

Teaching and Learning Policy 2025-2026

The Bankside Way



**Bankside
Primary School**

Putting down strong roots for success

Approved by:

Governing Body

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1. Aims and Purpose

This policy sets out the principles, strategies and expectations needed to secure high standards of teaching and learning in turn achieving the school’s vision and is underpinned by the Teachers’ Standards. In doing so, it ensures new and existing members of staff understand and are able to implement the school’s approach to teaching and learning, ensuring quality learning experiences for all pupils.

This policy should be read in conjunction with the Feedback and Marking policy, Assessment policy, and the Behaviour Policy as well as the curriculum policies for each subject area.

2. Our guiding principles

At Bankside Primary School, we endeavor to secure the highest possible standard of teaching and learning in an inclusive environment as part of our central aim of **‘Putting Down Strong Roots for Success’**. We believe all pupils regardless of need or background must have access to high quality standards of teaching and learning so that they are able to access the broad and balanced curriculum the school offers. Our curriculum is coherently sequenced and relevant to the pupils’ needs and interests. Through high quality teaching and learning, we aim to inspire an enthusiasm for lifelong learning and ensure pupils are prepared with the necessary skills and knowledge needed to succeed in the next stage of their education, while also preparing them for life in modern 21st Century Britain.

In order to achieve this, the aims set out in the diagram below are at the heart of all teaching and learning across the school.

Curriculum Intent

Bankside Best

We want the best for, and the best from you.



We put down 'strong roots for success' into all elements of school life and learning because we believe all children, regardless of need or background, should have access to a broad and balanced curriculum, which is coherently sequenced and relevant to their needs and interests.

We have designed the curriculum to inspire enthusiasm for learning and prepare children with the necessary skills and knowledge needed to succeed in the next stage of their education while also preparing them for life in modern 21st century Britain.

3. Roles and responsibilities

Teaching and learning in our 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 pupils' learning at all times:

3.1 Teachers

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the [Teachers' Standards](#)
- Actively engage parents/carers in their child's learning through regular use of ClassDojo, providing pictures (when required) for the school's newsletter and website. Teachers will also clearly communicate the purpose of home learning (where necessary)
- Update parents/carers on pupils' progress regularly, this includes at three parent/carer evenings (Autumn, Spring and Summer Term) and produce an annual written report on their child's progress
- Meet the expectations set out in the school's other relevant policies such as; Behaviour Policy, Assessment Approaches, Marking and Feedback Policy (list not exhaustive)

3.2 Support staff

Support staff will:

- Know pupils well and differentiate support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Be supportive of the school's deployment of support staff on a needs based approach (flexible and responsive to our pupils' ever changing needs)
- Use agreed assessment for learning strategies
- Use effective 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 the school's other relevant policies such as; Behaviour Policy, Assessment Approaches, Marking and Feedback Policy (list not exhaustive)

3.3 Subject Leaders and Heads of Year (HOYs)

Subject Leaders and Heads of Year at our school will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Sequence lessons in a way that allows pupils to make good progress from their starting points
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- Drive improvement in their subject/year group, working with teachers to identify any challenges
- Timetable their subject to allocate time for pupils to:

Achieve breadth and depth

Fully understand the topic

Demonstrate excellence

- Moderate progress across their subject/year group by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- Agree the planning responsibilities within year group team, lead the planning meeting and monitor the quality of planning and resources that are shared
- Take part in regular monitoring of the curriculum to ensure the intended curriculum is helping all children to make excellent progress from their starting points and a consistent approach is evident across school/year group (learning walks, pupil voice, teacher feedback, parent/carer feedback, audits, planning scrutinies and book looks)
- Create and share clear intentions for their subject/ year group
- Provide regular opportunities for teachers to share ideas, resources and good practice
- Meet the expectations set out in the school's other relevant policies such as; Behaviour Policy, Assessment Approaches, Marking and Feedback Policy (list not exhaustive)

