



Teaching and Learning Policy

The Vision of Newton International School is that we are an international community of learners striving for excellence and celebrating success. We believe in providing the highest quality of education possible for all of our students.

Aims

We aim to encourage each child to achieve academic excellence, enjoy creative diversity, develop critical thinking skills and be able to relate new concepts to previous experiences. We aim for all children to become lifelong learners and citizens. To achieve this, we will provide a diverse and inclusive education in a safe, supportive environment that promotes self-discipline, motivation and consistency. We will provide and maintain a calm, trusting and caring atmosphere where teaching and learning are meaningful and developed, where children learn as efficiently as possible and their work is celebrated. We will work in partnership with parents and the wider community to achieve this.

Learning should be a rewarding and enjoyable experience for everyone.

Through our teaching we equip learners with the skills, knowledge and understanding necessary to be able to make informed choices and master their understanding of all that they learn. We believe that appropriate, stimulating and interactive experiences will help learners to realise their worth and lead meaningful lives.

To develop and support this we believe that effective learners:

- Have appropriate self-confidence and a positive self-image
- Need to feel that their basic physical needs are being met
- Need to feel emotionally secure, safe, relaxed and mentally healthy
- Take responsibility for their own learning
- Are actively engaged, independent and reflective
- Are self-motivated and self-evaluating
- Are independent, show initiative and are willing to take risks
- Understand what they need to do to move forward in their learning
- Ask good questions, are interested and inquiring
- Listen and communicate well
- Can access information, resources and the environment appropriately
- Can express their needs and feelings appropriately
- Interact with others positively
- Interpret and transfer skills in new contexts and remember and apply them to their learning



- Persevere and are resilient

As the children progress through the learning process we want to

- Ensure that all children are competent in basic skills
- Ensure that children experience a rich and challenging curriculum that allows them to apply and further develop basic skills
- Enable children to become confident, resourceful, enquiring and independent learners
- Enable children to become better thinkers so that they can solve problems creatively
- Foster children's self-esteem and help them build positive relationships with other people
- Develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others
- Show respect for all cultures and, in so doing, to promote positive attitudes towards other people
- Enable children to understand their community and help them feel valued as part of this community
- Help children grow into reliable, independent citizens capable of making a positive contribution

An effective lesson will have the following characteristics:

- All lessons must be well planned to provide consistency in teaching and learning throughout the school and, to enable teachers to teach as effectively as possible, there is an agreed framework for long-, medium- and short-term planning.
- All learners make good progress. Pupils are aware of individual targets.
- All lessons are challenging and key concepts and themes which run through units are developed, step by step, and show progression year on year.
- Differentiated learning tasks are planned into lessons and pupils are actively engaged in the learning. Pace and rigour is evident to keep children on task, along with hooks and other memorable devices to ensure that learning builds on what is already known.
- All learners are aware of clear lesson objectives and success criteria which are communicated to them. They have a clear understanding of what they are doing and why they are doing it.
- Assessment of learning is evident. Plenaries are used for constant self-evaluation and assessment, alongside a range of formative strategies woven throughout the lesson, including verbal feedback.
- There is an appropriate balance of teacher-led instruction, intervention and pupils working independently, ensuring pupils have enough time to demonstrate through work their ability, understanding and progression.



- Behaviour management is positive and based on the pupils' ownership of the rules. Positive behaviour is seen to be praised and rewarded. Children are not allowed to prevent the learning of others under any circumstances.

The Classroom

The classroom should promote effective learning. We expect that all children will experience consistently high-quality learning environments. We expect that every aspect of the classroom should promote learning.

Every classroom should have:

- the School Vision and Mission displayed
- the School Values, Rights and Responsibilities displayed
- properly organised and accessible resources, which are clearly labelled and appropriate to the age of the pupils. Resources will be regularly reviewed to match curriculum needs.
- quality displays celebrating the children's work and interactive displays that relate to current learning, which stimulate, challenge and inform.
- neat and tidy storage which is safe

Displays in the classroom should include:

- celebration of children's best work
- captions identifying the learning process of work displayed and where the work originated from
- work displayed mounted (see display policy)
- Learning will be promoted through appropriate vocabulary. Prompts and reminders for current learning will be evident. These may be in the form of working walls.

Assessment/Feedback

All work should be marked according to the marking scheme (see Marking Policy).

Differentiation Strategies:

It is important to note that differentiation does not mean "different work" but instead refers to the adaptation of a wide variety of resources, teaching styles, classroom activities and support materials that can be used by teachers to help make the curriculum accessible and allow students to progress within their lessons. Teachers will use as wide a range of activities as possible in order to support pupils' access to curriculum content.

Children are further enabled to access the curriculum through careful and sensitive grouping and organisation.

Adaptation of Resources:

- Provide targeted students with help-sheets to explain particular questions.
- Use of extension activities and questions to stretch and challenge learning.



- Provide modified copies of texts (enlarged, simplified, annotated, with hints, etc.)
- Make success criteria explicit and provide a step-by-step guide for the students to follow.
- Use of alternative textbooks & worksheets pitched at targeted individual levels.
- Use of concrete or visual resources, as well as technologies such as calculators, flash cards, iPads, etc.

Differentiation by Task:

- Provide students of varied abilities with varied tasks that are matched to individual students' needs. The mode of working will be varied including independent work, working in pairs, groups and cooperatively.
- Match the classroom tasks to the students' levels and which stretch them to the next level.
- Tasks can have graduated levels of difficulty to stretch and challenge students.
- Open ended tasks that allow students to interpret them to their own standard.
- Provide different tasks and allow students choice on these.
- Provide a range of tasks that allow choice and which recognise aptitudes and interests
- Design tasks so that they enable a variety of outputs, critical thinking and learning reinforcement.

Differentiation by Response/Outcome:

- Avoid questions that require factual recall but instead use questions that require a greater variety of higher-order thinking skills such as 'Which...' questions for evaluation, 'How...' questions for synthesis and 'Why...' questions for analysis.
- Allow some students to expand or explore while others can describe or summarise.
- Allow students to produce outcomes by using different media – e.g. for a research activity allow students to choose their own response such as PowerPoint/presentation/display...etc.
- Teaching styles should plan for and accommodate the range of learning styles in the class through the balanced use of visual, kinaesthetic or auditory (VAK) activities/interventions within a unit of work. This applies to every pupil in the school, including those identified as having additional needs.
- Students with dyslexia need a combination of VAK opportunities (multi-sensory) to stimulate learning.
- Timing: don't grade students on volume of work but instead on their outcomes/responses.
- The key question here is not "How would I teach this?" but rather "How would students learn this?"
- Provide a combination of oral and written advice. The teacher and other adults will encourage pupils to work in partnership to support and deepen each other's learning and understanding.



- Feedback should be specific, encouraging and developmental – it should provide understandable and useful advice. Wherever appropriate, pupils will be encouraged to use their own initiative.
- Aiming different level questions at different level students and then using follow up questions to encourage elaboration. The classroom atmosphere will encourage children to ask questions of each other.