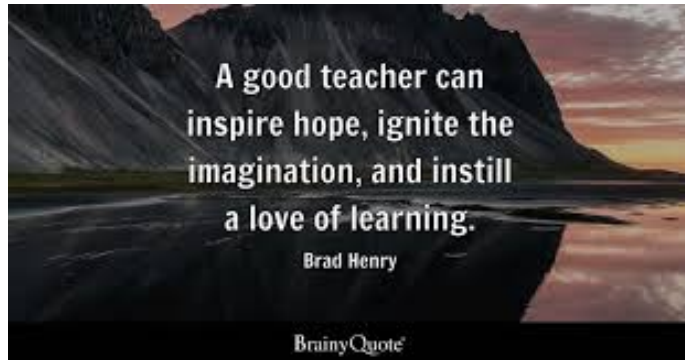


TEACHING AND LEARNING POLICY



Approval	Name	Signature	Date
Approved for Issue (Management Committee)			Updated June 2025

RATIONALE

Here at The Bridge Achievement Centre we aim to raise achievement, promote best practice and establish consistency in teaching and learning across the whole provision. This policy document sets out the centre's aims, principles and strategies for teaching and learning to achieve this. It outlines the agreed philosophy and practice around improving learning and to further develop a learning culture amongst all stakeholders. This policy underpins the curriculum and is to be used alongside subject curriculum documents and the Assessment for Learning policy. It reflects the aims and objectives of the school, current research and supports the centre's mission, vision and values.

OUR SHARED MISSION, VISION AND VALUES

Mission : Achievement, resilience and wellbeing for all.

Vision : Our vision is to provide an outstanding education provision for all. We aim to support the needs of all pupils by offering a safe, supportive and nurturing environment, which encourages a diverse range of bespoke learning experiences to enable pupils to reach their full potential. We strive to develop a community of life-long learners who are ready to succeed in the 21st Century.

Values : The Bridge Achievement Centre values are underpinned by a belief in the following principles:

1. Aspiration
2. Equity
3. Respect

We will achieve this by an ethos which:

- Develops trusting relationships to allow pupils to feel listened to and supported
- Supports wellbeing of all pupils and staff
- Models high standards and sets high expectations
- Supports pupils with their bespoke learning
- Promotes a growth mindset
- Nurtures independence
- Challenges the thinking of pupils
- Works in partnership with parents, carers and the wider school community
- Develops a metacognitive approach to allow pupils to become actively engaged with their own learning
- Values creativity and taking risks
- Supports pupils in recognising and building on their own talents
- Ensures that pupils are fully involved in assessing their own progress and attainment and supports them in recognising what they need to do in order to

- improve.
- Allows staff to feel supported with their own professional learning

SUCCESSFUL TEACHING AND LEARNING

Our staff say that successful learners:

- Are engaged
- Show trust
- Show resilience
- Show independence
- Have a positive attitude
- Take risks with their learning
- Have a growth mindset approach

Our pupils say that successful learners:

- Try their best even when things are difficult
- Need to feel listened to and supported
- Have a go at new things
- Have courage
- Take pride with their learning
- Are respectful

Our staff say that successful teachers and support staff:

- Greet and welcome learners
- Are trauma informed
- Know their learners
- Build a safe, secure, fair relationship with learners
- Have high expectations of their learners
- Make learning bespoke
- Develop a bespoke plan for learners
- Are caring and supportive
- Challenge learners
- Make learning engaging
- Assess learner progress and intervene where necessary

Our pupils say that successful teachers and support staff:

- Are firm but fair
- Know and understand them and their lives
- Are kind and caring
- Show patience
- Explain things well
- Help them

SUCCESS IN TEACHING AND LEARNING

At the Bridge Achievement Centre there is an acute awareness of the specific needs of our pupils. As such the holistic development, academic and emotional well-being, is a feature that is planned for in our teaching and learning. All staff are aware that they are preparing learners to be:

- ambitious, capable learners, ready to learn throughout their lives
- enterprising, creative contributors, ready to play a full part in life and work
- ethical, informed citizens of Wales and the world
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society

There is a strong focus in planning to develop pupils' confidence, skills and knowledge, both through the subjects they learn and through well-established opportunities for all pupils to access life skills and wider learning. Subject leaders mentor and lead on key areas that develop teaching and learning. In order for staff to feel confident, staff are required to become accountable for their own professional learning and development.

