



FOREST BRIDGE SCHOOL

Teaching and Learning Policy 2022

Teaching and Learning: *A baseline for outstanding practice*

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1. Aims

This policy aims to:

- Explain how we will create an environment at Forest Bridge School where pupils learn best and love to do so
- Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across the school
- Promote high expectations and raising standards of achievements for all pupils, across all cohorts
- Involve pupils, parents and the wider school community in pupil's learning and development

2. Our Guiding Principles

At Forest Bridge we believe all of the educators in a pupil's life must work in close partnership, delivering outstanding teaching and support to enable each pupil to achieve their best possible outcomes. At Forest Bridge School this partnership will include: Governors, Parents, Senior Leaders, Cohort Leaders, Curriculum Leaders, Class Teachers, Behaviour Analysts, Senior Tutors, Tutors, Speech and Language Therapists, Occupational Therapists, Art Therapists and the pupils themselves.

Teaching at Forest Bridge is centred on the individual pupil, meaning that each element of whole school and classroom practice is designed with an understanding of how pupils with Autism learn best. We believe that the principles of Applied Behaviour Analysis should underpin our teaching across all areas of the curriculum. This includes high levels of reinforcement leading to high levels of motivation and learning. At Forest Bridge we believe that changes in the curriculum, teaching strategy, environment or individual programs should be data/assessment driven. We acknowledge that most teaching involves breaking complex skills down into

simpler steps and rewarding the achievement of each of those steps to then build back up to the long-term goal.

At Forest Bridge we believe children learn best when:

- They have their basic needs met
- They feel secure, safe, respected and valued
- They feel a sense of belonging and feel understood
- The Learning environment is organised to meet the needs of the pupils and the atmosphere is purposeful
- Resources are meaningful and age-appropriate
- Learning is well planned, ensuring progress in the short, medium and long term.
- Teaching is planned and delivered in a way that will enthuse, engage and motivate pupils to learn, and foster their curiosity and enthusiasm for learning.
- Teaching and Learning is made fun and functional so pupils can see the relevance of what they are learning
- Expectations of both learning and outcomes are clear, so miscommunication is minimal
- They are encouraged to work in groups, pairs and individually, depending on the task
- They are guided, supported or prompted in a way that is appropriate to their level, age and context of learning
- Have ample opportunities to learn a new skill across all contexts, environments and with different staff
- Are supported to persevere when learning is hard and manage their emotions with support
- Recognise that all learners make mistakes and mistakes help us learn
- There are strong links between home and school and the importance of parental involvement in their children's learning is recognised, valued and developed
- Assessment informs teaching so that there is provision for support, generalisation, maintenance and extension of learning for each pupil, at each level of attainment

3. Roles and Responsibilities

Teaching and Learning at Forest Bridge School is a shared responsibility, and everyone in our school community has an important role to play. This is how we will create the above conditions for pupil's learning within our school:

3.1 Governors

Governors at our school will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor the impact of teaching and learning strategies on pupils' progress and attainment
- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation
- Make sure other school policies promote high-quality teaching, and that these are being implemented

3.2 Parents and Carers

Parents and Carers of pupils at our school will:

- Value learning
- Encourage their child as a learner
- Make sure their child is ready and able to learn every day
- Support good attendance and punctuality
- Participate in discussions about their child's progress and attainment
- Communicate with the school to share information promptly
- Provide resources as required to support learning
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning

3.3 Senior Leaders

Senior leaders at our school will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Hold staff and pupils to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Promote team working at all levels, for example by buddying teachers up to support one another where appropriate
- Address underachievement and intervene promptly
- Meet the expectations set out in all policies, especially the Curriculum Policy, Behavior Policy and the Assessment, Marking and Feedback Policy

3.4 Cohort Leaders

Cohort Leaders at Forest Bridge School will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Help to create Long Term Plans that facilitate well-sequenced lessons in a way that allows pupils to make good progress from their starting points
- Use their budget effectively to resource their subject and Cohort, providing classes with necessary resources for learning
- Drive improvement in their Cohort, working with class leads to identify any challenges
- Ensure timetables within their cohort are written to allocate time for pupils to:
 - Achieve breadth and depth
 - Fully understand the Forest Bridge School Domains being taught
 - Demonstrate excellence
- Moderate progress across their cohort by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions for their cohort
- Encourage class leads to share ideas, resources and good practice
- Meet the expectations set out in all policies, especially the Curriculum Policy, Behavior Policy and the Assessment, Marking and Feedback Policy

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Provide support and guidance to other staff through coaching and mentoring

