



NEWTON  
COLLEGE

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PART OF  ISP SCHOOLS

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# **Teaching and Learning Early Years and Primary**

## **2021-2022**

Reviewed by: Sarah Moran

Next update: August 2022

**“Amazing learning is a lifelong journey where we are challenged to get better in an ever changing world”**

**This statement was created by teachers and learners in 2019 and forms the basis of our vision for learning at Laude Newton College.**

**Our philosophy for Teaching and Learning:**

As a school community we are all learners, adults and children alike. We aim to foster in our learners, a life-long love of learning while developing the skills, knowledge and understanding to achieve to the best of our abilities. As learners, we thrive best in a warm and secure environment where we are accepted and valued, while developing the attitudes and dispositions to be happy, caring and creative learners for life.

**The aim of our Teaching and Learning policy:**

Our ultimate aim is to produce life-long learners who approach new challenges with optimism, enthusiasm, flexibility, international awareness and positive, efficient attitudes to learning which will ensure success beyond school. The promotion of learning experiences and focus on ‘getting better’ is at the heart of all we do.

**Statements of Aims:**

- To outline the expectations for teaching and learning at Newton College
- To provide clear guidance for all Teaching staff
- To provide a clear basis for documents relating to teaching and learning, such as learning walks, lesson plans and methodologies

**10 Characteristics**



## **Amazing learning**

At Newton College we believe that, in order for effective learning to take place, we need to have:

Good relationships with students which cultivate a collaborative and cooperative atmosphere, one in which exploration and making and learning from mistakes is seen as a positive and constructive experience where pupils are challenged to get better.

- Clear planning and structure
- Explicit aims and goals, which are shared with classes
- Regular and timely assessment of learning (both summative and formative) in-line with the Departmental/Key Stage Assessment policies and the development of a culture where individual feedback is regularly given, leading to the creation of specific targets
- The employment of a variety of teaching styles and techniques, as appropriate
- Appropriate elements of pace and challenge
- Differentiation, grounded in an understanding of the needs of individual students
- A stimulating learning environment
- Effective use of resources, such as ICT, to enhance the learning environment
- The encouragement of active learning
- The patient support of individuals who need help
- Providing opportunities to stimulate students' moral, health, personal and social development
- Encouraging students' initiative and independence
- Confident classroom management with high and consistent expectations of behaviour, conduct and relationships
- Golden Rules to maximise the potential for the positive reinforcement of good learning

### **We believe that AMAZING LEARNING takes place when students:**

- Understand how they can get better and make progress
- Recognise that good struggle is needed to ensure learning takes place
- Make excellent progress by extending their subject knowledge and skills to deepen their understanding
- Develop positive attitudes towards learning
- Learn how to question, think critically and solve problems for themselves
- Accept responsibilities for their studies, including setting their own academic goals
- Demonstrate progress in the development of skills in research, analysis, reflection and enquiry
- Learn collaboratively and cooperatively, as well as independently
- Make best use of the resources available
- Take care of, and pride in, the appearance of and quality of their work
- Feel valued as individuals
- Remain open-minded towards new ideas and challenges
- Demonstrate and develop proficiency in Newton College's Core Values and Golden Rules

**All lessons should be well structured and planned, reflecting the creativity and craft of the individual teacher and enabling a range of learning experiences for students. This policy sets out the responsibilities of all those involved in developing the student learning experience:**

### **Teachers**

Teachers should plan lessons:

- Which enable pupils to make progress and get better
- In line with the principles of differentiation and ensure that all learners experience good struggle in every lesson
- That are fast-paced and include a variety of learning strategies that engage and challenge learners
- Which have clear learning outcomes
- Which are differentiated for varying needs by task, resources, outcomes and/or method
- Which use effective questioning to direct and challenge pupils
- Which enable pupils to develop higher order thinking skills such as creativity, analysis, evaluation and problem-solving
- Which make appropriate use of ICT and other resources to support learning
- Which are informed by a clear understanding of the requirements of external bodies such as the International Curriculums/National Curriculum/EYFS Framework
- Which are informed by a clear understanding of pupils' prior attainment and next steps
- Which actively engage and challenge students
- Which allow pupils to work in a variety of ways including independent and collaborative working
- Which use positive behaviour management, including praise and rewards according to the relevant school policy
- Which follow our marking and assessment procedure

### **Teachers should:**

- Assess pupils' work regularly, according to the relevant Marking and Assessment Policy
- Record pupil attainment and progress, in accordance with the relevant school Assessment Policy
- Use analysis of assessment to inform teaching and support pupils' progress
- Use data to ensure pupils are working to develop their potential and set aspirational targets to help achieve this
- Inform parents and appropriate staff within school of any concerns regarding a pupil's progress via parent meetings.
- Be aware of any specific learning needs of their pupil
- Try to move year group every 3-5 years (we understand that in the pre-nursery classes this is not always possible)

## **Year Group Leader**

The Year Group Leader will:

- Co-ordinate planning and learning throughout their year group
- Liaise with other year group leaders where necessary
- Assist the Head of Stage to oversee aspects of the year group organisation and management, including duties, timetables and special events, in order to ensure that school policies and practices are being delivered.

In addition:

- establish good relationships, encourage good working practices and support and lead teachers in the key stage;
- lead, support, motivate and direct support staff working within the year group;
- lead meetings within the year group;
- lead by example in all areas of the curriculum;
- assist with the induction process of new members of staff within the key stage.
- oversee the organisation of school visits and extra-curricular activities within the key stage.

## **Leaders / Heads of Department**

Subject Leaders/Heads of Department are responsible for the effective teaching of their subjects, evaluation of the quality of teaching and the monitoring of pupil progress.

Each Subject Leader/Head of Department achieves this:

- Championing teaching and learning in their subject area
- Ensuring the different subject areas provide a range of learning experiences for pupils
- Plan and organise events to promote learning within their subject area
- Evaluating the teaching of their subject and the planning of lessons
- Ensuring curriculum coverage, continuity and progress for all students
- Ensuring that department procedures for assessing, recording and reporting on pupil progress is implemented consistently and is in line with whole school policy
- Analysing and interpreting data in pupils' performance against school expectations and other comparative data
- Monitoring pupils' work and progress by regular sampling of classwork and homework, as well as assessment data
- Ensuring lessons are observed through learning walks and constructive feedback is given
- Review performance in internal and public examinations
- Review the quality of reporting by teachers within their subject area

## **Key Stage Coordinators**

Key Stage Coordinators are responsible for the monitoring and evaluation of the overall experience of groups and individuals in their year groups/key stages.

This is achieved by:

- Promoting learning and a focus on getting better
- Monitoring the progress and potential of the year group/key stage using pupil data to identify areas of underachievement
- Maintaining an overview of the experience of pupils in their year group/key stage, e.g. behaviour, attainment, progress
- Monitoring attitudes to learning, e.g. through learning walks
- Leading specific activities on a cross-curricular basis with a teaching and learning focus, e.g. staff meetings
- Supporting individual staff as required
- Keeping up to date with new initiatives in teaching and learning
- Carrying out learning walks and supporting teachers, and sharing good practise as necessary

## **School Leadership Team**

The School Leadership team is responsible for the overall quality of teaching and learning across the school.

This is achieved by:

- Strategic planning of teaching and learning priorities in conjunction with Subject Leaders/Heads of Department/Key Stage Coordinators
- Supporting individual departments/Key Stages
- Ensuring that the plan for school improvement places a high priority on teaching and learning and that structures are put in place to support these priorities
- Monitoring the quality of teaching and learning across the school through activities such as work scrutinies and learning walks
- Review of examination results
- Reviewing summary reports of lesson observations reviewing specific policies related to teaching and learning

## **Pupils (Learners)**

Central to our ethos is ensuring that pupils take responsibility for their own learning and a belief that high expectations of pupils results in high levels of achievement. Students are therefore expected to:

- Recognise that good struggle is needed to ensure learning takes place
- Be supported to demonstrate courtesy, common sense, and consideration at all times and develop curiosity and creativity, whilst valuing challenge and aspiration in line with our language for learning
- Be supported to have enthusiasm and commitment to develop skills and knowledge within and beyond the classroom, aiming for their very best at all times
- Arrive to lessons promptly and be well-organised (use planner/iPad to record homework where appropriate, etc.)
- Be supported to take responsibility for their own learning, and work cooperatively with other learners
- Take pride in their work, achievements, conduct, and in the school's aims and ethos
- Be aware of their strengths, weaknesses and targets for improvement, and act on them.

## **Parents**

We recognise that parents play an important role in supporting their children's learning and that the three-way partnership between parents, pupils and the school is vital for the success of the individual pupil. The school undertakes to:

- Communicate regularly with parents about their child's progress
- Alert parents promptly to any concerns about their child
- Give parents accurate and up to date information regarding their child's learning (either in written form or via parent/ information evenings)
- Respond promptly to parental concerns

We expect that parents will:

- Support the school in ensuring that their child is working appropriately both at school and at home
- Regularly review and sign the school diary or respond to messages on Class Dojo
- Engage positively with the school to resolve any difficulties regarding their child attend events, such as parent's evenings, whenever possible