Staff will ensure:

- They demonstrate high expectations and a positive learning environment for all
- They develop a positive relationship with pupils and use EDUKEY to learn about the pupils' backgrounds as well as to monitor and update developments in their progress.
- Pupils have a bespoke plan for their learning; this is a working document and progress is commented on by both the teaching staff and pupils. A clear journey can be seen through the bespoke plans and books/coursework
- Class Charts is used to encourage and reward pupil engagement
- Lesson objectives are clear and pupils are highly aware of success criteria
- Pupils understand their starting points in relation to learning and know why they are learning and how they will have progressed by the end of the lesson
- Pupils are given clear, varied and engaging tasks with appropriate resources which are challenging
- Pupils understand the wider context of their learning (in relation to the new curriculum)
- Risk taking is encouraged and staff model the approach of making mistakes is positive and is how we learn
- All opportunities are taken in lessons to follow a skills based and literacy, numeracy and DCF focus

- Lessons meet the learning styles of pupils and are engaging
- Assessment is a major feature of each lesson and teachers plan for and effect opportunities for AfL and AoL. Books are marked according to the marking policy and learners are challenged appropriately.

The pupils will:

- Have a bespoke plan to support their learning, this plan is developed based on their learning needs (from AFL and AOL)
- Engage in learning
- Be appropriately challenged and encouraged to take risks
- Be encouraged to solve problems, develop creativity and independent lifelong learning skills
- Be aware of where they are in their learning, their successes, barriers to success and the next steps in their learning. Have access to high quality resources and equipment and understand how to use them.
- Have a One Page Profile (OPP) and a targeted Individual Development Plans (IDPs)
- Be supported by a varied and adaptive pastoral support programme
- Be supported to develop emotional stability and build good relationships in order to be ready to learn- regular check ins
- Receive a well-developed in-house assessment and intervention framework
- Be supported with highly developed system of multi-agency/discipline working to allow pupils access to specialist services, in order to support their individual progress

The learning environment will:

- Be welcoming, inviting, relaxing and stimulating
- Be safe and secure
- Have resources available to support learning
- Have interactive displays including up to date working walls which are relevant to the current learning and are motivational
- Be tidy and organised and include safe learning spaces
- Promote achievement and celebrate success for all
- Cater for the range of learning styles and be adapted for pupil needs
- Be organised and managed in order to ensure noise levels which are appropriate to the learning tasks taking place.
- Contain marking symbols
- Include a Welsh display to allow learners to feel belonging to Wales

The marking and feedback procedure should:

- Be positive, supportive and meaningful
- Be completed against the lesson's learning outcome or learning objective

that has been shared with pupils

- Encourage and develop pupils' self/peer marking wherever possible
- Provide comments that are appropriate to the age and the ability of the pupil
- Give clear strategies for improvement
- Involve all adults working with pupils
- Acknowledged when IDP targets are partially or fully met
- Inform future planning and future target setting
- Inform pupils of their next steps to progress/level progress

QUALIFICATIONS

Supporting our pupils to achieve a range of recognised qualifications is a priority for all staff at the Bridge Achievement Centre. We offer a broad range of qualifications to cater for all abilities and pathway choices and review pupils' progress weekly. Pupils are allocated bespoke qualification pathways based on their assessment data and are supported through a range of teaching strategies to achieve the best outcomes they possibly can.

Careers Wales work closely with KS4 pupils across our centre to provide clarity and support with further education and employment opportunities to complement the bespoke work undertaken by teaching staff.

BEHAVIOUR FOR LEARNING

At the Bridge Achievement Centre we adopt the philosophy that excellent teaching is the foundation for an excellent learning environment. Through the quality of our teaching we recognise that we contribute directly to behaviour improvement. This principle is reinforced by the processes and procedures at the Bridge Achievement Centre, as follows:

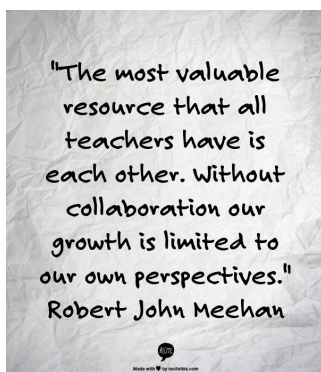
- Relevant and engaging activities in lessons
- Effective and informed planning catering for individual and group needs
- A curriculum that is specifically designed to engage learners
- All staff and pupils know and follow the behaviour response model.
- Individual programmes support pupils with emotional and behavioural development
- All staff act consistently to use and apply the behaviour strategies in a coordinated "whole school approach" to nurture common expectations

