



Teaching and Learning Policy

	Signature	Date
Chair of Committee	A. Fortgang	23/10/24
Headteacher	H. England	23/10/24
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Teaching and Learning Policy

1. Introduction

Purpose: At Newtown we aim to nurture lifelong learners. Our purpose is to create a positive, safe, nurturing environment where everyone belongs and is encouraged to shine and become the best they can be. Our school values of caring, curiosity and courage underpin everything we do. We constantly work to further develop the partnerships between parents, governors and outside agencies to contribute to the education and development of the children.

Rationale: Schools exist to help children learn how to learn and develop. This learning is not just about knowledge, learning is about attitudes, skills and knowledge. In order for that learning to take place children need to feel happy safe and secure and to be provided with an environment that is conducive to learning. When those factors are in place then children should be provided with a curriculum that is rich in content, relevant and interesting to the children themselves and gives a strong social, cultural and moral guide. All these factors should then equip them with a thirst for knowledge and the skills to go forward into the next stage of their education and life.

2. Philosophical Approach to Teaching and Learning

Educational Philosophy: At Newtown School we believe effective learning takes place when children feel safe, are motivated and develop positive independent learning behaviours. Effective learning depends upon effective teaching. Effective teaching is provided through carefully planned, ambitious lessons, interactions or environments; where children know what they are trying to achieve. Adult-modelling, carefully planned scaffolding and independent practice and consolidation ensure that children make good progress. Alongside this, children should have opportunities to explore, refine and make choices about their learning.

Learning through experience: trips, visitors and activities

At Newtown we believe that children cannot truly understand or learn about things that they have not experienced and as such we try to make sure that the learning is brought alive by as much practical hands-on learning as possible. It is these opportunities that produce deep learning, engagement and lifelong memories. The wider curriculum is carefully planned to support learning and to show a clear progression across EYFS and KS1.

Growth Mindset and Behaviour for Learning

Learning to be a learner is a key part of any schooling and at Newtown the children are at the beginning of this process. At Newtown we believe that learning should be a life-long enterprise. We aim to develop our children's learning skills, not just so that they can complete the schoolwork more easily and effectively but so they will leave Newtown with the 'disposition' (a set of habits and values) which will serve them well as they go onto to their next schools and throughout their lives.

The point at which we become stuck is the point at which we start learning!

All children are individuals and will have their own personal 'disposition' towards learning. We believe that we can help children to improve their capacity to learn by building their 'learning muscles'. Dispositions for learning can be learnt, practiced and improved. We believe that by talking about our learning and having a common language for doing this across the school means that the children will begin to understand about learning to learn and therefore become better learners.

3. Effective Learning

Where learning is effective, children...

1. Are motivated to:

- Take an active interest in their learning through encouragement, support and involvement from their teachers, support staff and parents/carers.
- Improve their performance and are willing to learn from their identified targets as well as their strengths.
- Enjoy lessons and readily respond to the challenge of the tasks set.
- Try their best at all times so that they achieve their full potential.
- Care about the presentation of their work and look after resources.
- Develop independence and lead their own learning.

2. Take responsibility for:

- Evaluating their achievement.
- Concentrating on tasks set and listening attentively to the teacher and each other.
- Developing the confidence to ask questions, to try to find answers and ask for help when needed.
- Helping each other and working collaboratively, as well as independently.

3. Have developed or are developing the following learning behaviours:

- Perseverance with all tasks.
- Responding positively to opportunities given to extend their learning.
- The ability to modify and edit their work.

- Use appropriate knowledge and skills and apply them in a range of contexts, making connections where possible.
- A positive response to skills based teaching.
- Problem solving skills and thinking 'outside the box'.
- Being able to adapt easily to different ways of working.
- Evaluating their own work and how to improve it.
- Being able to decide the best approach to a task and the resources/support needed.
- Communicating information and ideas, offering comments and explanations.
- Feeling that they are valued by the school community and that their achievements are being recognized.

4. Effective Teaching

Where teaching is effective:

1. Teachers will provide high quality learning opportunities:

- Through carefully planned, well structured, paced lessons following Newtown's bespoke curriculum plans.
- Through engaging and stimulating curriculum content.
- By making learning intentions and success criteria explicit to children during the lesson.
- Through engaging and stimulating environments.

2. Teachers will have high lesson expectations by:

- Being enthusiastic about the tasks that they present.
- Presenting work in all curriculum areas neatly.
- Making children aware of expectations for quality, length and presentation in each subject every lesson.
- Modelling expectations.
- Providing children with clear steps to success.
- Modelling and praising resilience and perseverance.
- Providing pupils with reminders and scaffolding.
- Revisiting our work and that of the pupils to improve it and edit it.
- Celebrating children's successes mid lessons and at the end of sessions.
- Offering praise and rewards.
- Providing quality resources to enable pupils to be independent in their learning.
- Offering immediate feedback through live marking to ensure misconceptions are addressed within each lesson enabling children to keep up.
- Exercising fluidity to groupings in response to pupil understanding in each lesson
- Providing challenge and application of knowledge and skills.

- Encouraging children to challenge themselves.
- Using Support staff effectively.