3.5 Curriculum Leaders

Curriculum Leaders at Forest Bridge School will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Help to create Long Term Plans that facilitate well-sequenced lessons in a way that allows pupils to make good progress from their starting points
- Use their budget effectively to resource their Domain, providing classes with necessary resources for learning
- Drive improvement in their Curriculum Domain, working with classes to identify any challenges
- Ensure timetables across the school are written to allow for adequate coverage of their curriculum Domain
- Fully understand their FBSC Domain
- Be available to support staff in how to deliver their Curriculum Domain in fun, meaningful and functional ways
- Moderate progress across the school in their Curriculum Domain by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions within their Domain across the school
- Encourage class leads to share ideas, resources and good practice
- Meet the expectations set out in all policies, especially the Curriculum Policy, Behavior Policy and the Assessment, Marking and Feedback Policy
- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Provide support and guidance to other staff through coaching

3.6 Teachers

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards
- Update parents/carers on pupils' progress twice annually and produce annual written report on their child's progress
- Meet the expectations set out in all policies, especially the Curriculum Policy, Behaviour Policy and the Assessment, Marking and Feedback Policy
- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Provide support and guidance to other staff through coaching

3.7 ABA Supervisors

ABA Supervisors at our school will:

- Follow the expectations of the Professional and Ethical Compliance Code for Behaviour Analysts
- Update parents/carers on pupils' progress twice annually and produce an annual written report on their child's progress
- Meet the expectations set out in all policies, especially the Curriculum Policy, Behavior Policy and the Assessment, Marking and Feedback Policy
- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Provide support and guidance to other staff through coaching

3.8 Therapies

- Follow the expectations of their respective professional bodies who function as statutory regulators for their profession
- Update Parents/ carers on pupil's progress annually or twice annually depending on the way sessions are interspersed across the year and produce annual written reports on their child's progress
- Meet the expectations set out in all policies, especially the Curriculum Policy, Behaviour Policy and the Assessment, Marking and Feedback Policy
- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Provide support and guidance to other staff through coaching

3.9 ABA Tutors and Senior Tutors

- Follow the expectation of the Professional and Ethical Compliance Code for Behaviour Analysts
- Know pupils well and differentiate support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Use agreed assessment for learning strategies
- Use effective assessment, marking and feedback as required
- Engage in providing inspiring lessons and learning opportunities
- Feedback observations of pupils to teachers
- Ask questions to make sure they've understood expectations for learning
- Identify and use resources to support learning
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners
- Meet the expectations set out in in all policies, especially the Curriculum Policy, Behavior Policy and the Assessment, Marking and Feedback Policy

3.10 Pupils

Pupils at our school will:

- Take responsibility for their own learning, and support the learning of others by modelling good learning behaviour
- Be curious, ambitious, engaged and confident learners
- Where appropriate, know their targets and how to improve
- Put maximum effort and focus into their work
- Complete home learning activities if required

4. Planning and Preparation

The Forest Bridge School Curriculum (FBSC) is designed specifically with our learners' primary diagnosis of Autism in mind, with the overarching, long term outcome to prepare each learner for adulthood. This has been achieved through a collective, inter-disciplinary process between school staff including teachers, ABA supervisors, speech and language therapists, occupational therapists, psychotherapists, governors, the local community and our learners. Planning and preparation for lessons should be reflective of this and take into consideration the different needs of each learner.

Lessons will be planned well to ensure good short-term, medium-term and long-term progress. Forest Bridge does have its own curriculum but also links to other curricula depending on the children's needs. Below is a non-exhaustive list of the schemes of work that is often referred to:

- Hamilton Trust
- White Rose Maths
- AQA GCSE subjects, KS3 curriculum, functional maths and literacy
- Development Matters
- National curriculum
- Gatsby Benchmarks
- Essentials For Living
- Social Skills Improvement System

Please see our EYFS policy for more details on our school's teaching and learning in the early years.

5. Learning Environment

When pupils are at school, learning will take place in all environments including, but not limited to: Classrooms, Group Rooms, Outdoor Classrooms/ Playgrounds, OT Gym, Therapy Rooms, Music Room, Art and DT room, Life Skills Room, Hall, MUGA, Courtyard, Sensory Room and even in the corridors. These spaces will be kept safe, clean and ready for pupils to use. They will be arranged to promote learning by:

- Having a meaningful layout that is safe for pupils and staff to use
- Being safe, clear of clutter or any hazards
- Clearly labelled, comfortable and attractive zones such as reading corners and quiet areas
- Accessible resources for learning such as books, worksheets and other equipment
- A seating layout that allows everyone to see the board and participate
- Displays that celebrate and support pupils' learning
- Allowing creative teaching and creative learning
- Allows pupils to celebrate their work and feel a sense of pride
- Using resources and environmental arrangement to capture pupil's motivation
- Allowing high pace and meaningful learning to occur
- Encouraging an atmosphere of mutual respect between adults and pupils.