WHOLE SCHOOL TEACHING APPROACH

At The Bridge Achievement Centre we view the process of achieving excellent teaching and learning practice as being dynamic and ongoing. Our teaching and learning quality assurance processes will be continually adapted to meet the needs of our pupils and changing national priorities and the curriculum. Our philosophy is that we act as a whole group in terms of teaching and learning, and develop our practice in a coordinated and consistent way.

MONITORING OF TEACHING AND LEARNING AND PROFESSIONAL LEARNING

The Bridge Achievement Centre staff and management committee members are committed to ensuring that teaching and learning is consistently of the highest standard. In order to gain a confident and accurate view of the 'typicality' of teaching and learning on a day to day basis and therefore gain an understanding of the experience and support a pupil gets here, it is necessary to carry out monitoring and evaluation of teaching and learning in a number of different ways. This will enable strengths and areas for development to be identified through sampling the full range



of available evidence. Alongside this, research suggests that teachers learn best from observing each other's teaching; through planning, monitoring and evaluating their teaching together as well as engaging in pedagogy. With this in mind, as part of the monitoring cycle and ongoing professional development, 'collab groups' have been formed to give staff the opportunity to take part in pedagogy research, to observe and learn from each other as well as opportunities to reflect back on their own teaching supported by their peers. The most valuable resource that all educators have is each other.

Monitoring and feedback is to be carried out in a supportive, constructive manner to instil confidence in staff that we are all learning and developing together. All staff will be accountable for their own professional learning and development by having their own professional learning diaries (PLD diaries) to see the impact of their teaching. Monitoring is to be carried out by the Centre Manager, members of SLT, and/or subject leaders, and takes a variety of forms:

- Learning walks
- Provision reviews
- Informal discussion with staff and pupils (staff and pupil voice)
- Observation of the classroom environment
- Monitoring of bespoke planning

- Book looks
- PLD diaries
- Professional development (formerly supervision)
- Close collaboration with alternative provision (AP)

A robust quality assurance calendar is maintained and other partners will have the opportunity to support the processes. This will allow the SLT to monitor teaching and learning and set targets if necessary and provide support for staff development.

Appendix

Book look proforma

https://docs.google.com/document/d/1AAuNNuMtim7SqHu8mrzZr_BmSqyDSZP_UivGyqtMQQE/edit?usp=sharing

Exams policy

<https://docs.google.com/document/d/1AN8LWsol7M23Oved5iv6WkzK5uiPXjBzdKDJBkdKvY/edit#heading=h.f3aja5o12b8r>

Learning walk proforma

https://docs.google.com/document/d/1Sm_xXV3lpGmBozkelcyaAxFY8mqEHsHS13RFU1G9sS0/edit

Learning walk policy (Needs to be updated)

<https://docs.google.com/document/d/1QMBudlhSfXFtJRFD4TDTEQddiT7OyvvyliNrkbPtBzdY/edit>

Listening to learners

https://docs.google.com/document/d/1Qa2Gnkjlq3nIHsiyb9GcnyCEjMuDWSr6dVz2lhgcVs4/edit?usp=drive_link

Marking Policy (NEEDS TO BE UPDATED)

https://docs.google.com/presentation/d/1T-AErX_Ha9Tm-EPeGT3050iWsq-Rz8gx/edit#slide=id.p6

PLD diaries proforma

<https://drive.google.com/drive/u/0/folders/1YbqCZARA-6BGuRMPoycT5fbukVzhVlvu>

Provision review proforma

https://drive.google.com/drive/u/0/folders/1AxijolnazyxKtCkCGHGF4uJ36-jWk_PH

Staff feedback to support policy

<https://padlet.com/jamesl592/how-teaching-and-learning-looks-in-the-bridge-achievement-ce-weaygrpve7k4vqiw>

Curriculum offer 24/25

<https://docs.google.com/document/d/1V7LnRNwi1OpMibcGFOYJdRQ1DOX7QNC7/edit>