



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 become lifelong learners and citizens. To achieve this we will provide a diverse education in a safe, supportive environment that promotes self-discipline and motivation. We will provide and maintain a calm, trusting and caring atmosphere where teaching and learning are meaningful and developed. 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. We believe that appropriate experiences 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
- Are able to access information, resources and the environment appropriately
- Are able to 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

We believe that in an effective lesson:

- Children are content and secure and are able to experience a sense of achievement
- Children understand what they are learning and how to achieve their learning intentions – the objectives are shared with children
- Everyone is included and all needs are met – provision is inclusive and lessons differentiated well
- All children learn and make good progress – children achieve
- All children, including those with gifts and talents, face an appropriate degree of challenge
- Children with AESN are supported well
- Activities are pitched to match children's skills, knowledge and understanding – we start from where the children are
- The pace promotes high performance and allows thinking time
- Activities are fit for purpose – activities are carefully chosen to optimise learning
- Children have opportunities to improve and move forward
- Children have opportunities to be independent in their thinking and learning, make choices and take risks
- Children are engaged and motivated
- Behaviour is good and any inappropriate behaviour is dealt with effectively
- Adults and children have high expectations of children's learning
- Misconceptions are dealt with and are used as opportunities for learning
- Resources are accessible and appropriate
- Teaching assistants and other adults are deployed well and impact positively on learning



- Children receive effective feedback enabling them to improve their performance and have opportunities for self-evaluation and reflection

Teaching

There will be:

- Adult-pupil engagement
- Confirmation of progress
- Visible calmness
 - Adult voices
 - Range of tones of voice
- Range of open questions
- Positive responses from adults and children
- Visible signs that the behaviour policy is being followed by everybody
- Focus on what and how the children are going to learn
- reference to displays and/or learning walls and that they are being used to enhance learning
- children obviously talking about their learning
- children visibly enjoying their learning

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
- a visual timetable
- reading/book area
- properly organised and accessible resources
- quality displays celebrating the children's work and interactive displays that relate to current learning
- neat and tidy storage
- WALT and WILF for each lesson clearly visible to pupils

Classroom resources should include:

- flipchart/static whiteboard
- projector and speakers



- children's whiteboards
- selection of suitable maths resources
- calculators (UKS2 and KS3)
- big books (KS1 and EYFS)
- dictionaries

Display 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)

Outside the classroom

We expect...

Corridor

- all surfaces are clean and uncluttered
- no litter
- displays changed every half term
- displays that reflect and celebrate learning that has taken place in the classroom
- 'one off' displays – eg Sports Day – should only be up for no more than a term
- Coats are hung up and bags stored neatly

Hall/Foyer areas

- Should always be left ready for the next teacher. We expect clear surfaces, no food, equipment stored correctly and no clutter so that the area is clean and safe
- Displays should celebrate the work of the school

Playground areas

- Should always be clean and tidy and safe for use
- Equipment should be tidied away when finished with

Children's Work

Children's Books/Folders

- All teachers will be expected to use the agreed workbooks/folders as laid down by SMT annually



- Books and folders should be neatly labelled with the pupils' names and class and subject where appropriate. The names should be neatly printed and legible.
- Children will not embellish their books at all

Inside books and folders

Every book will have:

- Date (long for English, short/numerical for Maths)
- WALT/Learning Objective (L.O.) written by the child or stuck in for younger or less able children
- Pencil for all Maths work
- Pen - not biro to be used for writing when children have appropriate handwriting skills
- All Maths calculations/working out should be in the books

Assessment/Feedback

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

There should be:

- Age appropriate feedback
- Comments relating to the WALT/LO, success criteria, targets
- Clear demonstration of children 'reflecting' and responding on prior learning and comments – eg. opportunities evident to develop skills further, time given to revisit if found task difficult
- Evidence of self-/peer-assessment
- Evidence of observation by adults
- Use of 2 stars and a wish by teacher and pupils
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Planning

All planning should always be based on prior learning

- Clear links to all learners' needs
- Variety of planning styles planned for (A, V, K)
- Clear links to prior learning
- Where appropriate there should be clear differentiation – at least 3 ways: LATs, MATs, HATs
- Clear signs of peer support and peer assessment
- Progression in learning evident throughout the week
- Obvious use of plenary as part of assessment process
- Clear written signs of daily communication between the teacher and other adults working in the classroom



- Use of soft starts, mini plenaries

The minimum expectation for the quality of provision in each class is good. Management action, including coaching and individual support will be offered to staff working below this level of provision.

Appendix 1: Lay-out of work

Sunday 14th February 2016

Day Date Month Year



WALT: Set out our work neatly and correctly

Paragraphs should start a finger space in from the margin and then continue writing next to the margin. The date should be written on the right hand side of the page. The long date should be written in full in the above format for literacy/English and Humanities. The short date: DD/MM/YYYY can be used for Maths and Science. All work should have the WALT and a page reference if appropriate. This should be written under the date leaving a line or two in between. If written, the WALT should be underlined. The WALT can also be stuck into books at the top of a piece of work.

Subtitles

Should be written next to the margin and underlined.

1. Numbering should be clear and inside the margin.
2. Each new point should be on a different line.
3. Numbers in Maths should be written individually in the squares of the book.
4. Maths work should only ever be in pencil.
5. Any drawings or diagrams should also be in pencil, not pen.

Every piece of work should be ruled off without wasting unnecessary space. The next piece of work should commence immediately below where the last piece has been ruled off.

Monday 15th February 2016

WALT: