



Teaching and learning policy

At **Bank End Primary Academy**, we are committed to delivering an ambitious, carefully planned, and coherently sequenced curriculum that ensures all pupils build upon prior knowledge and skills as they progress towards clearly defined end points.

Mastery Learning

At Bank End, we follow the principles of **mastery learning**—where learning outcomes remain the same for all pupils, but the time and support provided may differ to ensure success.

Each subject is broken down into sequential units with clearly defined objectives. Pupils are expected to demonstrate secure understanding—typically an 80% success rate—before moving on to the next stage. Those who need extra time, scaffolding, or reinforcement receive it, ensuring no child is left behind. The vast majority of pupils move through the curriculum together.

Quality First Teaching

Our pedagogy is rooted in **Rosenshine's Principles of Instruction**, which inform the design and delivery of all lessons:

Sequencing and Modelling

- Present new material in small, manageable steps.
- Provide clear models and scaffolding for challenging tasks.

Questioning

- Use strategic questioning to assess understanding.
- Check for comprehension frequently and adapt teaching in real-time.

Reviewing

- Incorporate daily, weekly, and monthly retrieval to strengthen long-term memory.



Stages of Practice

- Guide practice before moving to independent work.
 - Ensure high success rates through clear instruction and feedback.
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Pedagogy

Our teachers plan with clarity and purpose, always beginning with the end in mind. Units are designed to ensure:

1. **Pre-learning quizzes** identify gaps in essential prior knowledge at least two weeks before a unit begins.
 2. **Targeted gap teaching** addresses identified needs before and during new learning.
 3. **Daily retrieval practice** helps transfer knowledge to long-term memory.
 4. **Explicit instruction and modelling** reduce misconceptions and cognitive overload.
 5. **Scaffolding** supports all learners, especially those with SEND, without creating dependency.
 6. **Live assessment and questioning** allow in-the-moment feedback to correct and guide.
 7. **Guided practice** encourages collaboration and peer support using Kagan structures.
 8. **Independent practice** reinforces new learning and builds fluency and confidence.
 9. **Formative assessment** is continuous and verbal feedback is acted upon immediately.
 10. **Post-unit review and quizzes** measure retention and inform future planning.
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Corrective Teaching & Assessment

We anticipate that children may need additional input to meet learning goals. Opportunities for **corrective teaching, extra practice, and reteaching** are built into medium-term and daily planning. Success is measured by 80%+ attainment on assessments to confirm knowledge has been embedded.



Catch Up & Keep Up

- **Catch Up:** Diagnostic assessments, taken two to three weeks before a unit begins, identify prerequisite knowledge. Gaps are addressed through targeted pre-teaching.
 - **Keep Up:** Between lessons, additional support is provided by teachers and teaching assistants to ensure all children can access and progress through the curriculum in real time.
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New Arrivals

All new arrivals are assessed for reading, writing, and maths, and receive tailored support to ensure swift integration into the classroom curriculum.

Learning Environment

Our classrooms are inclusive, structured, and purpose-driven. Walls display:

- Prior, current and future learning.
- Dual-coded vocabulary and vertical curriculum concepts.
- Teacher modelling and scaffolding materials.

A climate of high challenge and high trust empowers pupils to take risks, make mistakes, and grow. Transitions are smooth, and routines are embedded to maximise learning time.

Where appropriate, lessons take place in our **immersive classroom**, bringing the curriculum to life and enriching children's experience.

Vocabulary Development

We recognise that vocabulary is central to comprehension, articulation, and academic success. At Bank End, we explicitly teach **tier 1, 2, and 3 vocabulary** daily, using direct instruction and etymology to expand pupils' understanding across the curriculum.



Continuing Professional Development

Weekly CPD sessions ensure our staff remain experts in the curriculum and pedagogy. Supported planning, coaching, and subject-specific training empower teachers to respond to misconceptions and adapt their practice effectively.

Education with Character

At Bank End, we champion not just academic success but **personal growth**. Our 'hidden curriculum' nurtures:

- Ambition
- Resilience
- Leadership
- Creativity
- Independence
- Compassion

These values are reinforced through opportunities in sport, the arts, pupil leadership, clubs, volunteering, and performance.

Cultural Capital

We actively plan for **Cultural Capital**—the essential knowledge needed to thrive in society. Our pupils engage in a wide breadth of experiences, including:

- Educational visits
- Guest speakers
- Theatre and museum links
- National enrichment programmes such as **Junior Dukes** and **Votes for Schools**

A **careers curriculum** introduces pupils to the world of work. Children explore career paths linked to each subject, helping them see the value of their learning and plan for their futures.



Pupil Leadership

Bank End pupils are empowered to lead. They participate in the **United Learning Pupil Leadership Programme** and take active roles as **curriculum subject ambassadors**, supporting subject leaders in monitoring curriculum quality and pupil voice.

Empathy Lab

Bank End Primary Academy is committed to shaping the **empathetic citizens and leaders of tomorrow**. Empathy Lab texts are embedded within our **curriculum** and woven throughout all subjects, especially reading and PSHE, and is designed to give pupils the understanding and skills to approach issues within our immediate context and wider world with empathy.