



**Whitehill**  
Primary School

## **POLICIES AND PROCEDURES**

### **Teaching and Learning Assessment Policy**

<b>Date Policy Originated/ Amended</b>	<b>Date Policy Approved by WPS Governing Body</b>	<b>Signature</b>
February 2020	March 2020	Barbara Guess
November 2020	November 2020	Barbara Guess

For review by WPSLGB/Headteacher:

Next review due: November 2021

### **Vision and Aims:**

At Whitehill we want to develop confidence, ambition and independence through the highest aspirations for all. We believe that children should enjoy high quality, enriched learning excellence with exciting opportunities. It is vital for all to develop in a safe and inspiring environment where all needs are met. We are passionate that all should aspire to develop and achieve.

### **Related strategic intentions:**

We will inspire all to be confident, ambitious and independent through excellent teaching, learning, curriculum and enrichment. We want children to achieve the highest standards of personal development: mutual respect and tolerance; resilience; an understanding of what it is to be a good citizen. The impact will be for attainment and all learning to be above the national average with children making excellent progress. To support this, we create a safe, engaging and supportive learning environment.

### **Curriculum Intent:**

At Whitehill we believe that through our curriculum we can develop confidence, ambition and independence through having the highest aspirations for all. We have a clear focus on creating enriching and exciting learning which inspires and challenges all. The school believes for young people to learn and grow they need to have memorable learning experiences both inside and outside the classroom, and the school, underpinned by a progressive framework which builds upon knowledge, skills and understanding. Our curriculum should help all to achieve the highest standards of personal development: mutual respect and tolerance; resilience; an understanding of what it is to be a good citizen.

### **Teaching and Learning Intent:**

At Whitehill we believe that excellent teaching involves demonstrating deep knowledge and understanding of subjects. It is imperative for questioning to be highly effective and for us to understand how pupils think about subject content. It is important to identify pupils' common misconceptions and to ensure they are corrected. We check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.

At Whitehill we believe that lessons should be crafted effectively, making maximum use of lesson time and coordinating lesson resources well. The management of pupils' behaviour should be highly effective with clear rules that are consistently enforced.

At Whitehill we should provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. Subject content should be introduced progressively and constantly demand more of pupils.

At Whitehill we provide pupils with incisive feedback, in line with our best practice expectations, about what pupils can do to improve their knowledge, understanding and skills.

At Whitehill we embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress.

### **Roles and Responsibilities:**

#### **School Staff:**

To support the aims of the School through:

- Promoting positive relationships between all members of the School community including; children and children, children and staff, children and their parents/carers and staff and parents/carers;
- Providing a secure, stimulating environment where all children are supported in responding to the challenges involved in moving towards their full potential;
- Providing a broad, balanced and engaging curriculum which is appropriately differentiated according to the needs of the children;
- Addressing issues of entitlement to ensure equality of opportunity for all children;
- Promoting a positive self-image whereby children are encouraged towards a sense of responsibility for themselves and others;
- Providing the skills which encourage children to become confident, ambitious and independent learners.
- Proactively foster parental partnership to allow families to support learning at home

#### **Children:**

To support the aims of the School through:

- Promoting positive relationships between all members of the School community including; children and children, children and staff, children and their parents/carers and staff and parents/carers;
- Attending school regularly with a positive attitude, eagerness to learn and to behave in a way that allows themselves and others to learn;
- Working well independently and collaboratively; remembering what they have learnt and having the confidence to apply skills and knowledge in new contexts;
- Persevering with their learning and knowing that when they find it difficult they can ask for help;
- Taking pride in their work, always trying their best and aiming to get better all the time.

#### **Parents and Carers:**

To support the aims of the School through:

- Promoting positive relationships between all members of the school community including; children and children, children and staff, children and their parents/carers and staff and parents/carers;
- To be understanding and supportive of our aims in learning and teaching
- To attend and contribute to parent's evenings;

- To support their children with the home learning including reading and helping their children improve skills in memory needed for learning such as spellings or knowing the multiplication tables
- To praise their children for the good things that they do in school;
- To communicate and work with the school whenever their child needs further social or emotional support or to develop their child's skills and understanding.

**Governors:**

To support the aims of the School through:

- Promoting positive relationships between the Governing Body and all other members of the School community including; children, their parents/carers and staff;
- To support and challenge: the school's systems for planning work, supporting staff and monitoring progress; the allocation, use and appropriateness of resources; how the standards of achievement are changing over time.

**Implementation and Impact:**

Please see Teaching, Learning and Assessment Handbook