



TEACHING AND LEARNING POLICY

Our Vision

An international community of learners striving for excellence and celebrating success.

The Teaching and Learning Policy is the nucleus of Newton International Academy. We recognise that all pupils have special skills, abilities and aptitudes and all have an entitlement to access a broad, challenging and appropriate curriculum. Every pupil is also entitled to experience a variety of teaching and learning styles, which enable them to achieve their full potential. Through successful teaching and learning, Newton International School aims to develop the whole child and enable our pupils to become lifelong learners. The purpose of this policy is to attain high levels of achievement by ensuring that effective learning takes place in the classroom and to ensure that the school's mission statement :

We aim to provide the highest quality of education possible for students of all abilities. In doing so, we aim to positively encourage each student to achieve academic excellence, enjoy creative diversity, develop critical thinking skills and become lifelong learners and responsible citizens.

is expressed and realised.

It should also be cross-referenced, where appropriate, with the Whole School Development Plan, Primary Action Plan, Assessment Policy, EAL Policy, Homework Policy, Marking Policy and Behaviour Policy.

The policy is to be followed, at appropriate levels, by all staff and pupils.

Principles of this Policy

This policy relates specifically to teaching and learning as it directly affects and determines pupils' progress and their experience as learners.

The school strives through its teaching to ensure that every pupil at Newton International School achieves his/her potential and is encouraged to make appropriate contributions to the school and wider communities and experiences the reality of being educated in an international community.



The school seeks to achieve these aims by:

- encouraging the development of positive relationships between all pupils and between pupils and adults in the school community, based on a sound work ethic and mutual respect.
- raising attainment by increasing levels of pupil motivation, participation and independence
- promoting reflection on, and sharing of, good practice
- promoting an understanding of how learning takes place making explicit a baseline for monitoring and evaluating the teaching and learning that takes place
- providing practical guidance and clear procedures for teachers and pupils ensuring equality of opportunity for all pupils.
- building on prior learning and assessment to ensure that appropriate curriculum and attainment targets are set for all pupils.
- embracing high expectations and setting the highest possible standards for all pupils in appropriate courses of study.
- enriching and extending learning opportunities through a range of extra-curricular study and recreational activities.
- developing a strong partnership with parents in supporting pupils' learning.
- providing for staff the appropriate CPD to ensure that the above objectives can be met and that the professional learning needs of all staff are met.

Roles and Responsibilities

Governors:

- to ensure the effective and rigorous implementation and monitoring of the policy

SMT:

- to provide appropriate support, training and resources for departments and individuals
- to monitor and evaluate the delivery and impact of the policy
- to modify and update the policy in the light of ongoing developments and the changing needs of the school.
- to employ qualified and experienced practitioners

All Staff:

- to be aware of the principles of the policy and how they can contribute to it



Team Leaders:

- to be responsible for the coordination of long, medium and short term planning of schemes of work taking into consideration the aims and objectives of the policy and incorporating homework, formative and summative assessment procedures and opportunities for a variety of teaching strategies
- to monitor and evaluate consistent delivery of the policy at team level.
- to observe lessons and provide extensive feedback
- to provide appropriate support to team members through book / work scrutiny and moderation of assessments
- to ensure that the most appropriate examination specifications are adopted for all relevant teaching groups and to review them regularly with staff
- to feedback monitoring of teaching and learning with SMT

Teaching staff:

- to implement this policy by ensuring a consistent delivery of high quality learning experiences
- to be responsible for short term planning, in conjunction with department teams – highlighting objectives and success criteria for each lesson
- to provide a stimulating and challenging curriculum designed to encourage all children to reach the highest standard of achievement
- to provide specific assessment results as requested and prepare and present accurate reports
- to adopt Assessment for Learning procedures according to whole-school practice, assessing pupils' work systematically and using the results to inform future planning and teaching as well as target-setting
- to maintain good order in the classroom, setting the highest expectations, so that effective teaching and learning can take place
- to develop positive relationships with pupils based on mutual respect
- to maintain a professional relationship with all pupils
- to be aware of the differing abilities and prior attainment levels of pupils in their teaching groups
- to ensure there is differentiation in lessons, incorporating any students with EAL needs as well as any gifted and talented students
- to set curricular and attainment targets in line with the above and plan lessons to take account of these
- to assess pupils regularly against their targets and advise them how to make progress towards achieving the targets
- to create the most stimulating teaching and learning climate possible
- to deliver the agreed Schemes of Work for each of their teaching groups
- to set homework in line with school and Homework policy and mark it promptly according to the school's Homework and Marking Policies



- to ensure that pupils are supported appropriately in producing work to the highest level of their capability
- to keep parents informed, through the school's accepted lines of communication, of their children's progress

Pupils:

- to work positively within lessons to enable staff to implement the policy effectively
- to extend the learning experience outside the classroom by ensuring completion of the learning tasks set as homework
- to take responsibility for their own learning

Parents

We believe that parents have a fundamental role to play in helping their children to learn. We work hard to inform and support parents in how they can help further their children's learning and confidence at school. Their responsibilities include:

- to support the policy of the school by providing support for pupils at home, allowing pupils to continue to develop their learning effectively
- to attend parents' consultation meetings with teachers where children's progress and strategies for further improvement are discussed

Teaching and Learning Committee

The teaching and learning committee will:

- analyse feedback from staff
- develop strategies, policies or procedure to support recurring concerns
- review the Teaching and Learning Policy at the end of each term

A Definition of Learning:

Learning is a process by which an individual makes sense of new experience. Learning takes place when the individual builds up their own knowledge and understanding of a subject, skill or value. Learning usually takes place through personal interaction. Thus, it is important to promote activities that allow the learner to work with others to solve problems, to explore concepts and to develop language as a means of learning and a tool for thinking.

