

# Jessie Younghusband School

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## Teaching, Learning and Assessment Policy

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## 1. Introduction

### Purpose

This policy sets out the principles, expectations and practices that underpin teaching, learning and assessment at Jessie Younghusband School (JYS). It establishes a shared understanding of excellent classroom practice and ensures consistency while recognising the professional expertise of staff.

The policy supports the school's commitment to providing a high-quality education that enables every child to achieve success academically, socially, emotionally and personally.

### Context

Jessie Younghusband School is a vibrant and inclusive primary school where the values of **Aspire, Respect and Enjoy** are woven through all aspects of school life. The school aims to inspire and nurture the individuality of every member of its community whilst instilling confidence, resilience and ambition.

We believe that learning should be rewarding, challenging and enjoyable. Through high-quality teaching, strong relationships and a broad, engaging curriculum, we support pupils to become successful, independent learners who are well prepared for the next stage of their education.

### Our Vision

At Jessie Younghusband School our vision is to inspire and nurture the individuality of every member of our school community. We aim to fully support each pupil to achieve success at all stages of their life by instilling confidence, resilience and ambition through our shared values:

**Aspire • Respect • Enjoy.**

## 2. Rationale

At JYS we believe that every pupil can succeed when provided with:

- High-quality teaching.
- An ambitious curriculum.
- High expectations.
- Inclusive and adaptive classroom practice.
- Effective assessment and feedback.
- Positive relationships and a strong sense of belonging.

Teaching and learning should be evidence-informed, inclusive and focused on securing long-term learning. Pupils should know more, remember more and be able to apply their learning with increasing independence.

We recognise that personal development, wellbeing and high-quality relationships are fundamental to successful learning. We seek to develop confident, resilient and reflective learners who demonstrate curiosity, responsibility and pride in their achievements.

## 3. Aims of Teaching and Learning at JYS

We aim to:

- Inspire a lifelong love of learning.
- Provide a broad, rich and ambitious curriculum.
- Secure excellent progress and achievement for all pupils.
- Develop confident, independent and resilient learners.

- Create a safe, inclusive and stimulating learning environment.
- Ensure all pupils have equal access to learning opportunities.
- Develop strong literacy, communication and mathematical skills.
- Foster curiosity, creativity and critical thinking.
- Encourage pupils to become responsible citizens who contribute positively to their community.
- Prepare pupils effectively for future learning and life beyond primary school.

## 4. Roles and Responsibilities

### Governors

Governors will:

- Monitor the effectiveness of this policy.
- Hold leaders accountable for standards and outcomes.
- Ensure statutory requirements are met.

### Headteacher

The Headteacher will:

- Provide strategic leadership.
- Ensure implementation of this policy.
- Monitor teaching, learning and assessment.
- Support continuous improvement.

### Senior Leaders

Senior leaders will:

- Model high-quality practice.
- Monitor teaching and learning.
- Provide coaching, support and professional development.
- Ensure consistency across the school.

### Middle Leaders

Middle leaders will:

- Lead curriculum development.
- Monitor standards within subjects.
- Support staff development.
- Ensure progression and curriculum coverage.

### Teachers

Teachers will:

- Deliver high-quality teaching.
- Maintain high expectations.
- Adapt teaching to meet pupil needs.
- Assess learning effectively.
- Promote inclusion and independence.
- Build positive relationships with pupils and families.

## Teaching Assistants

Teaching Assistants will:

- Support learning under teacher direction.
- Promote engagement and independence.
- Use agreed strategies consistently.
- Support behaviour and inclusion.

## Pupils

Pupils are expected to:

- Demonstrate positive attitudes to learning.
- Participate fully in lessons.
- Show resilience when learning is challenging.
- Take pride in their work.
- Respect others and the learning environment.

## Parents and Carers

Parents and carers are encouraged to:

- Support regular attendance.
- Promote positive attitudes to learning.
- Engage with school communication.
- Support learning at home.

## 5. Teaching Expectations at JYS

### Classroom Culture and Routines

Classrooms should be calm, purposeful and welcoming. Clear routines and consistent expectations enable pupils to feel safe and ready to learn. Teachers explicitly teach and reinforce expectations for behaviour, learning, presentation and participation.

### High Expectations

All staff maintain high expectations for achievement, effort, behaviour and presentation. High expectations apply to all pupils regardless of starting point or need.

### Adaptive Teaching

Teachers adapt teaching through:

- Pre-teaching vocabulary.
- Scaffolding.
- Retrieval activities.
- Strategic questioning.
- Use of technology.
- Manipulatives and representations.
- Small-step instruction.
- Gradual removal of support.

Adaptations support access without reducing ambition.

## **SEND and Inclusion**

Inclusive practice underpins all teaching. All pupils access the same ambitious curriculum with reasonable adjustments where required. The first response to need is always high-quality teaching.

## **Curriculum Implementation**

Teaching follows agreed whole-school curriculum plans and ensures progression in knowledge and skills. Lessons build on prior learning and support long-term retention through retrieval and review.

