Curriculum Policy

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School Link:	Mr A Mitchell

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1. Our Core Purpose

The Bridge School provides education for pupils who require a specialist alternative provision due to social, emotional, mental health, behavioural, attendance or other barriers to learning.

Admissions may include:

- Statutory provision following a permanent exclusion;
- Reintegration into mainstream education:
- Stabilisation and assessment;
- Support during statutory assessment or EHCP processes;
- Preparation for post-16 education, employment or training;
- Longer-term specialist placement where mainstream reintegration is not currently appropriate.

Each pupil's curriculum is personalised according to their starting points, identified needs, placement objectives and intended destination.

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2. Roles & Responsibilities

The Management Committee is responsible for:

- The strategical oversight of the curriculum.
- Monitoring the effectiveness of this policy and holding the Headteacher to account for its implementation.
- Ensuring The Bridge School has a robust framework of planning and monitoring in place for setting curriculum priorities and aspirational targets.
- Holding staff to account.
- Ensuring high-quality teaching, leading to improved outcomes.
- Ensuring appropriate provision is made for pupils with different abilities and needs, including children with special educational needs (SEN).
- Active decision-making about the breadth and balance of the curriculum.
- Ensuring pupils receive the appropriate careers guidance.

Headteacher is responsible for:

- Ensuring that this policy is adhered to by staff.
- All required elements of the curriculum, and those subjects which the school chooses to offer have a curriculum intent.
- The amount of time provided for teaching the required elements of the curriculum is adequate, maximised where appropriate, and is reviewed by the Management Committee.
- Ensuring the Management Committee is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- Ensuring the Management Committee is advised on whole-school targets in order to make informed decisions.
- The provision for pupils with different abilities and needs, including children with SEN.
- Ensuring high-quality teaching, leading to improved outcomes.
- Staff development leading to improved provision for pupils.
- Monitoring the impact.

Subject Teachers/Leads are responsible for:

- The effective implementation of the policy.
- Ensuring that the curriculum is carefully crafted using the school's tiered documentation, providing pupils with breadth and depth.
- Ensuring the curriculum intent is clear for all stakeholders.
- Ensuring the curriculum is implemented effectively, leading to improved attainment and outcomes over time.
- Ensuring appropriate provision and adaptations are in place for pupils with different abilities and needs, including children with special educational needs (SEN).
- Fully engaging in CPD and coaching to bring about improvements in pedagogy.
- Ensuring the monitoring and tracking of pupil progress is highly effective.

Teaching Assistants are responsible for:

- The effective implementation of the policy.
- Adaptive support for the pupils, leading to improved attainment/outcomes over time.
- Ensuring appropriate provision and adaptations are in place for pupils with different abilities and needs, including children with special educational needs (SEN).

- Being proactive.
- Implementing effective intervention sessions.

Support staff are responsible for:

- The effective implementation of the policy.
- Supporting pupils and families to ensure pupils are in school every day.
- Supporting pupils and families, ensuring pupils are ready to learn.
- Being proactive.

Pupils are responsible for:

- Ensuring their attendance remains in-line with school's targets.
- Fully engaging in lessons.
- Respond to teacher feedback.

Parents/Carers are responsible for:

- Ensuring their child attends school every day, on time.
- Supporting the school's policies and practices.

3. Whole School Curriculum

Curriculum Aims

The Key Stage 3 curriculum provides pupils with a coherent, purposeful and ambitious educational experience that balances academic learning with personal growth, enabling pupils to re-engage with education and achieve success.

The Key Stage 4 curriculum is broad, balanced and ambitious, combining a strong academic core with a wide range of high-quality vocational pathways. It is carefully tailored to pupils' needs while maintaining high expectations and prepares learners effectively for further education, training or employment.

Curriculum Principles

The curriculum at The Bridge School is:

- Ambitious: High expectations are held for every pupil.
- Inclusive: Adapted to meet the needs of pupils with SEMH, SEND and disrupted educational histories.
- Knowledge-Rich: Carefully sequenced to build and connect learning over time.
- Therapeutic: Supports pupils' emotional wellbeing and readiness to learn.
- Relevant: Equips pupils with the knowledge, skills and qualifications needed for future success.
- Transformational: Enables pupils to re-engage with learning, achieve positive outcomes and become successful members of society.

Curriculum Entitlement

Every pupil is entitled to:

- A broad and balanced curriculum;
- Daily English and Mathematics;
- A structured reading programme;
- Science provision;
- Personal Development and RSHE;
- Careers education, information, advice and guidance;
- Appropriate qualifications and accreditation pathways.

The curriculum promotes healthy lifestyles, physical wellbeing and active participation.

Pupils engage regularly in physical activity through outdoor education, enrichment activities and personal development programmes. These opportunities also support emotional regulation and positive mental wellbeing.

Curriculum Design

At The Bridge School, staff are expected to use their professional knowledge and expertise to design and deliver a coherent, carefully sequenced curriculum that enables pupils to know more, do more and remember more over time.

Curriculum planning is underpinned by our tiered curriculum documentation, ensuring clear progression in knowledge, skills and understanding.

Our curriculum balances academic ambition with therapeutic support, enabling pupils to successfully re-engage with education, overcome barriers to learning and, where appropriate, transition back into mainstream settings.

Key Stage 3

The Key Stage 3 curriculum is designed to align with DfE guidance and:

- Secure strong foundations in literacy and numeracy as the gateway to future learning.
- Develop pupils' knowledge, skills and vocabulary across a broad and balanced curriculum.
- Address gaps in learning resulting from disrupted educational experiences.
- Promote resilience, self-regulation, engagement and positive learning behaviours.
- Support the personal, social and emotional development of all pupils.
- Prepare pupils for successful progression into Key Stage 4 and beyond.

At Key Stage 3 pupils have a core offer of:

English / Maths / Science / History / Geography / Reading / Personal Development / Art / DT / ICT / Outdoor Education / Home Cooking.

Key Stage 4

The Key Stage 4 curriculum is designed to align with DfE guidance and:

- Provide a broad, balanced and ambitious curriculum leading to recognised qualifications.
- Maintain high expectations for all learners, regardless of prior attainment or barriers to learning.
- Secure strong outcomes in core subjects alongside high-quality vocational pathways.
- Develop the knowledge, skills and personal attributes required for further education, employment and training.
- Rebuild confidence, aspiration and engagement in learning.
- Ensure pupils are prepared for successful post-16 destinations and sustained participation in education or employment.

At Key Stage 4 pupils have a core offer of:

English / Maths / Science / Reading / Personal Development / IT / Business

Additional Vocational Offer (pupils can select 3 of the following options):

Health & Social Care / Sport / Home Cooking / Digital media / Motor Vehicle / Construction / Hairs & Beauty / Hospitality & Catering.

Personal Development (PD) Curriculum

At The Bridge School, Personal Development is regarded as a core entitlement for all pupils and is delivered through a carefully sequenced curriculum across Key Stage 3 and Key Stage 4.

The curriculum is taught explicitly through weekly timetabled lessons and is designed to equip pupils with the knowledge, skills, attitudes and behaviours required to thrive in education, employment and wider society.

Our Personal Development curriculum reflects our commitment to developing the whole child. Alongside academic success, we recognise the importance of promoting pupils' social, emotional, physical and mental wellbeing, particularly within the context of alternative provision. The curriculum is ambitious, age-appropriate and responsive to the needs of our pupils, ensuring that all learners are well prepared for their next stage of education, training or employment.

The curriculum is carefully mapped and sequenced to build knowledge over time and revisits key themes through a spiral approach. Content is delivered through explicit teaching, discussion, reflection and practical application, enabling pupils to transfer learning into everyday life.

PD Curriculum Content

The Personal Development curriculum incorporates and exceeds statutory requirements, including:

- Relationships, Sex and Health Education (RSHE)
- Mental health and emotional wellbeing
- Physical health and healthy lifestyles
- Online safety and digital literacy

- Careers education, information, advice and guidance
- Financial education
- Citizenship and British Values
- Equality, diversity and inclusion
- Personal safety and risk management
- Preparation for adulthood and employability

Teaching PD

Personal Development lessons are taught with the same rigour and high expectations as all curriculum subjects. Teachers create safe, respectful and inclusive environments where pupils feel confident to discuss sensitive issues, challenge misconceptions and develop informed viewpoints.

The teaching of PD is characterised by:

- Clear learning intentions and success criteria.
- Our Teaching Model structure.
- High-quality discussion.
- Opportunities for reflection and personal application.
- Age-appropriate and contextually relevant content.
- Adaptation to meet individual pupil needs.

4. Curriculum Planning

Tier 1 – The Learning Journey

Staff are expected to create long-term visuals of the curriculum, showing broad themes or topics. This allows for an easy check of coverage, sequencing on a broader level - what is covered and when. At The Bridge School, we call this the *Learning Journey*. This is also on the school website and is useful for our pupils and their families to access to see an overview of what is taught and when.