3.4 Senior leaders

Senior leaders 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
- Take part in regular monitoring of the curriculum to ensure the intended curriculum is helping all children to make excellent progress from their starting points and a consistent approach is evident across school/year group (learning walks, pupil voice, teacher feedback, parent/carer feedback, audits, planning scrutinies and book looks)
- Address underachievement and intervene promptly
- Meet the expectations set out in the school's other relevant policies such as; Behaviour Policy, Assessment Approaches, Marking and Feedback Policy (list not exhaustive)

3.5 Pupils

Pupils will:

- Take responsibility for their own learning, and support the learning of others
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
- Be curious, ambitious, engaged and confident learners
- Know their targets and how to improve
- Put maximum effort and focus into their work
- Complete home learning activities as required
- Meet the expectations set out in the school's Behaviour Policy

3.6 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
- 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

3.7 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

4. Planning

Teachers are responsible for planning and delivering the school's curriculum to their class and adapting any resources to meet the needs of pupils within the class. Teachers can expect to have a weekly entitlement of planning, preparation and assessment time to enable them to do this. The school has planned release time so that teachers within a year group can meet together and delegate the curriculum planning within the team. This approach has been chosen to reduce teacher workload, ensure coherence and consistency between classes and encourage collaboration and sharing good practice. Part of the allocated planning time will include time to share the planning - a meeting between the teachers to discuss and share planning. This meeting is to take place in school and teachers need to be available for 1 hour to take part in the planning meeting. The allocation of planning between the teachers is to be agreed by the Head of Year and reviewed regularly.

The purpose of planning is to ensure high quality learning experiences for children. In order to support teacher workload and collaboration between colleagues, school has a Google Drive where planning and resources can be shared, reviewed, and adapted. All teachers are expected to save their planning into their year group planning folder on Google Drive.

Teachers must refer to the Long term plans created by Heads of Year and Subject Leaders to ensure the progression of skills, knowledge and vocabulary across the curriculum. The medium term planning templates are designed to reduce teacher workload and ensure high quality teaching and learning across the curriculum. These templates must be used to plan weekly / daily lessons for each unit of work.

For further information about planning for the Early Years curriculum please see our Early Years policy.

5. Learning environment

When pupils are at school, learning will take place in classrooms, intervention spaces, main hall and outdoor learning spaces.

These spaces will be **kept safe, clean and ready** for pupils to use them.

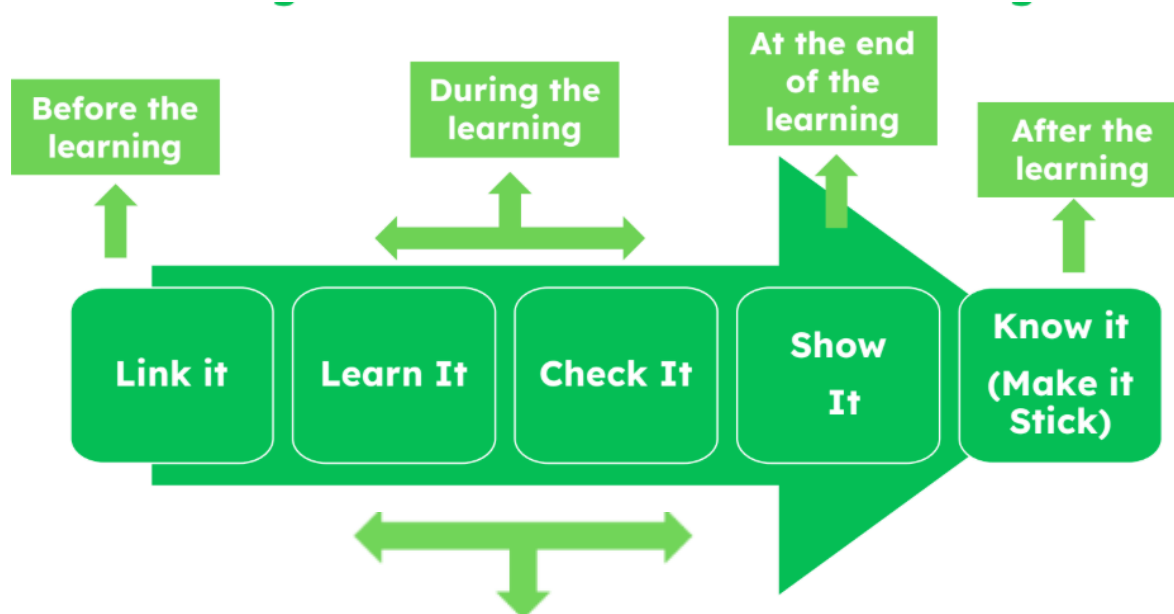
They will be arranged to promote learning through:

