

Teaching and Learning Policy 2024-2025

Bankside Primary School and Children's Centre



Bankside Teaching and Learning Policy

Intent

At Bankside Primary School we are committed to ensuring that children have the best possible learning experiences. We provide regular professional development to support all our staff to understand and implement the key principles of Bankside Best Teaching and Learning.

- Our lessons are rich in vocabulary, which is carefully planned and explicitly taught to children to support them in their learning.
- At Bankside, every child has a voice. Children are encouraged to be Loud and Proud, to share their ideas.
- We teach children the learning skills and behaviours they will need to be successful life-long learners - the COGs of learning.
- Lessons are planned in a sequence of learning, which builds on children's prior curriculum and previous learning.
- Our teaching is responsive to pupils' prior learning and teachers adapt their teaching to the specific needs of the children they are teaching. We use direct instruction to introduce new concepts, ideas and processes.
- We teach a mastery approach, using the apprenticeship model to scaffold and support all learners to succeed.
- We use retrieval practice to revisit and embed prior learning.
- We are an inclusive school, where pupils' individual needs are considered and scaffolds are used to support the learning of specific pupils.

Implementation

Planning

Successful teaching begins with successful planning, considering the needs of the pupils we are teaching. The long-term plans for all subjects are agreed with HOYs and the subject leader. They are carefully designed to ensure progression within and between year groups. Foundation subjects are planned around "Key Driver Questions" which inform the key learning outcomes for the unit.

Planning will take the form of a weekly plan for Soundwrite, English, based on the medium term for the half term. Maths planning will take the form of a medium term plan for the unit, following the small steps sequencing from White Rose Maths scheme of learning. Other subjects will be planned from a medium term plan and adapted to meet the needs of the cohort of children.

Planning will be informed by an assessment of prior learning and understanding.

Subject	Pre-teaching assessment	Post-teaching assessment
Writing	Cold task	Hot task
Maths	Previous year group unit assessment	End of term WRM assessment
Early Reading (see Early Reading policy)	Reception Baseline/ Y1 initial code screening check	Half-termly Initial / Extended Code assessment
Reading comprehension	Gap analysis from previous year NFER / SATs	NFER reading assessment
Science and foundation subjects	Informal assessment of prior learning	Key Driver Questions assessment

Meta-cognition

The explicit teaching of skills required to be a successful learner is a key part of learning, marking, assessing and reporting. These key skills are:

Early Years COGs	Main school COGs
Independent Iguana Resilient Rhino Have-a-go Hippo Collaborative Cat	Independence Resilience Reflection Enquiry Collaboration Initiative Creativity

Children should engage with these COGs of learning in all learning sessions, when celebrated by the teacher, reflecting on their learning and independently as they become more able to regulate and manage their own learning processes.

Pedagogy

Our Bankside pedagogy is based around 7 key principles

- Participation
- Pitch
- Purpose
- Persistence

- Pace
- Practice
- Pride

To ensure PROGRESS in learning for all pupils.

Participation:

All adults are involved equally in the leadership of learning. We are in the right place at the right time - which is in the learning sessions, in the classroom. All adults will be working with children supporting learning during lesson times. Dedicated time is set aside for staff to share their roles and responsibilities for upcoming learning.

Staff have high expectations of pupil participation in lessons as active learners. We use dialogic teaching (rich questioning) to build oracy into learning. There is a strong focus on developing spoken language and communication across the curriculum. Questions are asked to all and answered by all. "No hands up" - Think Pair Share is used routinely to ensure that ALL children are participating in the session. We nominate; children do not bid to answer questions. All children are given thinking time and therefore we expect all children to respond so their voice is heard.

Pitch:

We have high expectations of all learners. Lessons are planned as part of a sequence of learning, using long-term plans based on the National Curriculum. Plans are informed by teachers' knowledge of the pupils and their prior learning. Planning is responsive to the prior knowledge of the children and the needs of the cohort. Teachers will track back to previous year groups' objectives if these prior foundations have not been embedded securely.

We aim high and pitch our learning to reflect the high expectations we have for all children to make excellent progress. Scaffolds are used routinely to support pupils who are still embedding early reading, writing and maths skills. SEN Writing Mats, Colourful semantics prompts, SEN Maths Maths Mats, Sound Mats, SW dashes and gestures are all regularly used to support the development of these skills. Concrete apparatus and visual prompts are used to support pupils in Maths and are available for pupils to access independently in their learning.

We plan to extend children's thinking at all stages of learning. Opportunities for additional challenge are planned in to further develop the learning of pupils who have achieved the learning objective for the lesson. This may involve a challenge linked to one of the learning COGs.

All teaching is responsive - informed by the assessment for learning which is constantly taking place in the classroom. Teachers use diagnostic questions ("hinge questions" to inform the next steps in the lesson.

Misconceptions are addressed immediately and used as a learning moment - a stepping stone to success.

Purpose:

All lessons are planned with a clear learning objective. This is a key outcome; something that the child will know or be able to do by the end of the lesson. The LO is clearly shared and displayed - and begins with the phrase "to know or to be able to". It is referred to throughout teaching.

