Outcomes First Group

Bankside School

Curriculum Policy

Content, Provision and Approach

(Local Policy)

Bankside School
Visible Consistency, Visible Kindness

At Bankside School, our curriculum is shaped by the principle of *Visible Consistency, Visible Kindness*. This tagline reflects our commitment to predictable, trauma-informed structures and emotionally safe learning environments. It underpins our teaching, planning, enrichment, and pastoral care across all key stages.

Curriculum Intent

We empower young people to develop independence, self-esteem, and confidence through a relentless focus on learning and caring. *Visible Consistency* ensures pupils experience structured routines, predictable expectations, and coherent progression. *Visible Kindness* ensures that every interaction, lesson, and intervention is rooted in empathy, respect, and relational safety.

Curriculum Implementation: Tagline in Practice

Area	Visible Consistency	Visible Kindness
Curriculum Maps (Years A–C)	Thematic structure across terms (e.g. "All About Me", "Morality", "Nature Reflection") ensures predictable sequencing and coherence.	Themes such as "Friendship", "Diversity", "Self-esteem", and "Empathy" promote emotional literacy and relational development.
Assessment	6-week transition assessments, PLP targets, and EHCP-linked tracking ensure consistent monitoring.	Pupil voice in journaling, reflective tasks, and self-evaluation fosters ownership and emotional safety.
Teaching and Learning	Structured lesson formats, differentiated planning, and White Rose Maths and Science provide clarity and progression.	Use of artefacts, visitors, and community links enrich engagement and nurture curiosity.
Pastoral Care	Defined roles for pastoral leads, consistent reporting cycles, and integrated routines support stability.	Staff model kindness through celebration of achievements, inclusive enrichment, and trauma-informed responses.
Enrichment	Regular opportunities (Forest School, Animal Care, Outdoor Learning) are embedded across year groups.	Activities are personalised to pupil interests and talents, promoting joy and belonging.
SRE/PSHCE and Careers	Spiral curriculum across the whole school, from KS3 to Post 16, builds consistent understanding of health, relationships, and employability.	Topics such as prejudice, consent, and financial wellbeing are taught with sensitivity and relevance.

Curriculum Planning and Sequencing

- Long-term plans ensure consistency in coverage and progression.
- Medium-term plans allow flexibility while maintaining core objectives.
- Short-term plans are personalised, ensuring kindness in differentiation and support.

Key Skills and Values

Our curriculum promotes:

- Communication, problem solving, and reflective learning
- Independent and creative thinking
- Planning and collaboration

These are taught through consistent routines and kind, inclusive pedagogy.

Compliance: This policy complies with the Independent School Standards Part 1: Quality of Education, paragraph 2(1)(a)

Employability Curriculum

Employability Curriculum at Bankside School

At Bankside School, we are committed to preparing pupils for meaningful futures through a robust and inclusive Employability Curriculum. Careers education is embedded across our thematic curriculum, with cross-curricular links clearly identified in subject documentation to ensure coherence, relevance, and progression.

Our approach is underpinned by the Gatsby Benchmarks, the four strands of Preparation for Adulthood, and a commitment to impartial, high-quality careers guidance delivered by appropriately trained professionals. Pupils engage in a wide range of enterprise, vocational, and community-based projects across all key stages, designed to build confidence, develop transferable skills, and foster aspirations.