- Clearly labelled, comfortable and attractive zones such as reading corners and quiet areas
- Learning walls showcasing the pupils' learning journey throughout a topic
- 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
- Promotion of **Everybody is Welcome Here** – a visible celebration of the diversity within the school and local community ensuring **representation** for our pupils and their families

Teachers must ensure their classroom meets the requirements set out in the school's Learning Environment Expectations - See also appendix 1

6. Learning Journey - The Bankside Way

Our curriculum follows a pedagogical process which is firmly rooted in Rosenshine's Principles of Instruction. The "Link It- Learn It- Check It- Show It - Know It (make it stick)" process is used across the curriculum as the Bankside Way of teaching and learning. This approach is focused on children's prior knowledge and ensures opportunities for regular retrieval practice beyond the point of learning.



| | |
|--|-----------------|
| Teacher explains and models teaching new material in small steps | 'I do' |
| Teacher checks for understanding | |
| Children engage in guided practice with scaffolding as needed (scaffolding and support are gradually withdrawn) | 'We do' |
| Children engage in independent practice (children need many opportunities to perform tasks by themselves) | 'You do' |

7. Adaptive teaching - Learn It, Check It

Adaptive teaching is a pedagogical approach that involves continuously adjusting teaching methods and materials to meet the needs of a wide range of learners. It is responsive to individual learners rather than a "one size fits all" approach.

Teaching and learning at our school will take the backgrounds, needs and current attainment stages of all pupils into account. We will adapt learning to cater to the needs of all of our pupils.

Scaffolding:

Providing scaffolds is a form of guided practice and is a temporary support used to assist children to learn difficult tasks.

Scaffolds can include:

- Teacher modelling which should address the possible misconceptions and errors children may make so children develop an understanding of the possible errors they make while also developing their self-checking and self-correction skills as this is a form of scaffolding.
- Teacher narration of thought process
- Cue card/s
- I do, we do, you do
- Set of instructions/ prompts which can complete part of a task for children or model the completed task against which children can compare their own work
- Checklists
- Exemplars - Providing a range of models such as an example of a completed piece of work (see providing a model section) which children can use to compare their work to. This may include exemplars, which demonstrate a high standard or work of a lower standard, which could include possible mistakes children may make in their own work helping them be more aware of possible errors to avoid in their work.
- Writing frames
- Word banks
- Sentence starters
- Working walls
- Opening sentence and supporting detail (reading comprehension answer structure)
- Physical manipulatives such as dienes, numicon.
- Visual representations e.g. hundred square, bar model, fraction walls
- Visuals to support understanding (such as Widgeit)
- Colourful semantics
- Planning templates to support children developing their own ideas in a structured way

Effective scaffolding will require lessons to be well resourced in order to support learning. Strategies for the use of resources:

- There are a range of appropriate, accessible and labelled resources available from which children can select materials suitable to the task at hand
- Maths manipulatives are available throughout every maths lesson for pupils to access and use to support their learning and understanding using concrete resources
- All children know where resources are kept and the rules about their access and use
- All children know what they must not touch for reasons of safety and privacy
- Children are encouraged to act independently in choosing, collecting and returning resources where appropriate.
- Children and teachers act together to establish an attractive, welcoming and well organised environment engendering respect, care and value for all resources.

Provide models:

Providing models is a central feature of giving good explanations and a form of cognitive support, which helps children, solve problems and learn new material. These models can also act as a form of scaffolding.

Types of models, which can be provided:

- Worked examples (a worked example is step-by-step demonstration of how to perform a task or how to solve a problem. It begins with teacher modelling and explaining each step that can be taken to solve a problem usually in mathematics) which helps reduce cognitive load.

