' Standards.

However, when a teacher's practice is deemed to not be reaching the minimum standards required of a teacher, they are supported through a personalised Teacher Improvement Plan, which clearly defines targets for the teacher to achieve within a set time scale in order to improve their practice. These, in turn, link to teacher's performance management. (for more details see the school's Appraisal Policy).

## 4.0 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 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 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 and Learning. 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
- core and theme vocabulary
- 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 and Learning environment.

## **5.0 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.

## **6.0 LESSON PLANNING AND DELIVERY**

6.1 Planning and delivery of Teaching and Learning is carried out by teachers and supported by our co-educators. All teachers are responsible for collating within their pathway termly 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 kept on SharePoint and/or in a grey A3 folder in the classroom, available on request.



Lesson Planning will include for each lesson:

- clear and appropriate learning objectives;
- core and theme 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 and Learning, 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 and Learning daily;
- share all aspects of the Teaching and Learning 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 Growth 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 and Learning on pupils' progress through Pupil Meeting Progress and on the online assessment platform, Earwig;
- the regular scrutiny of books through learning walks by SLT/Subject Leads, pupil/staff/parent voice and termly moderation of work.

## 5.0 CLASSROOM ORGANISATION

5.1 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.

5.2 Resources

Each teaching space is equipped with a range of resources to enable effective Teaching and Learning. All classrooms have an interactive whiteboard and teachers should make the best possible use of this key resource to support Teaching and Learning 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.

### 5.3 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 half termly in line with the curriculum themes. It should include work on different aspects of the curriculum and reflect individual children's efforts as well as ability.

## 6.0 SUPPORT FOR LEARNING

### 6.1 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 and Learning;
- 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.

### 6.2 Use of support staff

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 on the online assessment platform.

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 and Learning 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.

## **7.0 PUPILS' LEARNING**

7.1 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.

7.2 Children 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.

### 7.3 Assessment

Assessment exists to help teachers 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.

7.3.1 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 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:




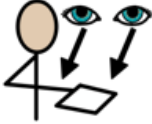
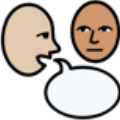



- use of school pro-forma for any work being recorded in the book(s);
- each pupil has got a book for literacy, maths, science, humanities, personal development, art, cooking & nutrition, independence & community participation as well as a PE/Cooking & Nutrition/Music online folder. These books will 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 / feedback 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: \_\_\_\_\_

Learning Objective: \_\_\_\_\_











 HOH	 FV	 SV	 PS	 VS	 PP	 M	 C	 I
------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------

Zones of Regulation	B	 Feedback
	G	
	Y	
	R	

Levels of Support	
<b>Hand-Over-Hand</b> 	<b>Visual Support</b> 
<b>Full Verbal</b> 	<b>Modelled</b> 
<b>Some Verbal</b> 	<b>Copied</b> 
<b>Physical Support</b> 	<b>Independently</b> 

Annotation Codes	
<b>Spelling</b>	
<b>Punctuation</b>	
<b>Grammar</b>	

## Levels of Support Glossary

 HOH	<b>Hand over Hand</b> - Adult's hand is over pupil's hand to complete any action or task.	
 FV	<b>Full Verbal</b> - Pupil needs continuous verbal instructions from an adult.	
 SV	<b>Some Verbal</b> - Pupil needs occasional verbal prompts or instructions from an adult.	
 PS	<b>Physical Support</b> - Adult supports pupil to complete an activity with physical contact from the wrist to the elbow.	
 VS	<b>Visual Support</b> - Pupil is given a visual tool to support learning, e.g word bank, number line, Numicon etc.	
 P	<b>Prompted</b> - Adult will direct without physical touch, such as tapping a worksheet, table or pointing to a visual support.	
 M	<b>Modelled</b> - Adult models the task prior to a pupil completing the activity, e.g - Writing on a whiteboard, holding a pen, matching blocks.	
 C	<b>Copied</b> - 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	<b>Independent</b> - 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
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Zones of Regulation: B, G, Y, R

Feedback: Olivia independently counted the visual representations and combined them to show total values.  
- miscounted one.