Curriculum Overview

Year	Curriculum Theme	Summary of Coverage
KS3 Year A	*All About Me – Who I Am and What I Aspire to Be*	Pupils explore personal identity, strengths, and aspirations. They begin to understand the concept of careers, develop key skills and qualities, and learn how to collaborate effectively with others.
KS3 Year B	*The World Around Me*	Pupils investigate the nature of work and its role in society. They learn about different types of jobs within the school and local community, and begin to understand workplace environments.
KS3 Year C	*Exploring Careers and Challenging Stereotypes*	Pupils access careers information, attend careers fairs, and explore job roles. They examine stereotypes, develop budgeting skills, and engage with employers through structured events such as a Jobs Fair.
Year 10	*Understanding Job Opportunities and Recruitment*	Pupils explore the recruitment process, including job advertisements and applications. They learn about volunteering, engage with local businesses, and take part in job-related activities that build employability skills.
Year 11	*Preparing for Further Education and the World of Work*	Pupils participate in work-related learning, including mock interviews, CV writing, and application forms. They explore health and safety, workplace behaviour, and emergency procedures. Where college placements are not appropriate, pupils engage with off-site venues to explore alternative pathways.
Year 12	*Personal Development and Enterprise*	Pupils identify personal strengths and areas for growth. They undertake enterprise projects, develop customer service skills, and learn to manage money. Activities are designed to promote independence, confidence, and readiness for adult life.

Key Features of the Employability Curriculum

- Cross-Curricular Integration: Careers-related learning is embedded across subjects, with clear links to thematic units and 'The Big Idea'.
- Enterprise and Community Engagement: Pupils participate in mini-enterprise projects, community initiatives, and real-world experiences that promote active citizenship and vocational awareness.
- Impartial Careers Guidance: All pupils have access to independent careers advice, delivered by a qualified professional, ensuring informed decision-making and aspirational planning.
- Work-Related Learning: Pupils engage in structured work-related activities, including employer visits, mock interviews, and workplace simulations.
- Preparation for Adulthood: Curriculum content is aligned with EHCP outcomes and the four PfA strands, ensuring relevance and personalised progression.
- Inclusive and Differentiated Pathways: Careers education is tailored to individual needs, with flexible routes that reflect ability, interest, and long-term goals.

Curriculum Pathways and Transition at Bankside School

At Bankside School, we recognise that successful learning begins with a well-supported transition. Each pupil joining our community undertakes a carefully designed six-week transition programme, during which a series of informal baseline assessments are completed. These assessments focus on identifying existing strengths, knowledge gaps, and developmental needs across core areas including communication, reading, numeracy, and social-emotional development.

This initial phase is delivered in a calm, relational environment and includes:

- Observational assessments
- Engagement profiling
- Reading confidence and phonics screening
- Communication and interaction mapping
- Social and emotional readiness indicators

Where appropriate, pupils requiring a systematic synthetic phonics programme will begin with Twinkl Phonics, with cohort-based reviews determining the suitability of alternative schemes such as Dandelion or Read Write Inc. This ensures that literacy provision is both responsive and evidence-informed.

Personalised Target Setting and Curriculum Routes

In collaboration with the pupil, their family, and relevant professionals, each learner is allocated personalised targets linked to their Education, Health and Care Plan (EHCP) and the four strands of Preparation for Adulthood:

- Employment
- Independent Living
- Community Inclusion
- Health

These targets are embedded within the curriculum and revisited regularly through structured reviews. Pupils will follow one of several curriculum routes, designed to reflect their individual needs, aspirations, and developmental stage. These routes include:

- Thematic Curriculum Pathway – for pupils accessing a broad, skills-based curriculum with embedded therapeutic and enrichment opportunities

- Accredited Qualification Pathway – for pupils working towards formal qualifications including Entry Level, Functional Skills, and GCSEs
- Preparation for Adulthood Pathway – for pupils focusing on life skills, vocational learning, and community engagement
- Blended Curriculum Pathway – combining elements of thematic and accredited learning to support flexible progression

The appropriateness of each route is reviewed termly with the pupil, family, teaching team, and multi-agency professionals, ensuring that provision remains aspirational, inclusive, and aligned with long-term outcomes.

Thematic Curriculum and 'The Big Idea'

Bankside School's thematic curriculum is designed to foster deep engagement, cross-curricular learning, and personal growth. Each term is structured around a central concept known as 'The Big Idea', which provides a unifying theme across subjects.

Subjects will develop specific knowledge and skills linked to this theme, encouraging pupils to:

- Make connections across disciplines
- Explore real-world applications of learning
- Engage in critical thinking and creative problem solving
- Reflect on their own adaptability and resilience

Pupils will also be supported to develop international mindedness, considering how concepts and ideas relate to global contexts and their own sense of identity. This promotes empathy, cultural awareness, and a broader understanding of their place in the world.

A key feature of the thematic curriculum is reflective journaling, where pupils document their learning journey, insights, and personal responses. These journals contribute to a final collective project, showcasing ideas and achievements linked to the year's theme.

Mathematics Provision

Mathematics is delivered as a stand-alone subject to ensure rigour in teaching and assessment. We currently use an adapted version of White Rose Maths, tailored to meet the diverse needs of our learners. While taught discretely, cross-curricular mathematical skills are explicitly referenced in curriculum documentation, reinforcing application and transferability across subjects.

Key Stage 4 and 5 Curriculum

As pupils progress into Key Stages 4 and 5, curriculum pathways become increasingly personalised and outcome-focused. Some pupils will continue to access the Key Stage 3 thematic curriculum, while others will transition into:

- **Accredited qualifications**, including GCSEs, Entry Level Certificates, and Functional Skills
- **Vocational learning**, supported by work experience and enterprise projects
- **Preparation for Adulthood modules**, focusing on independence, employability, and community inclusion

This phase of the curriculum is designed to support meaningful progression, whether towards further education, training, supported employment, or independent living.

Enrichment Curriculum

A key principle of our curriculum is to provide each pupil with a rich and varied learning experience. We are committed to ensuring that all pupils engage in a broad range of enrichment opportunities, including:

- Forest School
- Art and Design Technology
- ICT
- The Performing Arts
- Local trips and educational visits
- Sport and Leisure

Our enrichment offer is tailored to reflect the individual interests, strengths, and talents of each pupil, ensuring relevance and personal growth.

Pupils actively participate in community-based activities, developing life skills through real-world experiences such as shopping, visiting cafés, and using public transport. Where appropriate, we establish links with local businesses to facilitate meaningful work experience placements.

We collaborate closely with colleagues across the Options network to share best practice and explore curriculum development. Additionally, we maintain strong partnerships with local schools and authorities to foster inclusive networks and promote wider opportunities for engagement.

Teaching and Learning at Bankside School

At Bankside School, we employ a diverse range of teaching approaches to ensure that every pupil makes meaningful progress and that all learning styles are recognised and supported. Lessons are carefully planned to maximise engagement, with a clear structure that includes:

- A purposeful start, outlining learning objectives and setting expectations
- A sequence of personalised activities designed to stimulate curiosity, deepen understanding, and promote active participation
- A reflective conclusion that consolidates learning and celebrates achievement

Assessment for Learning is embedded throughout each session, enabling staff to monitor progress in real time and adapt teaching responsively to ensure that learning remains purposeful and impactful.

We are committed to providing equitable and accessible learning opportunities for all pupils by matching the level of challenge to individual ability, preferred learning style, and developmental stage. Differentiation is embedded in our practice and achieved through a variety of strategies, including:

- Setting open-ended tasks that invite a range of responses and encourage depth of thinking
- Grouping pupils by ability and providing scaffolded tasks with progressive levels of challenge
- Offering practical, hands-on learning experiences to reinforce key concepts
- Using visual stimuli, artefacts, and real-world resources to spark interest and contextualise learning
- Deploying teaching assistants to provide targeted in-class support and promote independence
- Enriching the curriculum through educational visits, guest speakers, and community engagement
- Utilising appropriate communication systems to ensure full participation, including visual timetables, symbols, and personalised supports
- Integrating augmentative and assistive technology to enhance access and engagement for pupils with additional needs

Our teaching and learning approach is underpinned by inclusive values, trauma-informed practice, and a commitment to high expectations for all. Staff receive ongoing professional development to ensure that pedagogy remains responsive, evidence-based, and aligned with the needs of our learners.

Enhancing Teaching and Learning

At Bankside School, we actively promote dynamic and experiential teaching strategies that enrich the curriculum and deepen pupil engagement. Staff are encouraged to extend learning beyond the classroom by incorporating educational visits, community experiences, and guest speakers. These opportunities are carefully selected to broaden pupils' horizons, contextualise learning, and foster curiosity about the world around them.

We place high value on recognising and celebrating pupil achievement. Success is shared regularly through vibrant Curriculum Newsletters, classroom displays, and curated exhibitions in communal areas across the school. These platforms showcase progress, creativity, and personal growth, reinforcing a culture of pride, aspiration, and collective celebration.

Our approach to enhancing teaching and learning is underpinned by inclusive values, trauma-informed practice, and a commitment to high expectations for all. Staff are supported to innovate, reflect, and collaborate, ensuring that every pupil experiences a curriculum that is engaging, relevant, and empowering.

Key Skills Development

At Bankside School, we believe that the acquisition and refinement of key skills is fundamental to unlocking each pupil's full potential. These skills underpin all areas of the curriculum and are explicitly taught, modelled, and embedded across learning experiences. Our approach ensures that pupils are equipped not only for academic success, but for confident, independent living and meaningful future pathways.

We prioritise progress in the following core skill areas:

- **Communication**
  Pupils are supported to develop expressive, receptive, and functional communication through a range of modalities, including spoken language, sign, symbols, and augmentative technology. We foster confident communicators who can express needs, share ideas, and engage socially and academically.
- **Problem Solving**
  Through scaffolded challenges and real-world scenarios, pupils learn to analyse situations, apply reasoning, and explore solutions. This skill is nurtured across subjects and enrichment activities, promoting resilience and adaptability.
- **Reflective Learning**
  Pupils are encouraged to evaluate their own progress, identify strengths and areas for development, and set personal goals. Reflection is embedded through structured feedback, pupil voice, and self-assessment opportunities.
- **Collaboration and Working with Others**
  We promote teamwork, empathy, and shared responsibility through group tasks, peer mentoring, and community engagement. Pupils learn to listen, contribute, and value diverse perspectives.

- **Independent Thinking**
  Pupils are supported to make informed choices, take initiative, and develop autonomy in learning and daily life. This includes decision-making, self-regulation, and personal responsibility.
- **Creative Thinking**
  Creativity is fostered through open-ended tasks, expressive arts, design technology, and problem-based learning. Pupils are encouraged to explore, innovate, and express themselves in imaginative ways.

These key skills are tracked, celebrated, and revisited throughout each pupil's journey at Bankside School. They form part of our holistic assessment framework and are integral to EHCP outcomes, preparation for adulthood, and our commitment to inclusive, personalised education.

Planning

Curriculum Planning and Personalised Learning at Bankside School

At Bankside School, learning is designed to be meaningful, purposeful, and tailored to the individual needs of each pupil. We take a holistic view of every learner, focusing on realistic and aspirational outcomes that reflect their strengths, interests, and developmental stage. Our curriculum is underpinned by personalisation, ensuring that every pupil is supported to make progress in ways that are relevant and empowering.

We plan our curriculum in three distinct phases to ensure coherence, progression, and impact:

Planning Levels

- **Long-Term Planning** – Sequenced learning pathways across the academic year
- **Medium-Term Planning** – Structured termly plans with teaching strategies and resource guidance
- **Short-Term Planning** – Weekly personalised plans tailored to individual pupil needs

Long-Term Planning

Each curriculum area is supported by a long-term plan, developed collaboratively by Subject Leaders and aligned with whole-school priorities. These plans outline the topics, key skills, and thematic 'seeds' that will inspire and shape learning each term. The sequence for learning ensures that teaching is progressive, purposeful, and responsive to pupil profiles.