Teachers should provide children with many worked examples and then gradually reduce the level of completion (eg faded examples), leaving children to finish problems off and ultimately do themselves. Worked examples can be used in mathematics, any kind of structured writing or technical procedures such as grammar exercises.

- Exemplars of completed tasks (eg What a good one looks like) or examples of features of writing or grammar structures such as 'All of a sudden' as an example of a fronted adverbial.
- Teacher modelling and thinking out loud (teacher narration of thought process). This will help develop children's capacity for metacognition and self-regulation by teachers modelling their own thought processes when engaged in a task. Teachers should narrate the decisions and choices they make, how to write in a style appropriate for a certain purpose and audience, making particular choices of words and phrases. This helps make the implicit, explicit (showing the thought process) which supports children to form their own mental model. Such thinking out loud provides the novice learner with a way to observe 'expert thinking' that would otherwise be hidden. Teachers should also anticipate errors children may make and address these through their modelling by showing or discussing the mistakes which children frequently make.

When modelling the teaching of writing this should always be done "live" in the lesson with children.

8. Home learning

Home learning, or homework, will support pupils to make the link between what they have learnt in school and the wider world. It's most effective when done in a supportive, secure environment, with focused time set aside.

The school expects all children to read regularly with an adult at home. The school aims for adults at home to read with children at least two times a week. Children have their reading books changed weekly.

Children in Year 3 and 4 are set weekly tasks on Times Tables Rockstars to develop their fluency and rapid recall of times tables facts.

Children in Year 5 and 6 are set weekly homework tasks to help develop independent study habits in preparation for the transition to Secondary School.

9. 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.

For further information on the school's expectations around marking and feedback please see the school's Feedback and Marking Policy.

10. Assessment, recording and reporting

We will track pupils' progress using a combination of formative and summative assessment.

Assessment for learning is used by the teacher before a topic is taught (Link It), during a topic (Check It) and at the end of a topic (Show it).

In core subjects this will include

For writing:

Link It: cold task to assess pupils' understanding of the writing genre

Check It: ongoing teacher assessment within lessons

Show It: hot task - an independent piece of writing which is edited and published by pupils. This is assessed using the Writing Trackers

For Reading:

Refer to the Early Reading Policy for the assessment of Early Reading

Link It: within lessons teachers will assess children's confidence with specific reading skills

Check It: ongoing assessment within lessons

Show It: Teacher assessment using reading trackers informed by NFER reading assessment and observations of pupils within the classroom.

For Maths:

Link It: a pre-assessment at the beginning of a new unit; this could be the previous year's White Rose Maths assessment, testbase questions

Check It: ongoing teacher assessment within lessons

Show It: end of unit assessment (White Rose Maths) and end of term assessment. These are used to assess children's recall and understanding. Teachers will update the Maths trackers from these assessments.

In foundation subjects this will include:

Link It: pre-assessment to identify and activate children's prior knowledge, making links with prior learning and experiences

Check It: Regular retrieval questions (reflection time) to recall the knowledge that has been taught in previous lessons and check children's recall and understanding. Teachers may also use hinge questions, mini-plenaries or exit tickets to assess children's understanding within the lesson, before moving on to the next part of the lesson.

Show It: Children will be expected to show their learning at the end of a unit to support the summative assessments made by teachers. This can be through low-stakes quizzing, oral presentation or presenting their knowledge through a learning summary based around the Learning Question.

Teachers will also make judgments about the disciplinary knowledge (skills) children have shown during the unit based on observations of pupils within lessons.

Know It (make it stick): Opportunities for spaced retrieval are planned by teachers to ensure that children can retain their new knowledge. This could include: reflection basket time to revisit prior term's learning, reflection time focusing on prior learning or reflection grid

Linking each unit to the prior learning which has gone before also provides regular opportunities to retrieve and revisit this learning, activating the knowledge before building upon it. Clear links are made within the planning overviews so that teachers are aware of the previous teaching.

We will provide at least half-termly targets for children in writing, and provide termly verbal reports against these at parents' evenings. Pupils will receive a written report annually that will be shared with parents and carers in the final Parents' Evening in July each year.