We believe learning will take place most effectively when:

- the environment is secure, stable and stimulating
- pupils understand the ways in which learning takes place
- the learning builds on prior knowledge and understanding
- objectives and success criteria are explicit and models are provided



- the learning is active and collaborative
- pupil questioning, reflection, and discussion are encouraged
- independent learning and thinking is facilitated and encouraged
- there are opportunities for creativity and utilising different learning styles
- pupils can self assess, know what they need to do to improve and are able to set appropriate targets
- pupils have opportunities to transfer skills, knowledge and understanding to other contexts

Key Ingredients of Successful Lessons

1. Starter (appropriate setting of the learning climate)
2. Recap (pupil involvement)
3. Learning objectives (shared with pupils appropriately – focus is what pupils will learn not what pupils will do) All Learning Objectives (LO) are written on the whiteboard or Interactive Whiteboard (IWB), in children's books and shared orally in child friendly language.
4. All lessons have well planned Success Criteria: All pupils are clear about how they will achieve the Learning Objective. Pupils can use the Success Criteria to assess their own or their partner's work. Pupils are reminded of the Success Criteria during the lesson –
5. Teacher input (stimulus to learning)
6. Pupil grouping/seating plan (engineered by teachers the most effective learning)
7. Pupil activity (learning styles of all pupils, are all pupils on task) All lessons are clearly differentiated to enable all pupils to access learning and all learners are challenged appropriately
8. Teacher support (purposeful intervention)
9. Quality resources (e.g. ICT)
10. Summary/plenary/assessment for learning (cross referencing against the learning objectives)
11. Next lesson – continuity and progression – making the connections for the pupils so that no lesson is an "island".

Teaching

Good teaching needs:

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| • Clear planning | • Organised classroom management |
| • Assessment for learning | • Good classroom relationships |
| • Different teaching styles | • Relevant homework |
| • Pace and challenge | • Monitored progress |
| • A stimulating environment | • Regular evaluation and review |



Preparation, planning and delivering lessons

- Lessons are planned with clear aims and objectives, structure and challenges for all pupils
- Objectives are clearly linked to departmental long and medium term plans which are periodically reviewed
- Planning allows for a variety of learning styles and provides opportunities for developing a wide range of thinking skills
- Lessons are planned to build on prior learning and ensure continuity and progression
- Appropriate and stimulating resources are organised prior to the lesson
- The teacher should have clearly identified pupils needing extra support for special needs or for intervention.
- Lessons will usually take the form of a three-part lesson, unless the teacher decides that another approach is more effective in particular instances.
 - o Introduction and Starter
 - o The Main Activity
 - o The Plenary

Organisation

The learning environment will be managed in such a way as to facilitate different styles of learning. Opportunities will be made for:

- Whole class teaching.
- Group work, organised according to appropriate criteria (i.e. ability, mixed ability, friendship, etc).
- One to one teaching.
- Collaborative learning in pairs or groups.
- Independent learning.

General classroom organisation:

Classrooms are bright, well organised learning spaces which must be tidy, labelled and well organised. Pupils learn to take responsibility for ensuring their classroom is a pleasant and safe place to learn. Pupils know how to access resources and respect the classroom environment. We accept that teachers will have different preferences and styles in how to organise their classrooms. However, to ensure consistency across the school classroom environments, teacher's need to include the displays listed below.

- Children's trays are clearly labelled
- Groupings, e.g. Maths, English, Guided Reading, House groups are on display in the class and in the teachers assessment file.
- Displays are a learning resource – they support previous learning. All displays are labelled and changed regularly.

Differentiation



To ensure we always have the highest possible expectations of individual learners and so they can demonstrate what they can do, understand and achieve, teachers will differentiate the curriculum according to individual needs by:

- Pace
- Content
- Task
- Relevance
- Resources
- Extension
- Outcome of independent activities
- Teacher/adult support

Differentiated tasks will be detailed in weekly planning. Learning objectives will be specified for all differentiated teaching and reference will be made in weekly plans to Individual Education Plans where appropriate.

Classroom support is available in the form Teaching Assistants:

Teaching Assistants are used at the discretion of the class teacher to help support the teaching and learning in the class and to help with classroom organisation.

The Teaching and Learning Policy is a fundamental part of the School Development Plan and will be reviewed on an annual basis to ensure it reflects current practice at Newton International Academy and it will be the key document within the induction programme for all new staff.

The success of the policy will be ascertained through the monitoring and evaluation of the aims of the school through :

- SMT and the Teaching and Learning Committee are analysing and evaluating Teaching and Learning in Primary – through observations, development of staff and support
- Pupils' progress through work scrutiny, evaluation and analysis of individual and group assessments
- Pupils' progress through behaviour targets
- Discussions with pupils and parents and regular interviews
- Liaison with teachers and Team Leaders/Subject leaders.
- Analysis of the quality of teaching and learning provided through lesson observations and scrutiny of planning.

Reviewed June 2023