Tier 2 – The Curriculum Maps

Staff are expected to use their expertise to carefully sequence the curriculum. Staff do this via our *Curriculum Maps* in order to create:

- More granular detail than the Tier 1 documentation.
- An opportunity to shape how the curriculum is sequenced, interleaved, re-visited, and reinforced.
- An opportunity to sequence and select to benefit from the curriculums of other subjects.
- An opportunity to provide guidance to staff so they can see the curriculum as a whole rather than teaching curricula in isolation.
- An opportunity to connect and embed with the Personal Development, Literacy, and Numeracy Curriculums.
- Well thought-out and precise retrieval activities.
- An opportunity to signpost what pre-requisite knowledge is required or when this has been covered previously.
- Common misconceptions, exam advice may also be included in the additional guidance.
- Assessments that are mapped onto the Tier 2 documentation to ensure there is sufficient time allocated for Knowledge Checks, Data Drops and acceleration.

Tier 3 – Lesson Planning (teacher resource)

Teachers are expected to do their own planning; this is described as Tier 3. Teachers use Tier 2 documentation and plan for their own lessons/classes.

All lessons should follow the T&L Model of DO NOW - I DO – WE DO – YOU DO.

There is no expectation for staff to produce written lesson plans for every lesson. If concerns around planning arise, supportive steps will be put in place.

It is expected that every lesson is carefully planned by staff.

The curriculum should be expertly broken down in order for the pupils to engage in learning and make effective progress.

5. Curriculum Implementation

The Bridge Blueprint – *How we implement the curriculum*

Aims

At The Bridge School, we are committed to devising a high-quality curriculum that meets the needs of our learners and implemented through teaching that is precise, consistent and rooted in high expectations for every pupil.

The Bridge Blueprint sets out our shared framework for teaching and learning.

Purpose of the Blueprint:

- Raise standards;
- To secure consistent, high-quality teaching in every classroom;
- Reduce variability in teaching;
- Strengthen pupil attainment & achievements;
- Provide clarity and accountability.

Core features of the Blueprint:

- Clarity around implementation;
- Clear non-negotiable foundations;
- Clear structure around T&L elements;
- Evidence-informed instructional principles;
- Shared professional language;
- Alignment with CPD and quality assurance.

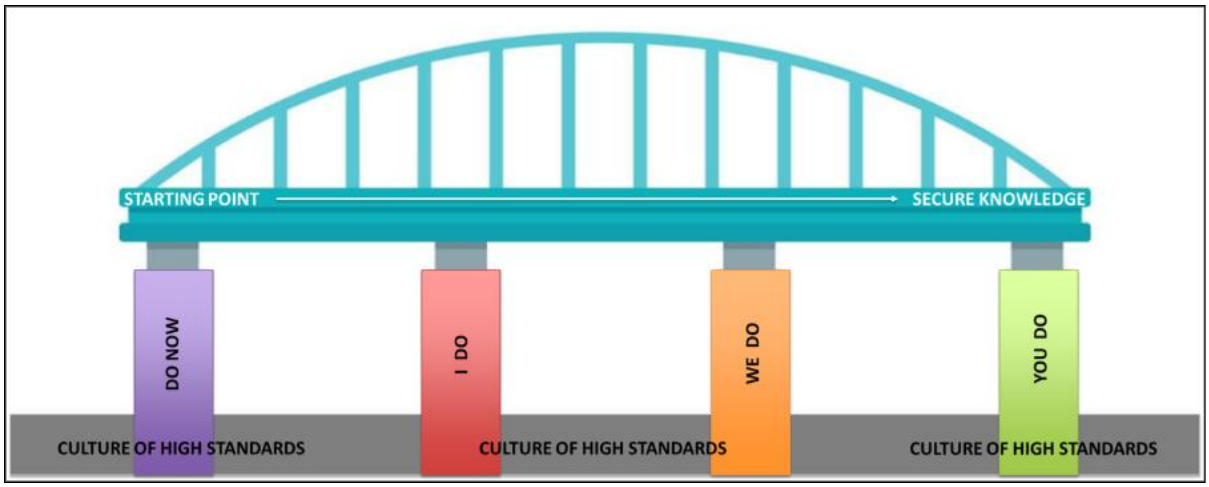
Intended impact of the Blueprint:

- Greater clarity for staff;
- Greater consistency across subjects;
- Greater consistency within lessons;
- Improved outcomes;
- Independent thinkers;
- Confident learners;
- Stronger retention of core knowledge (improved pupil progress);
- Improved staff development;
- Sustainable whole-school improvement.

Our Teaching Model

The Bridge School uses the "I Do, We Do, You Do" teaching model; this is a research-based instructional strategy designed to shift the cognitive load and responsibility for learning from the teacher to the student. This model is sometimes referred to as the Gradual Release of Responsibility (GRR) framework.

At The Bridge School, the teaching model has four phases, the phases are outlined below. It is an expectation of staff that they use the teaching model when delivering lessons.