11. 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.

SLT, Subject Leaders and HOYs will monitor and evaluate the impact of the curriculum and teaching on pupils' learning through:

- Conducting learning walks
- Book Looks/Pupil Profiles
- Termly pupil progress meetings
- Pupil Voice
- Gathering input from the school council
- Planning Looks

Please see the school's Monitoring Policy for further information.

12. Review

This policy will be reviewed every 2 years by the headteacher, SLT and Teaching and Learning Governor Committee. At every review, the policy will be shared with the full governing board.

13. Links with other policies

This policy links with the following policies and procedures:

- Behaviour policy
- Early Reading Policy
- Early Years Foundation Stage (EYFS) policy
- SEN/SEND policy and information report
- Monitoring Policy
- Feedback and Marking policy
- Home-school agreement
- Equality information and objectives

14. Appendices

Appendix 1
Learning environment checklist 2025

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| General | |
| Exercise books organised and tidy | |
| Children's equipment organised and tidy | |
| COGS for learning visuals | |
| Provision area resources in labelled baskets | |
| Displays - neutral backing paper, one accent colour | |
| Behaviour -Golden rules visuals | |
| Behaviour blueprint | |
| Maths | |
| Hundred square | |
| Current learning on working wall including key vocabulary | |
| Resources organised and accessible e.g. multilink, dienes, numicon, beadstrings, etc | |
| N,R,Y1 - numberline with matching numicon and numeral | |
| | |
| English | |
| Handwriting display – Debbie Hepplewhite font | |
| English working wall with current learning | |
| Colourful semantics with working example | |
| R, Y1, Y2 - T4W washing line | |
| Word aware - word of the week | |
| Colourful semantics with example sentence linked to current topic | |
| Soundwrite | |
| Up to date working wall with black display paper. | |

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| Everyday words | |
| Reading area | |
| Books organised in baskets / sections | |
| Some front-facing books | |
| Reading display | |
| Cosy and inviting | |
| Interactive -books read throughout the year on display. Questions for the children to post answers to. Reviews and recommendations. | |
| Inclusion | |
| Zones of regulation display | |
| Visual timetable | |
| Individual work areas as appropriate | |
| Communication boards as appropriate | |
| Now and next as appropriate | |
| Science | |
| Skills displayed | |
| Key vocabulary displayed | |
| Key Learning Question displayed | |
| Foundation subjects | |
| Key Learning Question for each subject displayed | |
| Key vocabulary displayed with images | |
| Skills displayed | |
| History timeline | |
| Big Create displayed (EYFS only) | |
| Learning journeys / play sequences displayed (EYFS only) | |

Appendix 2:

The Bankside Way Glossary – definition of our shared language and terminology in school

| Term | Definition | Policy/Key Staff for further information |
|-------------------------|--|---|
| Inclusion | Ensuring every child has a high quality educational offer that meets their individual needs. | AHTSchool Based Lead Practitioners/External agencies |
| Equity | The term “equity” refers to fairness and justice and is distinguished from equality: Whereas equality means providing the same to all, equity means recognising that we do not all start from the same place and must acknowledge and make adjustments to imbalances. | Nurture, Behaviour Policy, Curriculum Aims and Values (intent) ALL staff. |
| Diversity | The fact that the school has a global population and our families come from all over the world. This means that the school ensures relevant representation for pupils, for example, through a de-colonised curriculum, carefully selected resources and bespoke curriculum enrichment opportunities. | SLT, Subject Leads, Curriculum documentation |
| Modelling | Teachers should narrate the decisions and choices they make e.g. how to write in a style appropriate for a certain purpose and audience, making particular choices of words and phrases. This helps make the implicit, explicit (showing the thought process) which supports children to form their own mental model. | AHTs/Subject Leads |
| Pupil attainment | The measure of a pupil’s current learning stage against age-related expectations. | DHT/HOY Assessment Policy DFE Assessment Frameworks |
| Pupil progress | The measure of pupil achievement based on measuring progress of a pupil from their starting point, to current attainment stage. | DHT/HOY Assessment Policy DFE Assessment Frameworks |
| Ability | A term used to describe a pupil’s academic stage - this language indicates low expectations as ability suggests a fixed state of potential rather than attainment which can improve and develop. We do not use the terms “low ability, middle ability and high ability” to describe our pupils in school. We instead refer to pupil attainment. | Assessment Policy/HOYs |
| Long term plan | Year group (e.g. Year 2) or subject specific plans (e.g. science) which indicate the units of work that a year group will study over the course of each academic year. | Subject Leaders and HOYs |