5 + 6 = 11

2 + 4 = 6

3 + 5 = 8

6 + 7 = 13

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
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Zones of Regulation: B, G, Y, R

Feedback: Leiri was aware of prepositions but needed support to label more complex images  
- needs a word bank to support spelling

The ball is in the box.

The ball is on the box.

The ball is next the box.

The ball is between the boxes.

The ball is behind the box.

Eddie

Date: 10th January 2024

Learning Objective: To be able to make meaningful marks

HOH	FV	SV	PS	VS	M	C	I
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Zones of Regulation: B, G, Y, R

Feedback: Eddie tolerated hand over hand support to make meaningful marks.

HOH

Joe

Date: 10/01/24

Learning Objective: To be able to add amounts together

HOH	FV	SV	PS	VS	M	C	I
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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.

5 + 6 = 11

2 + 4 = 6

3 + 5 = 8

6 + 7 = 13

7.3.2 Assessment **of** learning is a summative process whereby pupils' progress is measured against the school's Growth curriculum and can be tracked over a period of time via each pupil's Personalised Development Profile on the online assessment platform, Earwig and regular Pupil Progress Meetings. Twelve targets are set yearly by the teacher and are linked to each pupil's EHCP. Each target is evidenced to show progress by videos on Earwig showing the start and end point of learning and are reviewed by SLT every six months.

Schedule for the assessment of learning:

- first set of pupils' targets linked to their EHCP written by the Monday of the 4th week of the new academic year and reviewed by SLT by the Monday of the 6th week of the new academic year;
- first data drop to be completed for the first set of pupils' targets linked to their EHCP on the Monday of the 4th week of the spring term; to be reviewed by SLT by the Monday of the 7th week of the spring term;
- second set of pupils' targets linked to their EHCP written by the Monday of the 6th week of the spring term and reviewed by SLT by the Monday of the 9th week of the spring term;
- second data drop to be completed for the second set of pupils' targets linked to their EHCP on the Monday of the 9th week of the summer term; to be reviewed by SLT by the Monday of the 12th week of the summer term;
- 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 13th week of the summer term. Reports to be sent to parents/carers on the Tuesday of the 13th week of the summer term in preparation for parents' evening on the Wednesday of the 13th week of the summer term.

Sample of Individual Assessment Tracker:

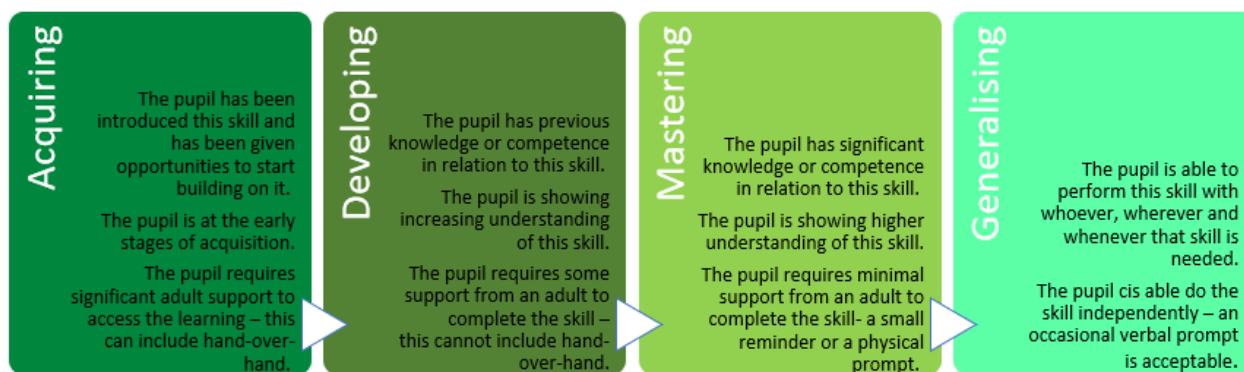
Targets 1								
Pupil's Name	EHC Area of Focus - Communication - Cognition and Learning - Sensory, Physical and Medical - Social, Emotional - Independence and Community Participation	EHC Steps Toward Outcome  (The target you are going to link to E2 Stems)	Curriculum Linked Personalised Targets	C.1 Starting Grade  Not Seen, Acquiring Developing	Main Record Number Hyperlink	Is the Target Ongoing or Met?	C.1 Ending Grade  Not Seen, Acquiring Developing, Consolidating	AHT Agreed
Pupil X	Communication	Pupil X will be able to identify more complex emotions in teaching materials and in relation to themselves (tired, calm, frustrated, worried) and sign them in Makaton.	3.1 (LF) Expresses complex emotions using the correct signs. I will be able to use Makaton to sign complex emotions for example: tired, sick, worried and angry independently.	Not Seen	<a href="https://earwig.uk.com/records/b80262877c9542e8ac7474cf0eefc2/edit/?created_via_image_bank=1">https://earwig.uk.com/records/b80262877c9542e8ac7474cf0eefc2/edit/?created_via_image_bank=1</a>		Acquiring	
	Social, Emotional	Pupil X will develop their social skills in social situations outside of their classroom.	6.2 (LF) Asks relevant questions. I will be able to ask questions during a conversation with physical prompting.	Not Seen	<a href="https://earwig.uk.com/records/c3433636e5034bb6b395bd7556c13b5b/edit/?created_via_image_bank=1">https://earwig.uk.com/records/c3433636e5034bb6b395bd7556c13b5b/edit/?created_via_image_bank=1</a>		Acquiring	
	Sensory, Physical, Medical	Pupil X will have an understanding of their menstruation cycle and independently indicate to an adult when to change.	2.4 (LF) Manages menstruation effectively. I will be able to tell my teacher and use a calendar to indicate when I am on my period independently.	Not Seen	<a href="https://earwig.uk.com/records/e80f62b87a92487eac398b2580d8e2de/edit/?created_via_image_bank=1">https://earwig.uk.com/records/e80f62b87a92487eac398b2580d8e2de/edit/?created_via_image_bank=1</a>		Acquiring	
	Cognition	Pupil X will be able to name simple 3d shapes along with identify their properties with 85% more accuracy, by the next review date.	1.7 BH Recognises some common 3-D shapes e.g. sphere, cube, cuboid, pyramid. I will be able to recognise simple 3D shapes and begin to name their properties with some verbal support.	Not Seen	<a href="https://earwig.uk.com/records/0270336fa2794a6e58a34224c56928710/edit/?created_via_image_bank=1">https://earwig.uk.com/records/0270336fa2794a6e58a34224c56928710/edit/?created_via_image_bank=1</a>		Acquiring	
	Social, Emotional	Pupil X to cooperate with peers.	4.2 (LF) Recognises what makes a 'good' friend. I will be able to recognise qualities of a good friend with visual support.	Not Seen	<a href="https://earwig.uk.com/records/705541f0b57643b78036ef6875662a5/edit/">https://earwig.uk.com/records/705541f0b57643b78036ef6875662a5/edit/</a>		Acquiring	
	Independence	Pupil X will indicate they need help, when they experience a problem, using visual support and adult reinforcement, in naturalistic environments.	1.8 (BH) Communicates needs at mealtime. I will be able to use my AAC Device to create a sentence, communicating what I need at meal times independently.	Not Seen	<a href="https://earwig.uk.com/records/ae9faec0b0894c8e8e628beb82f9e7e5/edit/?created_via_image_bank=1">https://earwig.uk.com/records/ae9faec0b0894c8e8e628beb82f9e7e5/edit/?created_via_image_bank=1</a>		Acquiring	

Pupils in Key Stage 4 and subsequently in the Sixth Form are following an ASDAN or alternative accredited course. As these are predominantly coursework based, pupil's work is collated and organised by topic in an ASDAN 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 AHT responsible for internal moderation oversees these folders and ensures these are completed appropriately for the intended qualification.