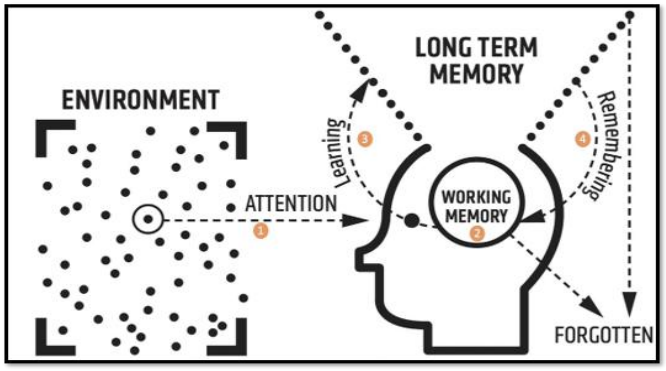


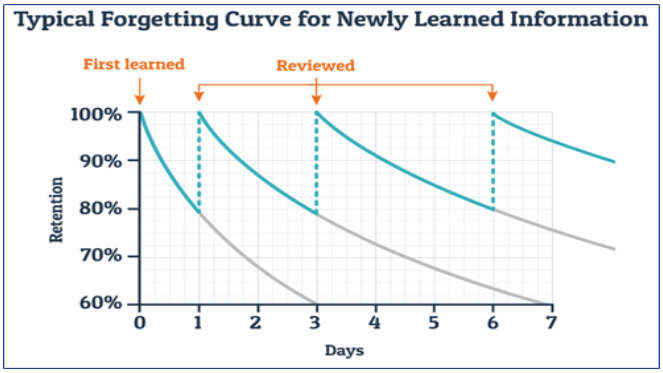
DO NOW

The Do Now retrieval activity at the start of lessons strengthens memory, activates prior knowledge, reduces cognitive load and prepares pupils to learn new material.

During this phase, highly effective teaching features:

- Well thought out activities (linked to bespoke curriculum mapping);
- Clear explanations;
- Prominent levels of pupil engagement;
- Attentive pupils;
- Effective questioning.





I DO

The teacher takes full responsibility. This involves direct instruction and modeling. The teacher doesn't just explain the concept but "thinks aloud" to show the mental processes required to solve a problem or understand a text/concept.

During this phase, highly effective teaching features:

- New knowledge, presented with passion and enthusiasm;
- Complex topics/concepts broken down into manageable steps;
- Expert modelling;
- Clear explanations of the key vocabulary;
- Well thought out examples/demonstrations;
- Purposeful circulation;
- Pupil understanding is checked frequently before moving on.

WE DO

Responsibility is shared. The teacher and pupils work together on examples. This phase is crucial for formative assessment, as the teacher checks for understanding and corrects misconceptions in real-time before pupils move to independent work.

During this phase, highly effective teaching features:

- Well thought out activities, that allow for gradual release of new knowledge;
- Careful scaffolding;
- Misconceptions that are planned for and expertly addressed;
- Appropriate challenge/support for pupils;
- Appropriate pace;
- Pupil understanding is checked frequently before moving on.

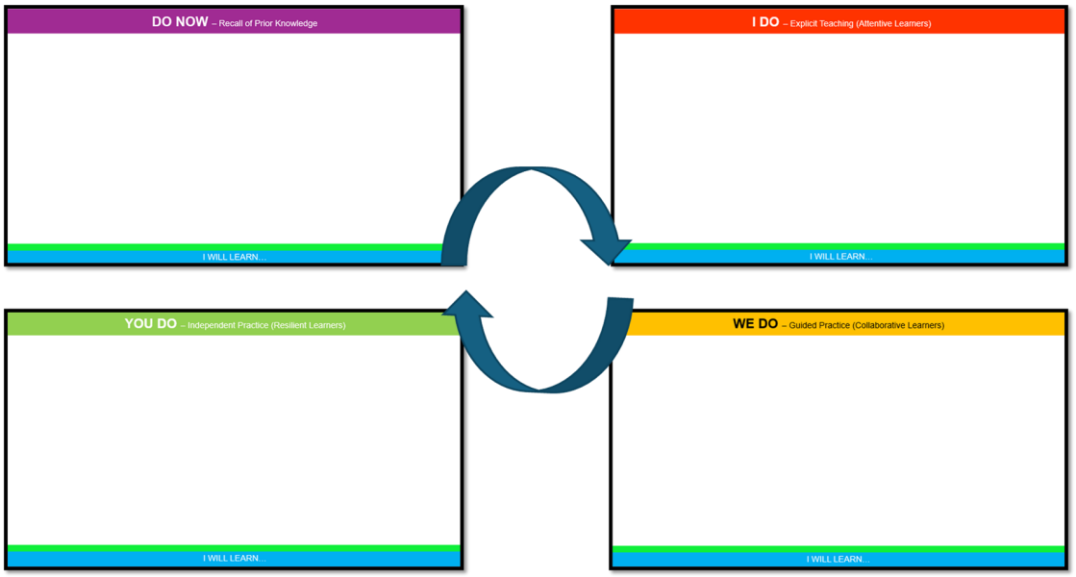
YOU DO

The pupil takes full responsibility. The goal of this phase is transfer; the pupil applies what they have learned to a new, independent task to demonstrate mastery.