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| Medium term plan | The detailed plan that indicates the learning, content and end points of a unit of work stated on the school's long term plans. Teachers use these plans to develop their own weekly/daily lesson plans. | Subject Leaders and HOYs |
| Teaching of vocabulary | We explicitly teach the meaning of new/challenging vocabulary through direct instruction. We do not leave the meaning unclear or for pupils to "guess" the meaning of words. | AHT Core Standards |
| Tier 1 vocabulary | High frequency, every day words such as she, he, said, sun, sad, happy. | AHT Core Standards |
| Tier 2 vocabulary | High frequency academic words encountered in written text and formal contexts, but which are less frequently used in everyday conversation. Words such as adjacent, consequence, precise and significant. | AHT Core Standards |
| Tier 3 vocabulary | Low frequency, subject and context specific vocabulary such as photosynthesis, molecule | AHT Core Standards |
| Independent practice | Opportunity for children to practice a newly taught skill or application of knowledge without adult or peer support. | Teaching and Learning Policy, AHTs |
| Guided practice | Opportunity for children to practice a newly taught skill or application of knowledge with support/direction from an adult or with the use of a manipulative or scaffold. | Teaching and Learning Policy, AHTs |
| Direct instruction | A teaching method that uses explicit, systematic and structured lessons designed to impart specific knowledge and skills. It is based on clear explanations, guided practice and frequent low stakes assessment to ensure student understanding and mastery of the curriculum. | Teaching and Learning Policy, AHTs |
| Manipulatives | Practical apparatus that support children with their learning of new skills or knowledge. Examples include counters, numicon dienes. | Teaching and Learning Policy, AHTs, Maths Subject Lead |
| Scaffolds | A resource that supports children to apply a skill or knowledge during practice activities. These include a writing frame, vocabulary list, sentence stems or worked example. | Teaching and Learning Policy, AHTs, Subject Leads |
| Adaptive teaching | A pedagogical approach that involves continuously adjusting teaching methods and materials to meet the needs of a wide range of learners. It is responsive to individual learners rather than a "one size fits all" approach. | Teaching and Learning Policy, AHTs |
| Oracy | The skills involved in using spoken language effectively for communication. It includes both the ability to articulate oneself clearly and the ability to understand and respond to others' speech. | Teaching and Learning Policy, AHTs, Oracy Subject Lead |

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| High expectations | The belief and demonstration that all pupils can achieve at high levels combined with challenging yet achievable goals. Our school expects all staff to foster an environment where students are encouraged to strive for their full potential both academically and in their behaviour and attitudes. | Teaching and Learning Policy, SLT, Behaviour Policy |
| High aspirations | Striving for a high level of success and the ambition to achieve significant goals. A crucial tool for self-improvement. | Teaching and Learning Policy, SLT, Behaviour Policy, Pastoral Team |
| Learning Walk | A planned form of low stakes monitoring of teaching and learning and the curriculum. This is a tool used to assess the effectiveness of the school's curriculum offer - not as a tool for individual staff performance management . A learning walk highlights strengths areas of good practice that can be shared more widely with the staff team as well as whole school areas of development. | Monitoring Policy, SLT |
| Book Look/Profile Look | Analysing samples of pupil books and the quality of evidence of learning across the curriculum. | Monitoring Policy/Marking and Feedback Policy/SLT |
| Pupil voice | Discussions with pupils focusing on the depth of understanding of their learning and the process of learning. | Monitoring Policy/SLT |
| Lesson Observation | Formal observation of teacher/staff used as part of performance management process. | Monitoring Policy /SLT |