Newtown School Learning Model for Group Times			
	Minimum Expectations	Possible strategies/adaptations	Possible TA Support
Before teaching the series of lessons	Refer to long term plan. Make sure you understand the key learning points and the end point for the children Plan and sequence a series of lessons or review scheme of work.	Identify possible adaptations.	
Before the lesson	Identify any children who need pre teaching and pre teach vocabulary, content or skills. Ensure resources are prepared. Identify common misconceptions.	Identify how to reduce cognitive overload.	Read planning. Help organise resources. Pre teaching
During the lesson	Have high expectations for all. Pick out positive behaviours. Share learning intention and success criteria. 'By the end of today's lesson, we will know/be able to/understand.' Trigger the brain. While I am talking/reading, I want you to look out for/listen for...' Link to previous learning. Explicitly teach vocabulary needed for lesson. Use I do, we do, you do to structure lesson- teacher models, worked example together, individual practice. Ask questions and expect children to answer how they know. Use this as formative assessment.	Use visuals/makaton to support vocabulary. Vocabulary sheets for individual children. Scaffolds- different resources, groupings, adult support. Use STEM sentences. Share examples of a success one. Chunk learning. Talk partners. Quizzes on whiteboards.	During input Sit with children on carpet to support/model behaviour or learning. Observe children and write down their comments. During independent work. Support children identified on planning. Helicopter round the classroom. Reiterate the teacher's input. Support children to

	<p>Address misconceptions.</p> <p>Inputs should be short.</p> <p>Refer to learning intentions and success criteria throughout lesson.</p> <p>Children reflect on their learning and review their success.</p> <p>Teacher live mark and gives feedback during and if needed after the lesson.</p> <p>Explain how learning links with future learning.</p>		<p>see links to prior learning.</p> <p>Support children to choose appropriate scaffolds.</p> <p>Ask questions to move children's learning on.</p> <p>Model using taught vocabulary.</p> <p>Address misconceptions.</p> <p>Mark work of group of children working with.</p>
After lesson	<p>Reflect on children's learning and next steps for class, group of children or individuals.</p> <p>Check planning for next lesson and adapt if needed.</p> <p>Use exit question for each scheme of work taught.</p>	<p>Reteach if needed</p> <p>Pre teach before next lesson.</p>	Feedback to teacher.

6. Curriculum Development

EYFS: A knowledge and skills-based curriculum has been developed based on Development Matters. Seven skills have been identified that all children work towards with clear assessment points throughout N1, N2 and Reception. The eight skills are 'To be a curious learner', 'To look after myself', 'To draw a map', 'To create a self portrait', 'To sew a hand puppet', 'To tell a story', 'To follow a recipe to make a pizza', and 'To plan a celebration'. The knowledge and skills progression has been mapped against the KS1 curriculum to ensure all children have the best possible start in Year 1.

Drawing club, helicopter stories and poetry basket are adult led sessions to support Communication and Language as well as Literacy and Expressive Arts and Design.

Key Stage 1: The Key Stage 1 curriculum has been developed using the National Curriculum whilst also thinking about our children's starting points and experiences. It is sequenced so that children become increasingly confident with the new knowledge and skills they are acquiring.

Art and Design and Design and Technology: KAPOW

Computing: Teach Computing

RE: Based on Sacre developed into schemes of work by subject leader

PE: taught by Game On following their curriculum

History: Curriculum designed by subject leader. Topics include How do our Favourite Toys and Games Change Over Time, Important People through Time, Let's go to Space, The Great Fire of London, Our Street and Our Town.

Geography: Curriculum designed by subject leader. Topics include What it's like where I live, Too hot or Too Cold, What's the weather like where we live, Why does it matter where my food comes from, What's it like to live on an island, How does the geography of Kampong Ayers compare with the geography where I live.

Science: Curriculum designed by subject leader using Kent Scheme as a reference. Topics include Seasonal change, Animals including humans, Scientists and inventors, Plants, Habitats and Materials

Music: Music Express

PSHE: Curriculum designed by subject leader.

In Reception and KS1

Reading is taught using Little Wandle: daily phonic sessions and reading practice 3 times a week. In Year 2 the phonics becomes a spelling program. Keep up groups are taught to ensure that children do not fall behind.

Maths is taught using Master the Curriculum. Year 1 and 2 also use Mastering Number to develop fluency.

7. Learning Environments and Adult Interactions

Play underpins learning and all aspects of children's development. Through play, children develop language skills, their emotions and creativity, social and intellectual skills. For most children play is natural and spontaneous although some children may need extra help from adults. Play takes place indoors and outdoors and it is in these different environments that children explore and discover their immediate world. It is here they practice new ideas and skills, they take risks, show imagination and solve problems on their own or with others. They develop social interactions and learn how to manage their big feelings. The role that adults have is crucial. Adults provide time and space and the resources necessary to fire children's imaginations. They observe, play and join in when invited, watching and listening before intervening. They value play and provide safe but challenging environments that support and extend learning and development.

Providing high quality environments for child-initiated play is an important way for adults to support children's learning that is both enjoyable and challenging. When children play, they

are learning at the highest level. Play can extend certain areas of their learning – for example, developing language skills by promoting talk between children or introducing new vocabulary that they use and act out in their play. Continuous provision allows children to plan and review their own learning building on their own interests and embedding the skills and knowledge from adult taught sessions.

8. Monitoring and Evaluation

Subject Leaders: Monitor the efficacy of their subject through learning walks, book scrutinies and pupil voice. They identify themes and next steps which are shared with all staff. Individual feedback is given if required. This feedback informs continuous profession development.

Assessment: Formative assessment is used throughout the lessons and informs future planning. Topics have an exit question where children can showcase their knowledge. Little Wandle is assessed every 6 weeks. Maths is assessed at the end at the end of each term. Writing is moderated termly.

By adhering to these guidelines and consistently reflecting on their applicability and effectiveness, schools can create a dynamic and supportive environment that promotes excellent teaching and learning outcomes. This framework provides a structured approach to achieving the desired educational standards mandated by the DfE and inspected by Ofsted.