

Pershore High School

Teaching, Learning and Assessment Policy

September 2026

Policy owner	Senior Leadership Team
Applies to	All teaching and learning
Status	Whole-school policy
Review cycle	Annual
Purpose	To establish a shared approach to high-quality teaching, learning and assessment

1. Policy Statement

Pershore High School is committed to ensuring that all students experience consistently high-quality teaching that enables them to make strong progress from their individual starting points. This policy establishes a shared approach to teaching, learning and assessment across the school.

2. Purpose

This policy sets out the shared aims, principles and expectations that underpin teaching, learning, and assessment at Pershore High School. It provides a common language and framework for planning, teaching, assessment, professional development and quality assurance.

The framework is intended to support consistency without becoming a checklist. Quality assurance will focus on the quality and impact of teaching, recognising that effective practice differs across subjects, classes and stages of learning.

3. Core Aim and Student Experience

3.1 Core Aim – Destination

The purpose is to ensure that all students experience consistently high-quality teaching that enables them to make strong progress from their individual starting points.

3.2 Student Experience

We aim to create purposeful and inclusive learning environments in which students develop secure knowledge, skills, literacy and independence, becoming confident, resilient, curious, respectful and aspirational learners.

4. Teaching and Learning Key Aims

High expectations for all – Ambitious expectations for achievement, behaviour, effort and participation, with support and challenge.

Strong routines, relationships and rigour – Consistent routines and positive relationships create calm, purposeful and academically rigorous environments.

A well-sequenced, knowledge-rich curriculum – Learning builds systematically over time, developing secure knowledge, skills and understanding.

Inclusive and responsive teaching – Teachers use assessment and knowledge of learners to adapt teaching address misconceptions, and support and challenge all students.

Consistency across classrooms – A shared approach ensures that all students experience high-quality teaching regardless of subject, teacher or classroom.

5. Teaching and Learning Principles

1. Planning and Preparation

Purposeful planning, clear learning intentions and well-sequenced learning that builds secure knowledge, skills and understanding.

2. Climate for Learning

Create a calm, safe and purposeful environment where all students feel a strong sense of belonging and are confident to learn.

3. Teaching and Learning

Clear, evidence-informed teaching using effective explanation, modelling, questioning, practice and appropriate challenge to develop understanding and independence.

4. Assessment and Responding

Purposeful assessment to check understanding, identify misconceptions and adapt teaching so all students are appropriately supported and challenged.

5. Professional Practice and Development

Reflective practice, collaboration, professional learning and quality assurance promote consistency, continuous improvement and positive impact.

6. Expectations for Teaching, Learning and Assessment

6.1 Planning and Preparation

Teachers will:

- Plan progression – build new learning on secure prior knowledge.
- Identify essentials – identify the key knowledge, skills and vocabulary students need.
- Know your learners – take account of prior attainment, assessment information and knowledge of students.
- Anticipate barriers – anticipate misconceptions and plan appropriate scaffolding, challenge and adaptation.
- Plan to check – identify how understanding will be checked and how teaching will respond.
- Plan for independence – provide practice and application that develop increasing responsibility.

Look for: Clear purpose | Strong sequencing | Appropriate challenge | Anticipation of misconceptions | Responsive planning

6.2 Climate for Learning

Teachers will:

- Start strong – meet/greet students, establish routines and secure immediate engagement.
- Set high expectations – maintain high expectations for behaviour, effort and participation.
- Establish routines – use consistent routines for learning, transitions and participation.
- Maximise participation – ensure all students are thinking, contributing and engaged.
- Build positive relationships – use respectful interactions, with first attention to positive and precise praise.

- Build confidence and resilience – create an environment where students feel safe to question, make mistakes and respond to challenge.

Look for: Calm | Purposeful | Consistent | Inclusive | Positive | High expectations

6.3 Teaching and Learning

Teaching will:

- Frame learning – communicate clear learning and success.
- Explain and model – connect new learning to prior knowledge and make expert thinking visible.
- Check understanding – identify what students know and address misconceptions.
- Guide and practise – provide structured opportunities to practise, apply and deepen learning.
- Adapt and respond – adjust teaching in response to students' understanding.
- Circulate strategically – monitor learning, reinforce expectations and provide timely intervention or feedback.
- Build independence – progressively transfer responsibility to students.
- Consolidate – revisit key knowledge and identify next steps.

Core sequence: I DO → WE DO → YOU DO

I Do: Explain and model.

We Do: Guide, question and check.

You Do: Practise, apply and improve.

Key strategies: Modelling | Questioning | Mini-whiteboards | Cold call | Guided practice | Deliberate practice | Strategic circulation | Live marking | Responsive teaching.

Checking for Understanding

POSE → THINK → WRITE → SHOW → SCAN → RESPOND

Every student thinks → every student responds → teacher checks → teaching responds.

Adaptive Practice

Teachers will maintain high expectations while removing barriers through purposeful scaffolding, including:

- Dual coding
- Vocabulary
- Chunking
- Writing frames
- Help boxes

6.4 Assessment and Responding

Assessment will:

- Check regularly – use formative assessment throughout learning.
- Identify gaps – identify misconceptions and insecure knowledge.
- Respond immediately – adapt explanation, modelling, practice and support.
- Give purposeful feedback – provide feedback that moves learning forward.

- Build in improvement – ensure students act on feedback and correct errors.
- Use assessment points – use Learning Checkpoints and summative assessment to monitor and inform planning.
- Use information well – identify gaps, inform intervention and monitor progress.

Key strategies: Questioning | Cold call | Mini-whiteboards | Quizzing | Exit tickets | Think-Pair-Share | Feedback | DIRT/IACT.

Assessment Cycle: CHECK → IDENTIFY → RESPOND → IMPROVE

6.5 Professional Practice and Development

Professional practice will be developed through reflection, collaboration and a shared commitment to continuous improvement.

Quality assurance will be supportive, developmental and focused on impact.

Quality assurance evidence will be used to:

- Identify strengths and typical practice.
- Share effective practice.
- Identify priorities for development.
- Evaluate impact on learning.
- Inform whole-school and department improvement.

QA approaches: Drop-ins | TLARs | Work scrutiny | Student voice | Assessment and data review.

Professional Learning

- Evidence-informed professional development.
- Collaboration and sharing of practice.
- Subject-specific pedagogy and curriculum expertise.
- Application, reflection and refinement of professional learning.
- Coaching and professional dialogue.

Instructional Coaching

RESEARCH → PROFESSIONAL LEARNING → APPLICATION → PRACTICE → REFINEMENT

7. Our Shared Intent

The shared intent of the framework is reflected in the following questions:

- Are students learning?
- Are expectations high?
- Are all students thinking and participating?
- Does teaching respond to what students know?
- Are students becoming increasingly independent?
- Is teaching having a positive impact on learning?

8. Implementation and Quality Assurance

The Teaching, Learning and Assessment Framework provides shared language and expectations, not a checklist. It is intended to support consistent high-quality practice while allowing teachers to exercise professional judgement and respond to the needs of their subject, class and students.

Quality assurance will focus on the quality and impact of teaching. Evidence will be used to identify strengths, share effective practice, identify priorities for development, evaluate impact on learning and inform whole-school and department improvement.

The question is not: “Did the teacher use every strategy?”

The question is: “Is the teaching enabling students to learn, progress and become increasingly confident and independent?”

9. Roles and Responsibilities

9.1 Teachers

- Plan and deliver learning in line with the shared aims, principles and expectations in this policy.
- Know their learners and use assessment to identify and respond to barriers, misconceptions and gaps.
- Establish a calm, safe and purposeful climate for learning.
- Use appropriate evidence-informed teaching approaches to support understanding, practice and independence.
- Reflect on practice, engage in professional learning and contribute to collaborative improvement.

9.2 Curriculum and Subject Leaders

- Support the consistent implementation of the framework within their subject or area.
- Develop curriculum sequencing and subject-specific pedagogy in line with the shared principles.
- Use quality assurance information to identify strengths, priorities and areas for development.
- Support and share effective practice through professional dialogue and collaboration.

9.3 Senior Leaders

- Provide strategic leadership for teaching, learning and assessment across the school.
- Ensure the framework is implemented consistently while recognising subject and contextual differences.
- Lead supportive and developmental quality assurance focused on impact.
- Use professional development, coaching and quality assurance to promote continuous improvement.
- Review the effectiveness and impact of the policy and framework.

10. Review

This policy will be reviewed annually by the Senior Leadership Team. Review will consider implementation of the framework, quality assurance evidence, professional learning and the impact of teaching, learning and assessment on students' progress, confidence and independence.