6. Differentiation

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will differentiate learning to cater to the needs of all of our pupils, including:

- Pupils with special educational needs and disabilities (SEND)
- Pupils with English as an additional language (EAL)
- Disadvantaged pupils

The strategies that we will use include, but are not limited to:

- Identifying and setting personalized learning objectives using the Forest Bridge School Curriculum
- Grouping pupils and classes by Cohort, to allow for a more personalised approach to teaching in each class
- Differentiated Time Allocations for each cohort, to allow for each class to prioritise the areas of the Forest Bridge School Curriculum that is more of a focus for the pupils
- Teaching at the pupil's ability level, if this differs from their chronological age
- Continuous monitoring of pupil progress in both the Curriculum Books and the PLO Folders
- Using ability groupings or vertical grouping as appropriate
- Teach through the pupil's preferred method of communication, including Augmentative Alternative Communication devices
- Deploying staff effectively to allow for the appropriate amount of support for each pupil
- Staff training from internal and external experts to better understand and support their complexities
- Use of pupil premium where applicable to support resources for the curriculum that consider their particular requirements

For more information, please refer to [Special Educational Needs Policy](#)

7. Home Learning

Home learning, or homework, will support pupils to make the link between what they have learnt in school and the wider community. It is most effective when done in a supportive, secure environment, with focused time set aside. At Forest Bridge School we recognise that Home Learning can be difficult for both our learners and their families, which is why we have adopted a flexible Homework Policy.

All home learning will be sent home in the pupils' school bag and will be reasonable in challenge and length. The purpose of the home learning should be clearly outline alongside each task and be relevant to the learners needs.

In certain circumstances, any necessary equipment or resources will be provided, loaned or made accessible.

For more information, please refer to [Home School Communication Policy](#), [Remote Learning Policy](#) and [Home Work Policy](#)

8. Marking and Feedback

Feedback will clearly explain to pupils what they're doing well and what they need to do next to continue to improve their work. This will look different in terms of presentation and frequency across each of the four Cohorts of the school (EYFS/ KS1, Early Learners, Intermediate Learners and Advanced Learners). In addition, feedback expectations will differ depending on the individual pupil and what they are working on to improve their skills and work at their own pace.

At Forest Bridge, we believe that marking should not only inform the Teachers and ABA supervisors as to pupil's progress but also enable the student to know what they need to do to improve their work. We believe positive feedback helps boost self-esteem, next steps help to boost resilience but most importantly, that positive feedback and encouragement is just as significant to the pupil's learning than next steps. We believe that the student should be involved in the assessment and marking of their own work, too. Verbal Feedback will be given daily and the frequency of alternative feedback is cohort specific.

For more information, please refer to the Assessment, Feedback, Recording and Reporting Policy.

9. Assessment, Recording and Reporting

At Forest Bridge School, the aim of assessment of learning is to have consistent and meaningful assessment and recording practices, which enable informed planning for teaching and learning and enable the tracking and analysis of pupil progress.

In terms of reporting, Parents and Carers have an entitlement to an annual written report on their pupil's progress. At Forest Bridge School this takes the form of the Annual Review Report. The Annual Review report will provide a summary of progress made in each Forest Bridge School Curriculum Domain, together with information on attendance and absence. As part of the Annual Review, the Parents, Pupils (where appropriate) Teacher, Supervisor and Therapists contribute to, and collaborate on, ensuring the pupil's EHCP Outcomes are relevant and up to date.

As a statutory requirement, teacher assessments and results for the end of each Key Stage are reported to parents and carers. Parents and carers also receive Pupil Progress Reports and updated Personalised Learning Objectives twice a year.

Parents and carers are encouraged to contact their child's Class Teacher and ABA supervisor if there are any concerns or questions around assessment and progress.

For more information, please refer to the Assessment, Feedback, Recording and Reporting Policy.

10. Monitoring and Evaluation

We will monitor teaching and learning in our school to make sure that all of our pupils make the best possible progress from their starting points.

The Senior Leadership Team, Cohort Leaders and Curriculum Leaders will monitor and evaluate the impact of teaching on pupils' learning through:

- Conducting learning walks
- Joint Lesson Observations
- Planning Checks
- Book Looks
- Pupil Folder Checks

For more information, please refer to the Assessment, Feedback, Recording and Reporting Policy.

11. Review

This policy will be reviewed every three years by the Assistant Head Teachers and the rest of SLT. This Policy may be reviewed and amended sooner than three years, in line with new research and Pedagogy. At every review, the policy will be shared with the Quality of Education Committee.

12. Links with other Policies

This policy links with the following policies and procedures:

- Behaviour policy
- Curriculum policy
- Early Years Foundation Stage (EYFS) policy
- SEN/SEND policy and information report
- Marking and feedback policy
- Home-school agreement
- Equality information and objectives