Long-term planning includes:

- Identification of **core skills** to be embedded across subjects and contexts
- A thematic **'seed'** to inspire engagement and cross-curricular links
- Mapping of **subject coverage** to ensure breadth, depth, and statutory alignment

Teachers use these frameworks to inform their own planning, adapting content to ensure it remains relevant and accessible to their class. Records are maintained to track coverage, progression, and impact. Curriculum Newsletters are shared with families each term to communicate learning intentions and celebrate pupil engagement.

Medium-Term Planning

Medium-term plans provide structured guidance on lesson objectives, teaching approaches, and resource use. These plans are flexible and responsive, allowing teachers to block, stagger, or adapt sessions based on the evolving needs and interests of their pupils.

Medium-term planning is informed by:

- Detailed units of work and curriculum frameworks
- Qualification and accreditation criteria (where applicable)
- EHCP outcomes and personalised learning targets
- Therapeutic and developmental goals

This phase of planning ensures that teaching remains inclusive, differentiated, and aligned with individual pathways, including preparation for adulthood and functional life skills.

Short-Term Weekly Planning

Short-term planning is led by the class teacher and reflects the unique profile of their pupils. These weekly plans are highly personalised and designed to ensure that learning is targeted, differentiated, and measurable.

Weekly planning includes:

- **Specific learning goals** and success criteria, showing progression across the week
- **Core learning intentions**, key skill descriptors, and differentiated outcomes
- **Teaching input outlines**, including strategies for engagement and scaffolding
- **Differentiated tasks** for individuals and groups, tailored to ability and need
- **Assessment opportunities**, including formative checks and reflection points

Short-term planning is dynamic and responsive, allowing teachers to adapt in real time and ensure that every pupil is supported to thrive.

Progression and Continuity in the Curriculum

Ensuring Progression and Continuity in the Curriculum

At Bankside School, we are committed to delivering a coherent, sequenced, and inclusive curriculum that enables all pupils to make sustained progress over time. Progression and continuity are embedded through strategic planning, collaborative review, and robust assessment practices. Our approach ensures that learning builds cumulatively, reflects individual needs, and remains aligned with statutory expectations and preparation for adulthood.

We achieve this through the following mechanisms:

1. Use of Planning Documentation

Curriculum planning is structured across long-term, medium-term, and short-term levels, ensuring clarity of intent and consistency in delivery. Subject Leaders provide sequenced learning grids that outline key skills, thematic ‘seeds’, and curriculum coverage. Teachers use these frameworks to personalise learning, ensuring that content is both purposeful and progressive.

Planning documentation includes:

- Long-term curriculum maps and sequences of learning
- Medium-term plans with core objectives and teaching strategies
- Weekly short-term plans tailored to individual pupil profiles
- EHCP-linked targets and therapeutic goals embedded within planning
- Qualification frameworks and assessment criteria (where applicable)

This structured documentation supports continuity across phases, subjects, and settings, and ensures that all pupils experience a curriculum that is ambitious, relevant, and responsive.

2. Collaborative Planning and Review

Planning teams meet regularly to review curriculum delivery, share good practice, and evaluate pupil engagement. These discussions focus on:

- Reviewing the effectiveness of current plans and adapting where necessary
- Ensuring consistency in expectations and standards across classes and subjects
- Identifying opportunities for cross-curricular links and enrichment
- Reflecting on pupil voice and feedback to inform future planning

This collaborative approach fosters professional dialogue, supports staff development, and ensures that curriculum decisions are informed by shared expertise and pupil outcomes.

3. Assessment for Learning and Record Keeping

Assessment for Learning (AfL) is embedded across all lessons to ensure that teaching is responsive and purposeful. Teachers use formative assessment strategies to monitor progress, identify misconceptions, and adapt instruction in real time.