During this phase, highly effective teaching features:

- Well thought out activities that allow for independent learning;
- Clear explanations;
- Appropriate challenge/support for pupils (zone of proximal development);
- Effective assessment of pupils' knowledge (pupils receive feedback);
- Pupils act on feedback.

To support with consistency across school, it is an expectation that the LESSON PHASE and LEARNING OBJECTIVE are clearly visible every lesson, on each slide (if a PowerPoint is being used).



Staff are expected to have the Lesson Phase and Learning Objective visible on every slide, this is essential because it:

Theory Behind the Teaching Model

Strengthens consistency across the school

- When every teacher uses the same visual cues, pupils experience a familiar structure in every classroom.
- This consistency reduces cognitive load and helps pupils; especially those in a PRU context - feel safe, calm, and orientated.

Improves pupil focus and clarity

- Pupils can clearly see *what they are learning* and *where they are within the lesson* at any point.
- This reduces confusion and helps pupils who struggle with attention, transitions, or regulation.

Supports behaviour, routines, and expectations

- A visible lesson phase acts as a non-verbal prompt that reinforces routines (e.g., *Starter*, *Instruction*, *Independent Practice*).
- It reduces the need for repeated verbal explanations and supports predictable, calm lesson flow.

Encourages metacognition and independence

- When pupils always know:
    - What they are learning, and
    - What part of the learning process they are in,

      they can reflect more easily, take ownership of their progress, and understand the purpose behind each activity.

Aids staff working with pupils (support staff, cover, new starters)

- Clear slides allow all adults in the room to understand the flow of the lesson instantly.
- This improves the quality and consistency of support provided to pupils.

Raises the overall quality of teaching and learning

- Standardising key elements helps ensure lessons meet the non-negotiables of high-quality instruction.
- It supports the school's ability to monitor, improve, and celebrate effective practice.

6. Standards & Expectations

Positive Behaviour Management

Staff are expected to have read and understood the school's BfL Policy.

Staff must work within the parameters of the BfL Policy; always looking to deepen their relationships with pupils but not lower standards or expectations. Elements of good practice include but are not limited to:

- Positive relationships
- Relentless routines
- Supporting emotional regulation
- De-escalation
- Restorative practice
- Ready to learn behaviours

High Expectations

It is an expectation that staff have the following present in every classroom, every lesson.

- We expect every student to achieve their best, and every member of staff to model excellence, ambition and belief in students' potential.
- We expect all staff to role model the behaviours, values and ethos of the school.
- We expect all staff to implement the schools Behaviour Policy.
- We expect all staff to have functional relationships with our pupils.

Consistent Classroom Routines

At the Bridge School we expect our staff to create predictable, well-structured routines that reduce anxiety, maximise learning time and create smooth, calm transitions throughout the day.

Start of the lesson

Staff are expected to:

- '*Meet and greet*' at the door.
- Welcome pupils with positive regard.
- Have all their resources ready for pupils to instantly engage in their learning – the DO NOW activity should be ready.
- Ensure pupils write the Title, Date, Objective & Keyword/s.

Pupils are expected to:

- Enter the room in a calm and orderly manner.
- Sit in their allocated seats.
- Write down the 'Title, Date, Objective & Keyword/s.
- Engage in the DO NOW activity.

End of the lesson

Staff are expected to:

- Ensure pupils have completed all work set.
- Ensure that the classroom is neat and tidy.
- Award positive points on Arbor.
- Dismiss pupils in an orderly manner.

Pupils are expected to:

- Tidy away and ensure the room is respectable.
- Engage in any restorative practice with staff.
- Leave the room in a calm and orderly manner.

Inclusive Practice

- Staff are expected to know every learner, ensuring they are understood, valued and supported through adaptive teaching, personalised strategies and equitable access to the curriculum.
- Staff are expected to make reasonable adjustment in accordance with the PRU setting and pupils' personalised plans.

7. SEND

At The Bridge School, we consider all pupils' needs. Our Curriculum Policy works in conjunction with our SEND Policy; as a school, we adopt the following approaches to support pupils with special educational needs:

- Adaptive teaching;
- Cognitive load reduction via the Teaching Model;
- Trauma-informed practice;
- SEMH support strategies;
- Therapeutic approaches;
- SEND graduated approach;
- Reasonable adjustments;
- Pupil profiles and personalised plans (OSPs).