Learning resources will be carefully selected to support the focus learning of the session. Teachers will consider the cognitive load of pupils when designing resources and selecting scaffolds.

Key vocabulary is introduced and displayed during each teaching and learning session. It is explicitly referred back to throughout the session.

Our specific WordAware vocabulary is carefully planned to embed the most impactful words and phrases that children will be expected to learn. These words are explicitly taught, reviewed and revisited throughout the year and beyond.

Marking is clearly linked to the LO, to the Every Day Toolkit for Writing or to children's targets with Purple Pen used to move pupils on in their learning (see Feedback and Marking Policy).

New concepts, ideas and processes will be explicitly taught to children. The teacher models while using "Think-Aloud" as a technique to support pupils to be reflective about their own learning.

Where appropriate, success steps (or toolkits) are used to support children's independent learning. These are devised with the children and modelled throughout the session to reinforce the method/model.

Quality questioning is used throughout the lesson to encourage pupils to develop higher order thinking about the subject matter, in order to develop deeper understanding and to enable pupils to think hard about their learning.

Persistence:

The classroom is a safe space to have a go, not to be sure and to ask for help. Pupils who answer "I don't know" will be supported using the apprenticeship model - Think Pair Share, listening to others' ideas first, using scaffolds provided, to attempt to express their understanding - "If you don't know, what do you think it might be?"

"Stretch the answer" - one word answers need to be stretched: accept and re-model, reinforce the question sentence stem; ask a supplementary question.

Misconceptions are addressed and shared as a learning moment for ALL.

Pupils are empowered to use the resilience cog and to challenge themselves in their learning. Progress in learning is celebrated for all pupils, no matter their attainment level.

Pace:

The appropriate pace of a lesson enables pupils to think deeply and deepen their understanding. Quality questioning, participation of all pupils and high expectations of pupils' learning behaviours are all necessary for this deeper understanding to develop.

Teachers will use their knowledge of the children and their assessment for learning in the moment to establish the appropriate pace of moving the learning forward. In some lessons, pupils may be developing speedy recall of facts and retrieving previous learning, which may mean that a faster pace is possible, provided the majority of pupils are keeping up with this pace.

Practice:

Embedding new learning into long-term memory requires thinking hard about what is being learnt. Retrieving this learning strengthens pupils' memory. Revisiting previously taught objectives is therefore essential to securing learning in long term memory.

Retrieval learning is built into each sequence of learning. Each new topic of learning begins with an assessment task, to assess what children have remembered and activate their prior knowledge which they will be building upon in upcoming lessons. During the topic, pupils will be retrieving and building upon the learning they have already secured. At the end of the topic, pupils are expected to use and apply their knowledge in independent tasks; either a formal assessment or answering the Key Driver Questions to demonstrate their understanding.

The end of the topic does not mean that the retrieval practice stops: regular revisits are planned in through: vocabulary retrieval practice, flashback retrieval practice in Maths, Key Mathematical Recall Practice sessions and Science fluency practice.

Pride:

Teachers have high expectations of the skills and knowledge children are able to develop, and the quality of work they are able to produce. Quality learning and progress is shared with parents through our weekly newsletters, on Class Dojo, informal sharing and at parent consultation evenings.

Teachers promote high standards of presentation and have an agreed "Everyday Toolkit" for writing expectations in their year group. Handwriting is taught explicitly, modelled in shared writing across the curriculum and celebrated within classrooms.

All staff and pupils take pride in their school environment. Teachers use the learning environment checklist to make sure their learning environment is a positive and purposeful place for children to learn.

Teachers promote the learning COGs which are the focus of Headteacher Awards.

Subject specific guidance

The sequence of learning in some subject areas has additional guidance as below:

Reading and Spelling - Reading and spelling are taught using a Soundwrite approach throughout school. Progression of skills and knowledge is mapped out and taught with fidelity to the programme.

Writing- Writing is taught through a Talk for Writing approach - see Writing policy
Writing Progression Plan sets out the progression of teaching in each topic.
Everyday Writing Toolkit focuses on retrieval of core skills for each year group.

Reading - Regular practice of reading skills takes place during whole class Fluency sessions (KS2), group and individual reading.

Maths - White Rose Maths scheme of learning using adapted long term plan.
Daily flashback questions to retrieve and recall prior learning
Daily Key Mathematical Recall / Mastering Number session (outside of Maths lesson)

Impact

The impact of the teaching and learning policy is under regular review. There is an assessment, monitoring and evaluation schedule (AME) which sets out the regular review of different areas of school and curriculum across the year.

Learning walks conducted by members of the leadership team allow areas of strength and development to be identified, and support to be put in place to improve these areas. Learning observations and demonstration lessons are also conducted across the year, usually with a particular focus on a School Development Priority. Subject leaders conduct pupil interviews and book looks to establish the standards of learning, the quality of work produced and pupils' attitudes and experiences of their subject. This enables us to reflect on the curriculum journey as well as the impact of the teaching and learning that has taken place.