### 7.3.3 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.



The initial baselining of each pupil's Development Profile is to be completed by October half-term. On the 6<sup>th</sup> week of the spring term and the 10<sup>th</sup> 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 on Earwig. SLT will use the results of each Development Profile review to ensure each pupil is placed in the correct pathway and classroom.

### 7.3.4 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 every 9 to 10 weeks 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

### 7.3.5 Reporting to Parents/Carers


Parents/Carers are invited twice a year in November and July 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 also receive prior to their child's EHCP review a report showing progress towards their child's EHCP targets as well as a full report prior to the parents' evening in July on what personalised targets their child have achieved and how well they have done in each area of the 'Growth' curriculum.

Sample of an EHCP report:



**Riverside Bridge School**



**RIVERSIDE BRIDGE SCHOOL**  
"EXCELLENCE FOR ALL"

**RBS - EHC REPORT**  
YEAR 2023 / 2024  
RSB: EHCP + ENGAGEMENT MODEL

Achievement Level Ongoing ■ Met ■

Sensory and Physical Needs	This Year
Long Term Outcome: By the end of Key Stage 3, Saira to develop her fine motor skills, so that she can hold a pencil in a tripod grip and begin to trace over letters and numbers.	Part Achieved
Steps Towards Outcome: Saira to practice scissor control and to cut shapes out without cutting everything into smaller pieces with by the end of the next review.	Met
Steps Towards Outcome: Saira to continue engage in pencil control and scissor control activities, by the next review date.	Ongoing
Steps Towards Outcome: Saira to find more appropriate ways to manage her sensory needs, with support, by the next review date.	Met
Steps Towards Outcome: Saira will participate in activities to develop her gross motor skills to help build her independence skills, by the next review date.	Ongoing
Steps Towards Outcome: Saira to develop her use of fine motor skills in structured learning activities.	Met
Steps Towards Outcome: Saira to practice tracing over straight lines, wavy lines and zigzags to develop pencil control.	Met
Steps Towards Outcome: Saira to develop her mark making skills using her finger (in a sensory resource) or using a pencil (e.g. colouring).	Met


**Writing Skills: Traces, overwrites or copies shapes and straight line patterns.**


■■■■ was able to participate in a group activity tracing and overwriting. She was able to complete the task initially with physical support then independently while adult sat alongside her.

**Writing Skills: Traces, overwrites or copies shapes and straight line patterns.**

■■■■ was required to trace shapes and line patterns. She was able to do this with hand over hand support.


## Sample of an End of Year Report:





**RIVERSIDE BRIDGE SCHOOL**  
EXCELLENCE FOR ALL

**END OF YEAR REPORT**



**Teacher comment:**

██████████'s final year at Riverside Bridge School has been successful. He has advanced greatly academically and socially this year. He attended school with a pleasant attitude and always said hello to adults and peers when he arrived each morning. Once an adult has explained what is expected of him, ██████████ is always willing to try something new and puts a lot of effort into his work in class.

Over the past two years, I have genuinely enjoyed teaching ██████████. He is an intelligent and friendly young man. He is sincere and reliable, and he is eager to learn new things. He's a little nervous about going to a new setting. ██████████ has demonstrated time and time again that he is responsible and is the first person called upon to deliver messages and paperwork around the school. ██████████ with you back in the new setting and am confident that you will immediately feel comfortable and enjoy your time there.