Staff will make reasonable adjustments to ensure pupils with SEND, disabilities and additional needs can fully access the curriculum. Adjustments will be informed by EHCPs, professional advice, personalised plans and ongoing assessment.

For further information, please the SEND Policy.

8. Literacy Strategy

Our literacy strategy is focused on a word rich curriculum, entitled - '*A Feast on Words*'.

Our approach to literacy is graduated, responsive and rooted in high expectations. We recognise that strong literacy is fundamental to curriculum access, academic success and

pupils' future life chances. All pupils therefore receive high-quality literacy teaching, with increasingly targeted support provided according to identified need.

Tier 1: High-Quality Literacy Practice for All

Literacy is everybody's responsibility and is embedded across the curriculum. All staff consistently:

- Explicitly teach and reinforce subject-specific vocabulary and key words within lessons.
- Establish and maintain clear oracy expectations, enabling pupils to articulate ideas, explain their thinking and participate confidently in discussion.
- Model high-quality spoken and written language, including accurate vocabulary, sentence structure and subject-specific terminology.
- Provide purposeful opportunities for pupils to read, speak, listen and write within their subject.

Tier 2: Developing Reading Fluency and Comprehension

Pupils receive structured opportunities to strengthen the reading skills required to successfully access the wider curriculum.

- Dedicated taught reading sessions are embedded within the curriculum at both Key Stage 3 and Key Stage 4.
- Reading is explicitly taught by English specialists, with teaching responsive to pupils' identified needs and starting points.
- Reading fluency, comprehension and vocabulary development are deliberately developed across the curriculum.
- Staff provide appropriate scaffolding and support to enable pupils to access increasingly challenging and age-appropriate texts.

Tier 3: Assessment, Identification and Targeted Intervention

Where assessment identifies that a pupil requires additional support, a bespoke and targeted programme of intervention is implemented.

- Pupils' starting points and literacy needs are identified through appropriate baseline and diagnostic assessment, including NGRT and CAT4, alongside KS2 Scaled Scores, teacher assessment and professional judgement.

- Assessment information is used diagnostically to identify specific barriers to reading and literacy, rather than simply identifying that a pupil is below age-related expectations.
- Pupils receive bespoke, evidence-informed literacy intervention, delivered by appropriately trained staff.
- Where appropriate, targeted programmes such as Lexonik and other appropriate programmes to address identified gaps in reading, vocabulary and literacy skills.
- Pupils' progress is regularly reviewed and reassessed, enabling intervention to be adapted, intensified or withdrawn according to need.
- The impact of intervention is monitored to ensure that additional support ultimately enables pupils to access the wider curriculum with increasing independence.

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9. Numeracy Strategy

Numeracy Across the Curriculum

Where appropriate, numeracy is deliberately embedded across all subjects and lessons, with a consistent emphasis on developing pupils' confidence, fluency and understanding of 'number'.

Staff identify meaningful opportunities for pupils to apply and strengthen their numerical skills within relevant, real-life and subject-specific contexts.

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10. Marking & Feedback

Rationale & Approach

At The Bridge School, feedback is recognised as a key component of high-quality teaching.

Effective feedback enables pupils to understand what they have achieved, identify misconceptions and know the precise steps required to improve.

Feedback should support progress, strengthen understanding and develop increasingly independent learners.

Our approach is underpinned by the principle that feedback is most effective when pupils are required to think, respond and improve. The impact of feedback is determined not by the method used, but by the quality of the pupil response.

Feedback is most effective when it causes pupils to think, respond and improve. At The Bridge School, the quality of the pupil response is valued more highly than the method used to deliver feedback.

Policy Principles

The Bridge School will:

- Prioritise responsive teaching over compliance-driven marking practices.
- Ensure feedback is timely, purposeful and focused on improving learning.
- Use a range of feedback methods, including verbal, written, whole-class and individual feedback.
- Provide opportunities for pupils to act upon feedback and demonstrate improvement.
- Promote pupil independence, reflection and self-regulation.
- Reduce unnecessary teacher workload by avoiding excessive marking.

Knowledge Checks

Knowledge checks form a key part of the school's marking and feedback process.

Staff are expected to plan regular knowledge checks to assess pupils' knowledge, skills and understanding; knowledge checks should be cumulative (however, in some instances they may also be topical).

Following a knowledge check, teachers will:

- Assess pupil performance against the intended learning outcomes.
- Provide written feedback identifying;
    - Strengths
    - Areas for improvement
    - Action/s.
- Pupils should be provided with opportunities to respond to this feedback through correction, improvement, redrafting or further practice (in their Purple Pen).
- Plan appropriate reteaching, intervention or additional practice where necessary.

Feedback Strategies

Teachers may use a range of evidence-informed feedback strategies. The following strategies are examples to support staff; they are not an exhaustive list.