AfL strategies include:

- Use of success criteria and differentiated skill descriptors
- Targeted questioning and feedback loops
- Pupil self-assessment and reflection
- Visual and verbal check-ins to gauge understanding
- Ongoing observation and annotation of pupil responses

Records of progress are maintained through individual learning journals, assessment trackers, and EHCP reviews. These records inform planning, support moderation, and contribute to whole-school data analysis.

4. Moderation of Standards

Moderation is a key component of our quality assurance process. Staff engage in regular moderation activities to ensure consistency, accuracy, and fairness in the assessment of pupil work and progress.

Moderation includes:

- Cross-team review of pupil work against agreed standards
- Use of exemplars and benchmarking materials
- Joint planning and evaluation of assessment tasks
- Alignment with qualification criteria and external frameworks
- Reflective discussion on differentiation and accessibility

Moderation supports professional integrity, enhances staff confidence, and ensures that pupil achievements are recognised and celebrated appropriately.

This multi-layered approach to curriculum planning, assessment, and review ensures that progression is not only tracked but meaningfully supported. It reflects our commitment to inclusive, high-quality

education and our belief that every pupil deserves a curriculum that is coherent, aspirational, and tailored to their individual journey.

Impact: Assessment, Monitoring, and Curriculum Principles at Bankside School
At Bankside School, we are committed to delivering a curriculum that is not only broad and balanced, but also rigorously assessed, carefully monitored, and deeply personalised.

Our policies for **Assessment and Curriculum Monitoring** ensure that every pupil's progress is tracked, celebrated, and used to inform future planning. These systems are designed to uphold high standards, promote equity, and support meaningful outcomes for all learners.

Assessment and Monitoring Framework

- We operate a robust policy framework for the assessment and monitoring of curriculum delivery, ensuring consistency, transparency, and accountability across all subjects and phases.
- Assessment is embedded at every level of planning and delivery, from long-term curriculum maps to daily formative strategies.
- Monitoring includes regular review of planning documentation, lesson observations, work scrutiny, and pupil voice, ensuring that curriculum intent is translated into impactful practice.

Person Centred Plans (PCPs)

- Each pupil has a termly PCP, which outlines individual targets aligned with EHCP outcomes, therapeutic goals, and curriculum priorities.
- PCP's are reviewed termly in collaboration with pupils, families, and professionals, ensuring shared ownership and clarity of progress.
- Targets are SMART, differentiated, and designed to promote independence, engagement, and preparation for adulthood.

Individual Tracking and Core Skill Assessment

- Pupils maintain individual tracking records in core areas including Reading, Numeracy, and Communication, which are updated regularly through teacher assessment, observational data, and pupil work.
- These records provide a clear picture of progress over time and inform both short-term planning and long-term curriculum decisions.
- Where appropriate, data is triangulated with external assessments, accreditation frameworks, and therapeutic input.

Assessment for Learning (AfL)

- We follow the principles of Assessment for Learning, embedding formative strategies throughout teaching to ensure that learning is responsive, purposeful, and pupil-led.
- Pupils who are able to do so are encouraged to self-assess and peer-assess, developing metacognition, ownership, and reflective learning habits.
- AfL strategies include success criteria, feedback loops, visual check-ins, and structured reflection activities.

Curriculum Values and Skill Development

Inherent within our curriculum is a commitment to developing the whole child. We intentionally promote the following principles across all subjects and enrichment activities:

- **Motivation and Enquiry** – fostering curiosity, engagement, and a love of learning
- **Problem Solving and Reasoning** – encouraging analytical thinking and resilience
- **Creative Thinking and Evaluation** – nurturing innovation, imagination, and critical reflection
- **Self-Awareness and Empathy** – supporting emotional literacy and personal growth
- **Social Skills and Communication** – building confidence, collaboration, and expressive ability

These principles are not taught in isolation but are woven throughout the curriculum, enrichment, and therapeutic provision. They reflect our belief that education should empower pupils to thrive both academically and personally, preparing them for meaningful, independent futures.