██████████

Teacher

**Understanding the Individual**

Working on

**Communication and Interaction**

- (L1) Labels Makaton signs verbally or by using CPE Makaton symbols or written words. I will be able to label up to 25 Makaton signs verbally and in writing independently. █
- (L1) Introduces themselves in a foreign language. I will be able to introduce myself in French by saying my name, age, and what language I speak with some verbal support. █
- (L1) Uses substitution e.g. 'before, it because'. I will be able to use substitution (before, it and because) during my writing tasks independently. █

**Learning and Development**

Working on

**Engagement and Learning**

- (L1) Identifies right angles. I will be able to identify the right angles when a task is presented to me independently. █
- (L1) Calculates durations of events/tasks. I will be able to independently solve word problems involving calculating the durations of events and tasks independently. █

**Healthy Living**

- (L1) Identifies a range of foods that have been fortified. I will be able to identify 3 foods that have been fortified with some verbal support. █
- (L1) Brackets - Kickses terms out of the way based games to develop defensive skills. I will be able to knock an opponent's ball away from the back independently. █
- (L1) Uses an Analysis of Performance sheet. I will be able to post a single performance tally sheet correctly while observing a goal independently. █
- (L1) Identifies characteristics of 'healthy' and 'unhealthy' relationships. I will be able to identify characteristics of 'healthy' and 'unhealthy' relationships independently. █

**Evaluating Environments**

Working on

**Independence and Community Participation**

- (L1) Shows safe handling and cooking of raw meat and fish. I will be able to identify rules for handling raw meat and fish with some verbal support. █
- (L1) Understands the links between knowledge skills and jobs. I will be able to recognise and identify the relationship between knowledge skills, and jobs independently. █
- (L1) Identifies own skills/interests. I will be able to identify my own skills/independently. █
- (L1) Knows where to access advice and support about planning for the future. I will be able to understand where to access advice and support about planning for the future independently. █

**Positive and Effective Relationships**

Working on

**Personal Development**

- (L1) Identifies stress signals and uses planned strategies. I will be able to identify stress, recognise its symptoms, and develop my own stress management tactics independently. █
- (L1) Takes action to avoid putting self in a vulnerable situation. I will be able to understand how I need to handle conflicts independently. █
- (L1) Knows how to seek help and advice when unsure of how to respond to pressure from others. I will be able to understand how to seek help and assistance when unsure of how to respond to pressure from others independently. █

**Understanding the Individual**

██████████ is at the language communication models conversational skills level, which implies he can create complex sentences to communicate with those around him. He has the capacity to talk about events that are taking place now, those that have already happened, and those that will happen in the future.

██████████ has been learning about the differences between facts and opinions in his English and communication lessons, which has helped him improve his ability to express his opinions on a variety of topics. He has been practising expressing his views on numerous subjects to understand how they may differ from those of others. ██████████ spent this year further developing both his writing and sentence-construction skills. He has been studying punctuation and how to apply it to various parts of his writing. ██████████ has been concentrating on different kinds of stories when it comes to reading, such as Matilda and Charlie and the Chocolate Factory. ██████████ has shown the ability to use expression when reading, which interests the listener when he reads to his peers. He has also shown the ability to discuss in detail the events in a story or facts from an information book. ██████████'s major goal was to correctly respond to straightforward comprehension questions regarding well-known texts, such as who the main character was and what they were up to. Joshua was also encouraged to read the stories aloud so that he could follow along.

██████████ had improved his ability to use Makaton sign language, which he had learnt during weekly lessons as well as on a daily basis. He has also learnt how to communicate in French. For example, he can say, "My name is Joshua, I'm 16 years old, I speak English, and I live in London" in French.

**Communicating Information:** Talks about planned future events.

**Comprehension Skills:** Responds to questions that require simple recall.

██████████ participated in handing out his prom invitation: when a staff member inquired as to when the prom would take place, he replied, "On July," and when the adult asked as to what time, he replied, "In the evening at 6 o'clock," independently.

In the English lesson, ██████████ was studying adverbs. When an adult directed him to circle all the adjectives in the sentences, he was able to respond to questions that just required simple recall independently.

## 8.0 CONTINUING PROFESSIONAL DEVELOPMENT

8.1 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 9.10am, which includes Safeguarding, Behaviour, Makaton, Teaching and Learning and Speech and Language input. 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.

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

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

## **9.0 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.

## **10.0 THE ROLE OF PARENTS/CARERS**

We believe that parents/carers, are 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.