Strategy	Purpose	Examples
Live Feedback	Address misconceptions immediately.	Teacher circulation, verbal correction, prompting, questioning.
Verbal Feedback	Provide immediate guidance and next steps.	Coaching conversations, questioning, immediate correction.
Whole-Class Feedback	Identify common strengths and misconceptions.	Visualiser modelling, feedback sheets, class review of errors.
Retrieval and Responsive Feedback	Assess understanding and adapt teaching.	Do Now activities, quizzes, mini whiteboards, hinge questions.
Self-Assessment	Develop pupil independence and reflection.	Success criteria checks, confidence ratings, reflection tasks.
Peer Assessment	Promote collaborative learning and evaluation.	Structured peer critique and feedback protocols.
Dedicated Improvement and Reflection Time (DIRT)	Ensure pupils act upon feedback.	Redrafting, corrections, improving responses and reattempting questions.
Modelled Feedback	Demonstrate excellence and success.	Worked examples, visualisers and teacher exemplars.

Marking & Feedback Expectations

Staff are expected to:

- Use the feedback strategies outlined above on a daily basis.
- Deliver high-quality instruction prior to providing feedback.
- Support pupils taking pride in their books / Address low standards.
- Regularly check for understanding through questioning, retrieval practice and assessment (knowledge checks).
- Identify and address misconceptions promptly.
- Support pupils' literacy.
    - SPAG
- Provide focused written feedback following Knowledge Checks/Examinations.
    - Strengths
    - Areas for improvements (providing clear and actionable next steps)
    - Action (action required to address area/s for improvement)
- Use whole-class feedback where this is the most efficient and most impactful approach.
- Build opportunities into lessons for pupils to respond to and act upon feedback.
- Monitor pupils' responses and adapt teaching accordingly.
- Mark in Green Pen.

Teachers are not expected to mark every piece of work. Work/Presentation should be acknowledged and monitored regularly, with detailed feedback provided following significant assessments, i.e. Knowledge Checks/Assessments/Examinations.

Please note, in some vocational subjects, staff are required to follow guidance set out by the awarding bodies regarding marking/feedback. Therefore, vocational books/folders may not show the same level of feedback.

Pupils are expected to:

- Engage positively with feedback.
- Make all corrections in Purple Pen (classwork and actions following teacher feedback).
- Correct errors and misconceptions (take action).
- Reflect upon their strengths and areas for development.
- Improve, redraft or refine work when needed in Purple Pen.

- Take increasing responsibility for their own learning and progress.
- Respond to verbal feedback.
- Take pride in their books.

Monitoring & Quality Assurance

The implementation of this policy will be monitored through:

- Learning walks / Formal Observations.
- Book Looks.
- Pupil Voice.
- Curriculum Reviews.
- Assessment and progress information.

Monitoring will focus on the impact of feedback on pupil learning rather than compliance with marking procedures.

Where staff fall short of the school's expectations around marking and feedback, support and guidance will be provided. If the support does not bring about the required changes, leaders may seek support from the Appraisal & Capability Policy. This will be recorded on People Development.

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11. Assessment Framework

Baseline

Upon arrival at The Bridge school, we request KS2 Scaled Scores for each pupil. In addition, pupils complete our own baseline assessments. Following this, pupils are given a Contextual Expected Outcome (CEO) grade. This grade is aspirational and takes into consideration their educational journey before arriving with us at The Bridge School.

Monitoring & Tracking

Staff are expected to monitor and track pupil progress using departmental trackers.

Staff are expected to keep departmental tracking documents up to date; it is an expectation that tracking documents reflect the current attainment/position of pupils.

Staff will use the data collated from tracking documents to complete the formal data drops.

Staff are expected to have conducted standardisation and moderation of pupils' work prior to ensure accuracy of the grades awarded. In most instances, standardisation and moderation will take place during CPD sessions or directed time.

Formal Data Capture Points

At The Bridge School we have three formal data capture points throughout the year (two for Year 11).

Prior to our formal data capture points, staff are expected to review books, classwork, and assessments (Knowledge Checks) to make an informed judgement on a pupil's current attainment.

Leading up to the formal data captures points, staff are expected to create more substantial Knowledge Checks that are cumulative and show elements of official examination - For example, staff may replicate the percentage of marks for multiple choice, simple recall, describe and evaluate questions.

Staff are expected to formally report on a pupil's:

- Current Attainment;
- Progress Comment;
- Attitude to Learning;
- Predicted Grade (Year 11 only).

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12. Quality Assurance

Core Purpose

The purpose of having a quality assurance process is to ensure consistently high-quality teaching that secures strong pupil outcomes through a model that priorities professional growth, accountability and consistency.

The quality assurance model has three interleaving arms.

1- Instructional Coaching;
2- Quality Assurance of School Standards;
3- Formal Observations / Self Evaluation.