Pastoral Care

Teachers serve as dedicated group leads, holding holistic responsibility for the academic, emotional, and developmental progress of each learner. Their role includes:

- Producing and sharing half-termly progress reports
- Leading parent/carer consultations
- Drafting annual Action Plans and contributing to the School Evaluation Framework (SEF)
- Designing curriculum maps tailored to group needs
- Creating and resourcing differentiated learning environments
- Managing support staff within their group (TAs, care staff)
- Writing statutory reports (e.g. LAC, PEPs, IEPs, PCPs, end-of-year summaries)
- Overseeing assessment data and progress tracking
- Leading behaviour and emotional regulation strategies
- Maintaining consistent, supportive communication with families

This role integrates academic leadership with relational and therapeutic oversight, ensuring each pupil's needs are met through coordinated planning and responsive care.

Integrated Curriculum Model

The curriculum embeds daily routines (transitions, meals, leisure) as learning opportunities, essential for pupils with autism and complex needs.

Therapeutic input (e.g. SALT, art therapy) is embedded within individual timetables.

Additional support is prioritised for pupils with English as an Additional Language, especially where communication is impacted by complex needs.

Pupil Attainment and Assessment

At Bankside School, all pupil work is carefully monitored and evaluated to ensure progress is accurately captured and supported. Annual reports are shared with parents to provide a comprehensive overview of each learner's development. Progress is assessed against baseline data using Evidence 4 Learning, enabling staff to track attainment with precision. Education, Health and Care Plan (EHCP) reviews are conducted annually and include detailed educational reports to inform future planning. The Governing Body receives regular updates on pupil attainment, ensuring strategic oversight and accountability across the school.

Target Setting

At Bankside School, target setting is a dynamic and responsive process that underpins personalised learning. Teachers identify and communicate pupils' 'next learning steps' through thoughtful feedback and precise marking, ensuring that each learner understands their pathway forward. Targets are informed by a combination of baseline assessments and prior attainment data, allowing for accurate and meaningful progression planning. Pupil progress is systematically tracked across core areas including Literacy, Numeracy, and individual Education, Health and Care Plan (EHCP) outcomes, ensuring that every learner's development is monitored and supported with clarity and rigour.

Gifted and Talented Provision

At Bankside School, we recognise that pupils with high levels of ability have distinct educational needs that require thoughtful and responsive provision. Our approach to Gifted and Talented education is rooted in the belief that exceptional potential should be both nurtured and challenged. To this end, the curriculum is deliberately extended and enriched to provide depth, complexity, and engagement for those identified as gifted or talented in one or more areas. At the same time, we remain acutely aware that high ability can coexist with special educational needs, and we are committed to addressing any barriers to learning so that every pupil can thrive, achieve, and realise their full potential.

Monitoring and Review

Curriculum delivery at Bankside School is strategically led by the Headteacher, with the dedicated support of the Deputy Head. This leadership team ensures that teaching and learning remain purposeful, consistent, and aligned with whole-school priorities. Monthly learning walks are conducted with a clear focus on evaluating impact and ensuring that classroom practice reflects agreed targets. In addition, regular work sampling is undertaken to uphold high standards, promote consistency across the school, and evaluate the effectiveness of teaching in driving pupil progress.

Community and Inclusion

Bankside School is committed to fostering strong, collaborative relationships with parents and carers through consistent and meaningful engagement. The school's ethos is rooted in inclusive values, with a curriculum and culture that celebrate diverse achievements and positive role models from a wide range of backgrounds. Recruitment practices are underpinned by the principles of Safer Recruitment and rigorous equalities standards, ensuring fairness and representation across the staff team. Curriculum planning is intentionally designed to identify and dismantle barriers to learning, promoting equity and access for all pupils regardless of need or background.