

Document Control	
Document Title:	Teaching
Date of Last Review:	August 2026
Next Review Due:	August 2027
Person Responsible:	Deputy Headteacher

Teaching Policy

Contents:	Page
Policy Statement	1
Curriculum Delivery	2
Professional Development	4
Appendix	5

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. Teaching is age-appropriate and developmentally sequenced. 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.

The school recognises that high-quality teaching contributes not only to academic achievement but also to pupils' personal development, safeguarding and wellbeing. Teaching across the curriculum provides pupils with the knowledge, vocabulary and critical thinking skills needed to make informed decisions, build healthy relationships, stay safe both online and offline, and prepare positively for life in modern Britain.

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 make strong progress according to their ability, increasing their understanding and developing their skills in the subject being taught, with a focus, where appropriate, on metacognition, curiosity and independent thinking

- delivering learning that is age-appropriate, developmentally sequenced and builds progressively year-on-year, ensuring that new knowledge and skills are carefully scaffolded and revisited over time
- fostering intellectual, physical and creative effort, encouraging pupils to develop resilience, self-motivation, critical thinking and the confidence to become independent learners
- displaying evidence of well-planned lessons, effective teaching methods, purposeful activities and the efficient use of lesson time
- showing a secure understanding of pupils' aptitudes, needs and prior attainment, using assessment effectively to inform planning, adapt teaching and ensure all pupils make sustained progress
- displaying a high level of subject knowledge and communicating this enthusiastically, accurately and objectively, ensuring factual information is presented clearly whilst encouraging pupils to evaluate evidence, ask thoughtful questions and think critically rather than simply accepting information
- employing a broad range of high-quality teaching strategies, resources and activities that enable every pupil to fulfil their academic potential
- ensuring teaching reflects current safeguarding priorities and equips pupils, where appropriate, with the knowledge, vocabulary and understanding needed to keep themselves safe, both online and offline
- encouraging respectful discussion and the exploration of differing viewpoints within an evidence-informed, balanced and age-appropriate framework, fostering confidence, empathy and mutual respect
- ensuring that marking and feedback are regular, purposeful and in line with the school's Marking and Feedback and Assessment, Recording and Reporting Policies
- using regular and robust assessment to monitor progress, evaluate attainment against the school's aims and national expectations, and inform future teaching
- putting effective strategies in place to support pupils with SEND, those who require additional challenge and those who are not progressing as expected, through high-quality adaptive teaching, appropriate differentiation and the graduated approach where necessary
- maintaining a reflective approach to teaching and learning, continually evaluating practice to improve outcomes for pupils
- maintaining high expectations of behaviour, effort and achievement, using effective behaviour management strategies that promote responsibility, self-regulation and positive relationships, in line with the school's Behaviour for Learning and PSHCEE Policies
- creating a stimulating, inclusive and positive learning environment in which every pupil feels valued, respected and able to flourish
- inspiring trust and confidence through positive relationships, consistency and professionalism

- ensuring teaching is inclusive and does not discriminate unlawfully against any pupil, recognising and respecting the protected characteristics set out in the Equality Act 2010 and making reasonable adjustments where appropriate
- promoting, and never undermining, the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths, beliefs and backgrounds.

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
- Share resources and training materials with colleagues in the shared area. Any resources made by teachers whilst in the employment of the school are the school's 'intellectual property' and resource sharing is therefore 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 and other school events as required
- refer to and follow the school monitoring and evaluation cycle
- use the appropriate 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' and Structural Learning tools
- Encourage all children to understand how they think using Metacognitive strategies

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 (inc. EYFS) (Julie Windett, Assistant Head Safeguarding and Well being) or one of the designated deputies (Jon Chesworth-Headteacher, Lisa Crook – Deputy Head. 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 2027

School Monitoring and Evaluation Cycle 2026-27

	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 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, Complete tracking sheets and analysis of data* Review targets*	Pupil Progress tracking review ***** GL assessments, Writing, 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 and PSHCEE	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

Appraisers	Head	SLT	Subject Lead	Whole School
------------	------	-----	--------------	--------------