## **Challenge and Ambition**

Challenge is achieved through depth, reasoning, discussion and application rather than acceleration through the curriculum. All pupils are expected to think hard and achieve highly.

## **Questioning**

Staff use questioning to:

- Check understanding.
- Identify misconceptions.
- Promote reasoning.
- Encourage participation from all pupils.

Cold calling, Think-Pair-Share and structured discussion are embedded across the school.

## **Modelling**

Teachers explicitly model:

- Thinking processes.
- Learning strategies.
- Subject-specific skills.
- Presentation expectations.

Learning follows an "I do, We do, You do" approach where appropriate.

## **Retrieval Practice**

Retrieval practice is a non-negotiable element of teaching and is embedded daily through approaches such as:

- Brain Dumps.
- Retrieval Grids.
- Cued Recall.
- Spaced Practice.

Retrieval is used to strengthen long-term memory and inform future teaching.

## **Scaffolding**

Scaffolding may include:

- Sentence stems.
- Writing frames.

- Worked examples.
- Visual supports.
- Thinking Maps.
- Manipulatives.

Support is gradually removed to promote independence.

## **Literacy and Communication**

Oracy and communication are central to learning. Structured classroom talk supports vocabulary development, reasoning and understanding across the curriculum.

## **Reading**

Reading is prioritised across the school through:

- Daily phonics in KS1.
- Whole-class reading.
- Vocabulary instruction.
- Reading aloud.
- Opportunities for reading for pleasure.

High-quality texts are at the heart of curriculum planning.

## **Vocabulary Development**

Vocabulary is explicitly taught, revisited and applied across the curriculum to support both understanding and communication.

## **Behaviour for Learning**

Behaviour management is positive, consistent and restorative. Positive relationships, clear expectations and recognition of success create conditions for effective learning.

## **Technology**

Technology is used purposefully to improve access and independence, including:

- Immersive Reader.
- Microsoft Dictate.
- Microsoft Reading Coach.
- Nessy.

Technology supports learning but does not replace effective teaching.

## **6. Learning Expectations for Pupils**

Pupils at JYS are expected to:

- Engage actively in learning.
- Try their best and persevere.
- Take increasing responsibility for their learning.
- Work cooperatively with others.
- Demonstrate pride in presentation and outcomes.

- Attend regularly and arrive punctually.
- Reflect on feedback and act upon it.
- Show respect for everyone within the school community.

## 7. Assessment at JYS

### Principles

Assessment is used to support learning, identify next steps and improve outcomes.

### Formative Assessment

Teachers use:

- Questioning.
- Observation.
- Mini whiteboards.
- Pupil conferencing.
- Retrieval activities.
- Exit tasks.
- Self-assessment.
- Peer assessment.

Assessment informs planning and adaptation.

### Summative Assessment

- Years 2-6 complete termly PiXL assessments.
- Foundation subjects are tracked using the school's assessment systems.
- EYFS and Year 1 assessment is primarily observation based.
- Statutory assessments are administered according to DfE requirements.

### Monitoring Progress

Assessment information is used to:

- Monitor attainment.
- Evaluate pupil progress.
- Identify groups requiring support or challenge.
- Inform interventions.

### Recording and Reporting

Assessment information is recorded according to school procedures and shared appropriately with leaders, governors and parents.

## 8. Inclusion and SEND

JYS is committed to ensuring equal access and opportunity for all learners.

Teachers will:

- Use adaptive teaching.
- Implement ILPs where required.

- Make reasonable adjustments.
- Use assistive technology.
- Work collaboratively with the SENCo.
- Maintain high expectations for all learners.

Support will promote independence rather than dependence.

## **9. Feedback and Improvement**

Feedback should be meaningful, manageable, motivating and responsive.

Teachers will prioritise:

- Live feedback.
- Verbal feedback.
- Pupil conferencing.
- Whole-class feedback.
- Self and peer assessment.
- Dedicated Improvement and Reflection Time (DIRT).

Monitoring will focus on the impact of feedback rather than marking compliance.

## **10. Professional Development**

JYS is committed to continuous professional learning.

This includes:

- Instructional coaching.
- Lesson study and collaborative practice.
- Monitoring and feedback.
- Subject leadership development.
- Access to evidence-informed research.
- Professional dialogue and reflection.

Professional development will focus on improving classroom practice and pupil outcomes.

## **11. Monitoring, Evaluation and Review**

This policy will be monitored through:

- Learning walks.
- Lesson visits.
- Work scrutiny.
- Pupil voice.
- Curriculum monitoring.
- Assessment analysis.
- Staff discussion and reflection.

Monitoring will focus on improving pupil outcomes and maintaining consistency.

The policy will be reviewed every three years or sooner if required.

## 12. Linked Policies and Documents

- Behaviour Policy
- SEND Policy
- Assessment Policy
- Feedback and Marking Guidance
- Curriculum Policy
- Attendance Policy
- Safeguarding and Child Protection Policy
- Equality Information and Objectives
- Staff Code of Conduct
- School Improvement Plan
- Teaching, Learning and Assessment Framework