

Document Control	
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Teaching Policy

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Policy Statement

The policy of Banstead Prep School is to provide exemplary teaching which enables all pupils to increase their understanding and develop skills across the curriculum. Teachers must aim to foster in pupils an interest in their work and an ability to think and learn creatively and become enthusiastic, self-motivated and independent learners. In all areas of the curriculum teaching must encourage effort, be that intellectual, physical or creative. To this end staff must follow the points made in this document.

This policy applies to all teaching staff, including those in the EYFS setting. The document is available to all interested parties on the school's website and in hard copy from the School Office. The school is committed to ensuring that the application of this policy is non-discriminatory, in line with the UK 2010 Equality Act and the school's own Equal Opportunities Policy. Banstead Prep School seeks to implement this Teaching Policy through the procedures set out in the rest of this document.

Curriculum Delivery

Teachers at Banstead Prep School will aim to make every lesson outstanding by:

- enabling pupils to acquire new knowledge and to make good progress according to their ability to increase their understanding and develop their skills in the subject being taught
- fostering the application of effort (intellectual, physical and creative), interest in their work, the ability to think and learn for themselves, and self-motivation
- displaying evidence of well-planned lessons, and effective teaching methods, activities and management of class time
- showing a good understanding of the aptitudes, needs and prior attainments of the pupils, and that these have been taken into account when planning lessons

- following the Rosenshine principles of instruction
- displaying a high level of knowledge and understanding by the teacher of the subject matter being taught, and communicate this enthusiastically to pupils
- employing an excellent range of teaching strategies, high-quality resources and activities, thus enabling all pupils to fulfill their academic potential
- ensuring that marking of pupils' work is both regular and thorough and that full records are kept in line with the Marking and Feedback, and Assessment, Recording and Reporting Policies.
- ensuring that regular and thorough pupil assessment is used to inform lesson planning so pupils can make progress, and evaluate pupil performance both in terms of the school's stated aims and national norms
- putting strategies in place to assist pupils with SEND or those who aren't progressing as expected, whether through differentiation, or using the graduated approach or other appropriate strategy to support.
- ensuring a reflective approach to teaching and learning which is evident in planning
- using effective strategies for managing behaviour and encouraging pupils to act responsibly.
- having high expectations of pupils
- creating a stimulating and positive learning environment
- inspiring trust and confidence
- being consistent with the aims of the PSHCEE Policy and the Behaviour for Learning Policy to manage behaviour and encourage pupils to behave responsibly
- not discriminating against any pupil in any way, in accordance with our statutory responsibilities (Part 6 UK 2010 Equality Act) including not discriminating unlawfully against pupils with disabilities
- not undermining in any way the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs, and respect for the protected characteristics of the UK 2010 **Equality Act**
- developing in every pupil the values, skills and behaviours they need to get on in life, through our 'Learning Powers', which underpin success in both education and employment.
- developing thinkers who understand how they think

Teachers at Banstead Prep will:

- keep abreast of current thinking and development in their subject area(s).
- assist the Subject Leaders and SLT with the development of appropriate specifications, schemes of work and teaching styles
- meet teaching standards
- follow Rosenshine Principles

- share resources and training materials with colleagues. Any resources made by teachers whilst in the employment of the school are the school's 'intellectual property' and resource sharing is therefore actively encouraged and expected.
- work with the other members of the school to ensure that all resources are well looked after and that the school provides a stimulating environment for teaching
- contribute to school activities, e.g. enrichment work, clubs, societies and trips
- provide or contribute to oral and written assessments, reports and references relating to individual pupils
- attend Parents' Evenings
- refer to and follow the school monitoring and evaluation cycle
- use the pupil note system to report achievements, concerns or sanctions and follow up any achievement or concern added for a pupil in their Form or Subject group (CPOMS/ISAMS)
- take appropriate action in cases of student absence e.g. sending work home where appropriate or directly contacting pupil
- attend and contribute to relevant meetings when required
- be involved in a House and attend House meetings and supporting House events
- take part in or lead one or more extra-curricular activity
- attend and support assemblies and extra-curricular events e.g. concerts, plays
- meet the health and safety requirements of the school and report any health and safety issues in accordance with the Health and Safety Policy and Fire Safety Policy
- be familiar and implement the First Aid policy and procedure and report to the Assistant Head Pastoral any items used from the first aid kits
- ensure their teaching environment is clean and tidy
- carry out a share of supervisory duties in accordance with published schedules and the Supervision Policy
- be familiar with all key school policies and the Staff Handbook.
- Model, encourage and promote the school 'Learning Powers'.
- Encourage all children to understand how they think using the 'Thinking Framework'. (Metacognition)

Pastoral Care is the responsibility of all members of staff at Banstead Prep School, staff must:

- contribute to the pastoral care and personal development of pupils
- create time for pupils and get to know them as individuals
- support pupils in their extra-curricular activities by trying to attend sporting, musical and dramatic events
- support pupils through maintaining appropriate confidentiality and the highest standards of professionalism
- seek to address the aims of the school as set out in the Pastoral Care Policy and PSHCEE Policy
- report any pastoral concerns to the Form Tutor or in serious circumstances the Assistant Head Wellbeing or Deputy Head

- be fully conversant with the Safeguarding policy and report any concerns or allegations to the Designated Safeguarding Lead (Julie Windett, Assistant Head Safeguarding and Well being) or one of the designated deputies (Jon Chesworth-Headteacher, Sarah Nunn – Deputy Head, inc. EYFS). This includes having an awareness of the school's Prevent Strategy.
- be aware of pupils who need extra support, refer to the weekly welfare list
- complete registration in line with the school's procedure
- attend welcome/Information Evenings at the beginning and end of the academic year if applicable

Professional Development is an important aspect of teaching at Banstead Prep School.

Staff must:

- take responsibility for their own professional development and use the outcomes effectively within school. This includes making the most of opportunities provided within school to learn about using new technologies, especially iPads, to complement the curriculum.
- attend whole school INSET sessions. Part-time staff are expected to attend INSET days on at least a pro-rata basis, even if the INSET falls on days when they are not normally in school.
- complete mandatory safeguarding training annually, as well as attend or read regular briefings as required, including weekly updates circulated by the DSL. Volunteers are made aware of the arrangements for such training.

And in all matters teachers must remember that they are setting an example to pupils at Banstead Prep School and their behaviour and dress must reflect this responsibility.

This policy is supported and complemented by:

- The Curriculum Policy
- The Special Educational Needs and Disabilities Policy
- Assessment Reporting and Recording Policy
- Behaviour Management Policy
- Supervision Policy
- Pastoral Care Policy
- PSHCEE Policy
- Child protection policy
- United Learning Student-Staff Relationship letter

Date of next review: September 2025

School Monitoring and Evaluation Cycle 2024-25

	Autumn	Spring	Summer
Performance Appraisal	End of Year Review* Set new Targets*	Interim PDR*	Complete PDR
Monitoring of Teaching	New Teachers – lesson Obs **** Learning Walks	All Teachers – Lesson Obs **** Learning Walks	All Teachers – Lesson Obs **** Learning Walks
Scrutiny of Planning	Long Term-Sep**, Medium Term-Sep** Weekly planning-weekly**	Medium Term-Jan** Weekly planning-weekly**	Medium Term-Apr** Weekly planning-weekly**
Scrutiny of work	Maths, English, Science, RS, Humanities, languages (1 st half of term)*, EYFS, Art, Comp, PHSCEE (2 nd half of term))* , all subjects **	Maths, English, Science, RS, Humanities, languages (1 st half of term)*, EYFS, Art, Comp, PHSCEE (2 nd half of term))* , all subjects **	Maths, English, Science, RS, Humanities, languages (1 st half of term)*, EYFS, Art, Comp, PHSCEE (2 nd half of term))* , all subjects **
Moderation of Work	English Nov ****	English March Maths Feb ****	English May Maths June ****
Learning Environment Monitoring	Learning Walks*** Displays****	Learning Walks*** Displays****	Learning Walks*** Displays****
Assessment & Data Analysis	Pupil Progress tracking review **** EYFS analysis from sum * EYFS Baseline GL assessments, End of Term Tests, Writing, Star Reader* CATS – Yr 5, CATS – Yr 3 Dyslexia Screening Complete tracking sheets and analysis of data Target setting*	Pupil Progress tracking review **** End of Term tests, Writing, Star Reader* Complete tracking sheets and analysis of data* Review targets*	Pupil Progress tracking review **** GL assessments, Writing, Star Reader* EYFS Profile Complete tracking sheets and analysis of data* Review targets*
Subject Leaders	Curriculum Overview* Action Plan Monitor Planning Book Look Maths and English Subject review	Curriculum Overview* Maths and English Subject review Evaluate Action plan Monitor planning Book Look Collect evidence	Curriculum Overview* Subject review Evaluate Action plan Monitor planning Book Look Collect evidence
SDP, Review & Evaluation	SDP implemented** Subject Leaders – Action plan Evaluation (SLT and Subject Leaders – December) ***	Evaluation (SLT and Subject Leaders – March) ***	Evaluation (SLT and Subject Leaders – June) ***
SMSC – grid tracker	Weekly input by staff* Monitored by JW each half term	Weekly input by staff* Monitored by JW each half term	Weekly input by staff* Monitored by JW each half term
Pupil Voice	Pupil Parliament	Pupil Parliament	Pupil Parliament
Parents	Meet the teacher Parent Consultations(Oct) Grades (December) Show and Share	Parent Consultations(March) Grades (March) Show and Share	Reports (July) Show and Share Prize giving