1. Instructional Coaching (our primary driver for improvement)

All teaching staff participate in a structured coaching cycle.

Every teacher (coachee) is allocated an instructional coach; typically, this is a member of the Senior Leadership Team.

- Each Half Term, the teacher and coach agree to a specific focus.
- The coach drops into a specific phase of the lesson that has been pre-arranged.
- Typically, the drop-ins will be around 5-15 minutes (unless pre-agreed).
- Following the lesson drop-in, the teacher and coach will meet to discuss WWW & EBI; in most cases this should be directly linked to the agreed upon focus.
- Coaching is ungraded and developmental.
- Precise actions should be agreed upon.
- A follow-up drop-in should be coordinated.
- Professional record keeping is expected between the teacher and coach.

2. Whole School Standards and Consistency

In most cases, quality assurance is conducted by members of the Senior Leadership Team. This ensures that teaching across school aligns with agreed expectations. Quality assurance is triangulated via the following evidence:

- Learning Walks / Lesson Visits;
- Book Looks;
- Departmental Scrutiny;
- Data - Outcomes/Attainment.

Learning Walks / Lesson Visits

Learning Walks are conducted regularly by members of the Senior Leadership Team. Typically, they will have a whole school focus e.g. lesson phases, questioning, behaviour routines, AfL, activity design etc.

Thematic (whole school) feedback is shared with staff. Individual feedback can be given if requested.

During Learning Walks, where teaching practice is below the expected standards at The Bridge School, directed instructional feedback is given to the members of staff. If serious concerns are raised, leaders will seek guidance from the Appraisal & Capability Policy.

Book Looks

Here at The Bridge School, we do not underestimate the power of Book Looks; they are used to:

- Evaluate curriculum implementation;
- Check alignment with our Teaching Model;
- Assess challenge and progress over time;
- Review the impact of teacher feedback;
- Identify inconsistencies across cohorts/classes.

Book Looks are conducted by Teachers, TAs and Senior Leaders.

Throughout the year, we will conduct a minimum of three Book Looks.

At The Bridge School we try to move away from "*What does my marking look like*?". Instead, we want staff to answer the following four questions:

1. Are staff and pupils consistently meeting the school's marking/feedback expectations?
2. Is the curriculum being delivered as intended?
3. Is feedback having a positive impact (supporting progress over time)?
4. Are pupils working/thinking hard?

<u>Excellent books show:</u>

1. Consistency of expectations across classes/cohorts.
2. Clear progress.
3. Learning is evident - Pupils editing and improving their work (in Purple Pen).
4. A sense of pride from pupils.

3. Formal Observations (via the 'People Development' platform)

Formal observations form part of the school's *Appraisal & Capability Policy*.

Performance management, lesson observation and appraisal are integral to our commitment to continually improving the quality of teaching and learning. They are developmental processes designed to support professional growth, strengthen practice and ultimately improve outcomes for pupils.

Improving Teaching, Improving Outcomes

Observation and appraisal provide purposeful opportunities to reflect on the quality and

impact of teaching, identifying strengths and areas for refinement so that classroom practice continues to improve.

Following formal observations, staff reflect on their practice (holistically) using the school's teaching and learning rubric. This is recorded on People Development.

A Culture of Professional Growth

We promote a culture in which staff are encouraged to be reflective, curious and open to professional feedback. Observation is viewed as an opportunity to learn and improve. This reflects DfE guidance that appraisal should provide a supportive and safe environment for open and honest conversations about successes and areas for improvement.

Feedback That Leads to Action

Feedback following observation should be specific, constructive and actionable. It should recognise effective practice while identifying a small number of meaningful next steps that will have the greatest impact on teaching and learning.

Alignment with School Priorities

Performance management and appraisal ensure that individual professional development is connected to our curriculum priorities and wider school improvement priorities.

Consistency of High Expectations

Observations enable leaders to understand how consistently our agreed teaching and learning principles are being implemented across the school.

Professional Development Informed by Need

Observations, feedback and appraisal help identify individual and whole-school professional development needs. This allows CPD, coaching, mentoring and support to be precisely targeted where they will have the greatest impact. Current DfE guidance explicitly identifies support such as mentoring, training and resources where aspects of performance require development.

Professional Accountability

Appraisal provides a clear framework through which staff can demonstrate their contribution to pupils, their own professional development and the wider improvement priorities of the school.

Reflective Practice

We expect all staff to continually reflect upon the impact of their practice by asking: What is working? How do we know? What could be even better? What will I do next?

Support Before Escalation

Where concerns are identified, our priority is to provide clear feedback, appropriate support and a reasonable opportunity for improvement. Where concerns remain, or a serious concern is raised leaders will follow the Appraisal & Capability Policy.