



# TEACHING, LEARNING AND ASSESSMENT POLICY Inc. Marking and Feedback

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# The Bridge Academy - All age Alternative Provision Teaching and Learning, Assessment & Marking Policy

*Everyone, Everywhere and Every time*

## Contents

1. [Policy Aims](#)
2. [Curriculum rationale](#)
3. [Quality of Education Principles](#)
4. [Teaching and Learning Cycle](#)
5. [Assessment](#)
6. [Marking and Feedback](#)

# 1. Aims

**The Bridge Academy** aims to ensure that:

All students that attend our Academy, are **School Ready, Work Ready** and **Life Ready**, prepared for transition of academic challenges ahead, but also with the essential social, and emotional skills needed to thrive within, and beyond, the classroom. Our curriculum is the starting point to our strategy of **Moving Forward Together**, which promotes a collegiate approach to school improvement and curriculum implementation, which in turn prepares our students for their onward transition.

## 2. Curriculum Rationale

- **Disengagement in education** – Increasingly, the profile of children that are referred into The Bridge Academy is one of disengagement and a lack of enthusiasm for education. Students do not place value in their studies or in the opportunities that education can provide. Our curriculum must therefore excite, motivate and inspire learners to engage with education, accept the purpose of regular attendance and achieve a suite of accreditations that will be their passport to their future.
- **Low level literacy and reading** - The proportion of students who arrive at The Bridge Academy with a reading age below their chronological age is significant, and as a result many students lack the range of vocabulary held by their peers. We know that our curriculum needs to foster a love of reading first and foremost, as well as expose students to complex vocabulary and language across all subjects to narrow this gap and provide students with equal opportunity for the next phase of their education.
- **Childhood experiences** - We are aware of the typical childhood experience of our community. For example, we know that a significant proportion of students at The Bridge Academy have had exposure to adverse childhood experiences (ACES), and a significant number are likely to be exposed to violence, crime and child sexual exploitation (CSE). Our wider 'RAISE Curriculum' plays an integral role in supporting students to recognise potential harm and respond appropriately. We use form time, PSHE and discrete lessons as well as drop down days to teach children about the risks faced by young people of their age.
- **School Ready, Work Ready, Life Ready** - As a result of the prevalent barriers the children who attend Bridge face, they often experience disengagement in education. Our 'RAISE Curriculum' is Relevant, adaptive, Interesting, sequenced and evolving to improve their educational experiences and outcomes. We offer a range of academic and vocational pathways that allow children at the Bridge to achieve and prepare them for their next steps in education and/or training. Our 'RAISE Curriculum' also builds on pupils' character development, focusing heavily on pupils embracing the values including Respect, Aspiration, Independence, Success and Engagement.



### 3. Quality of Education Principles

The **quality of education** we offer is **RELEVANT** for every student. We believe that effective assessment from our Milestones and Progression Steps moulds our curriculum. The curriculum is suitable for all children, regardless of need and aspiration, built on the fundamental aim of School Ready, Work Ready & Life Ready.

The **quality of education** we offer is **ADAPTIVE** for every student. We know that our Teaching & Learning must meet the needs of our children, using strategies that are responsive. Our children with SEND are understood and well supported. We believe that where adults appreciate that behaviour is a communication, these relationships reap results.

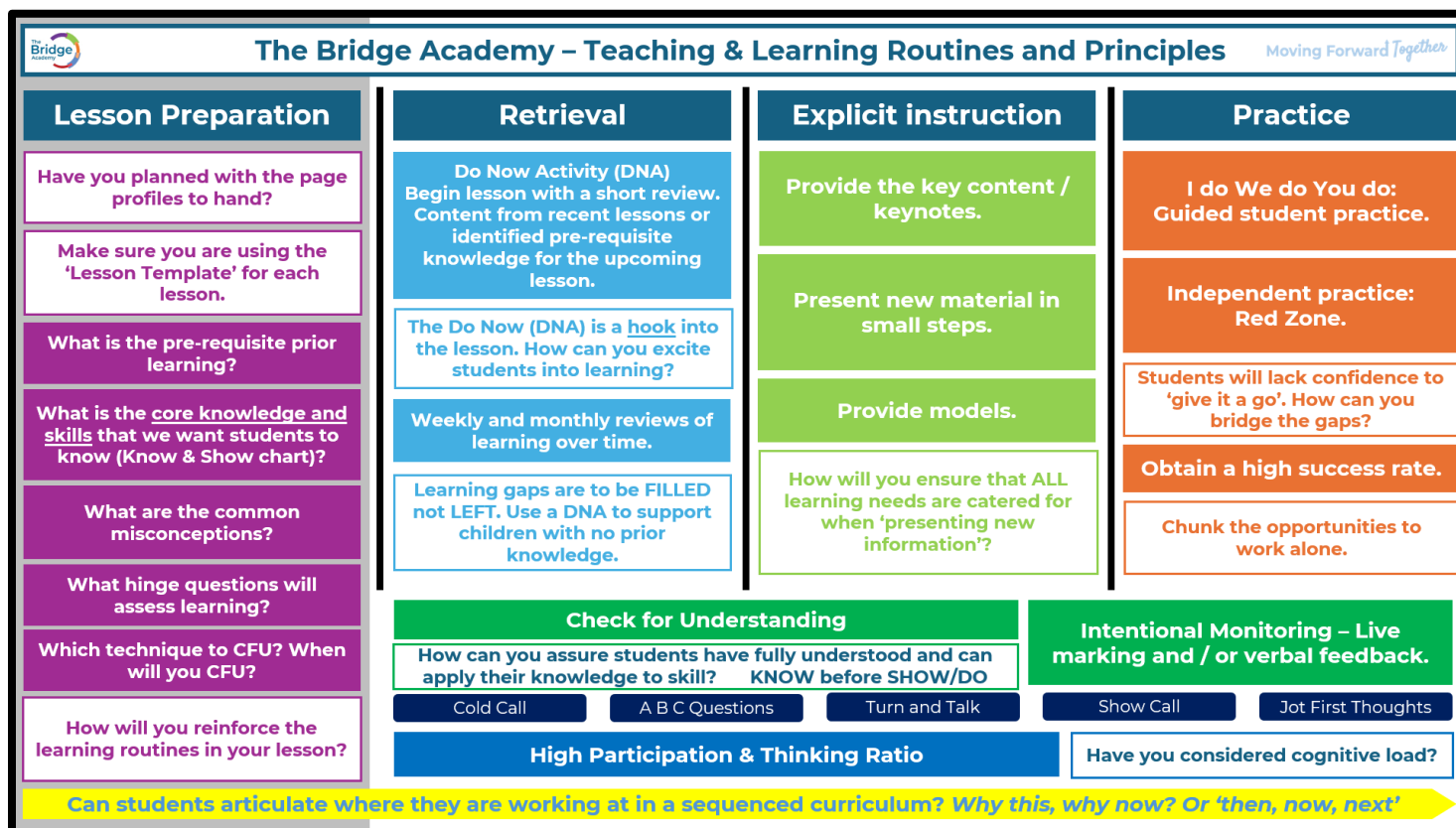
The **quality of education** we offer is **INTERESTING** for every student. We create lessons that our students want to engage in with. They see the value in learning and qualifications. We want students to take pride in their work, in whatever form that takes. We are prepared for a digital world, through innovative, thought-provoking and fascinating learning.

The **quality of education** we offer is **SEQUENCED** for every student. We use the principle of 'Why This, Why Now' to ensure students KNOW, UNDERSTAND and APPLY learning in the right order, at the right time. We use assessment to identify and plug learning gaps, with learning intentions in every lesson enhanced by Blooms' Taxonomy.

The **quality of education** we offer is **EVOLVING** for every student. We believe that our teachers are the experts charged with providing outstanding teaching, learning and assessment. Through regular, well-planned CPD; pedagogy leads the way in meeting the needs of learners. Our curriculum changes over time to respond to the changing needs of young people.

# 4. Teaching and Learning Cycle

Our Teaching & Learning Cycle has been well considered to ensure that, despite the vulnerability of the children at The Bridge Academy, there are clear routines and are easily applied to each subject, regardless of vocation. The Cycle will be owned by Senior Leaders, but will be understood, applied and consistently implemented by **Everyone, Everywhere, Every time**.



## Applying the Teaching & Learning Cycle

Each step of the sequenced Routines & Principles of Teaching and Learning should be applied to every lesson that is taught, in line with the Curriculum Sequencing & Development Map and the Medium-Term Planning & Assessment for each subject.

**Lesson Preparation** – Planning is a process, not a product. Planning is about hard thinking, not form filling. It has one purpose, to enable high quality delivery which meets the needs of all learners. All teachers will use One Page Profiles to help them plan successful strategies tailored to the learner. Through the methodical Curriculum Sequencing, teachers will be clear and precise about the knowledge/skills you want learners to learn, not what you want them to do. As obvious as it may sound, a teacher's planning must consider what they want students to learn first, and

spend some time on it, before you give any consideration to what you want them to do. High quality planning requires a bigger strategy than this. All too frequently planning starts with the final question. Teachers should aim for excessive clarity and precision to articulate what you want your learners to learn, and what you want them to do so they learn it. Your explanations should be phrased in such a way that learners quickly understand what they are aiming for. Breaking down what you want them to learn can often reveal skills or knowledge they must acquire which need to be taught.

**Learning Intentions** must be at the start of every lesson. The precision of teacher language really counts in making learning stick; this does not mean that learners should copy lesson objectives. All Teachers will use the standardised Learning Intention slips at the start of every lesson. To facilitate effective learning, Teachers will regularly ask the following questions:

- Where are the students starting from? (secure overview)
- Where do you want them to get to?
- How will you know when they are there?
- How can you best help them get there?

**Retrieval** – With gaps in knowledge from missing learning time, retrieval and linking learning is the hardest for a Bridge Learner. All teachers at the Bridge Academy will apply retrieval practice in every lesson through a 'DO IT NOW' activity to allow pupils to retrieve knowledge in low stakes environments. The retrieval activity at the start of each lesson will create a positive learning environments and teachers can use it to check for understanding, pre-requisites of knowledge and to fix and correct any misconceptions.

It is important the following building blocks in are in place for the learner to feel safe in 'retrieving and linking learning'

**Trust** - young people, through positive and meaningful relationships will trust you to guide them through learning.

**Gradual release** - through the I Do, We Do, you do process, young people will be scaffolded to do well in their learning.

**Personal experience** - if appropriate, it might be worthwhile to link learning to the individual's experience in a relational way.

**Hook** - use a plenary to engage and excite the learner to the next lesson, helping them to retrieve.

**Reach out** - Our learners often have anxiety about reaching out for support, so walking over to the learner and discreetly asking how they are will go a long way.

**Explicit Instruction and Practice** - Used alongside The Bridge Academy's Teaching and Learning Principles, professionals will teach the curriculum in an explicit way, with the gradual release of responsibility. Using a consistent approach across the teaching of academic knowledge and personal and social skills will help young people to understand, appreciate and implement these important skills in preparation for re-integration and onward transition. The model of 'I do,

'We Do, You Do' is largely sequential, moving from one step to the next. As we monitor students' understanding, there may be times when it is appropriate to move back and forth between the steps.

## **I Do, We Do, You Do instructional Model**

- **I Do** - This phase of the lesson involves teachers telling students what they need to know and showing them how to do the things that they need to be able to do. Research confirms that this is a powerful part of an effective and efficient learning process. This phase involves teaching content and knowledge with strategies to apply the objectives of the lesson, using Bloom's Taxonomy such as informing, explaining, modelling, and providing examples. Strong 'I Do' phases include visuals to support verbal explanations and worked examples. During this phase, the teacher is talking, giving information, and sharing the objectives of the lesson. The students should listen to the teacher, avoid interruption, and track the teacher. 'No Opt Out - No Hands Up' means a question could be coming your way, so you must listen to all information being shared.
- **We do** - This is the second phase of the model, involving doing tasks together. The responsibility of the teacher is gradually released to the students during this phase. This phase can take many forms but should be coupled with assessment at all levels. Teachers model the answers, and students have an attempt at the task with the support. There may be collaborative work between students, such as book swaps, showing a full answer with marking or self-assessment. Simplification of a worked example will also check for learner understanding. Here, retrieval practice can be used to share information from memory or have student practice retrieving information from a knowledge organiser. During this time, students should ensure that they are always working quietly on task and are ready to track the teacher when the task is completed.
- **You do** - This is the final phase of the structure where students practise the application of their knowledge and retrieval of what they have been taught. Students need to retrieve from memory and recreate what they have been shown in the I Do & We Do phases. Students should be able to answer practice questions and complete all steps independently. Students must do the work individually (generally, small group work is more effective after all students have achieved at least a basic mastery of the material). Feedback adds further improvements to their learning. While students do the work themselves, Teachers will monitor their efforts, check their understanding, and offer feedback along the way. While not an explicit part of the model, it is worth noting that retrieval and practice has a far larger and more lasting impact when distributed over time.

## **Checking for Understanding**

Teaching is the difference between 'I taught it' and 'they learnt it'. The core challenge of teaching - in any setting - is its calm presumption that errors will emerge. It is not whether but when. No matter how well you explain or demonstrate the material, gaps in understanding will emerge. It's what you do next, how you respond to the errors that matters the most. Teachers will continually check for understanding and use both formative and summative assessment methods consistently. Teachers will use a range of check for understanding methods within the classroom



and use this to inform future planning, targeted intervention and/or to address and fix any misconception.

Bridge Academy Check for Understanding Methods:

- Cold calling
- Show call
- Targeted questioning
- Self-assessment
- Peer-assessment
- Teacher lapping
- Verbal feedback
- Written feedback (Marking policy)

## 5. Assessment

**Robust and effective methods of universal assessment** will be used to identify starting points for the children who attend The Bridge Academy.

All children will be assessed within the first week of attending our school to provide a tailored pathway of development and academic accreditation. Pupils will be assessed by subject specialists and given a baseline and an end of year target grade for Math's, English and Science.

Reading assessments will be used to identify all pupils' reading ages as well as every pupil having access to a complete literacy programme (Read Write Inc) to identify any gaps in knowledge and develop pupils' ability to read fluently so they can focus on developing their skills in comprehension, vocabulary, and spelling.

As part of the assessment process pupils will have a One Page Profile that centres on a variety of academic, social and emotional needs. This information will enable teachers and support staff to be aware of the strengths, interests and specific support needs of their pupils. One-page profiles will be used to inform action planning and target setting, so that these reflect what is important to the young person and how best to support their development.

## 6. Marking and Feedback

Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress. Teachers will use a range of marking and feedback techniques including spoken or written marking, peer marking and self-assessment. Teachers and support staff at The Bridge Academy will regularly acknowledge pupil work and direct pupils on how and what they need to do to make progress.


Marking and feedback frequency:


- Daily in-class responsive feedback through questioning
- Daily whole-class feedback
- Regular self-assessed micro-quizzing weekly or bi-weekly
- Deeper marking of one or two selected pieces of work or tests per half term – still requiring student response.
- Presentation and organisation check per half term

**Figure 1: Marking and Feedback Policy**


**The Bridge Academy**

# MARKING AND FEEDBACK




 **ACHIEVEMENTS**

The green highlighter is for achievements. Identifying your academic achievements within your work as well as highlighting your personal achievements for house points in the learning objective bar.

 **CORRECTIONS**

The pink highlighter is used to underline corrections and/ or next steps, to help you in identifying what you need to edit within your work to improve it. Teacher explicitly identifies what and how the work needs to be corrected.

 **RESPONSE**

The yellow highlighter is for when you have completed the next steps and corrections. The yellow highlighter is to allocate a specific space for pupils to make corrections.

**School Ready, Work Ready, Life Ready**