



**Newton British Academy**  
**Barwa City**

***EYFS Teaching and Learning Policy***

Reviewed: June 2025 - June 2027

Next Review Date: June 2026

**“An international community of learners striving for  
excellence and celebrating success”**

## **Introduction**

Newton British Academy believes that Teaching and Learning should be an enjoyable experience for all; most importantly the students, teachers and parents. Teaching must equip students with the skills, knowledge and growth mindset in order for them to take a positive role in our fast paced ever changing international society.

## **Aims**

- Provide the highest standard of education to promote academic excellence and enable students to acquire the skills, knowledge and concepts relevant to their future
- Develop a Growth Mindset through an ethos of honesty, transparency, respect, empathy, diversity and personal accountability to enable students to become active, responsible citizens and caring members of the school and wider community

## **Objectives**

- To have high expectations for learning and attainment
- Provide a high quality learning environment
- Provide a student centered environment allowing creative diversity
- Value all stakeholders in our school
- Work in partnership with parents

Teaching & Learning is a shared responsibility and all members of the school community have an important part to play.

### **All members of the school community will work towards the school's aims by:**

- Treating students as individuals and respecting their rights, values and beliefs.
- Fostering and promoting good relationships and a sense of belonging to the school community
- Providing a well ordered environment where parents and students are fully aware of behavioral expectations
- Offering equal opportunities in all aspects of school life and recognising the importance of being inclusive of different cultures
- Encouraging, praising and positively reinforcing good relationships, behaviour and achievement
- Working collaboratively, by supporting and encouraging one another

### **Senior Management Team will work with stakeholders to:**

- Develop policy and the production of schemes of work designed to ensure progression and continuity of all subjects throughout the school
- Support colleagues in their development and implementation of the scheme of work, and in assessment and record-keeping activities

- Monitor progress in all subjects
- Share Academic & Pedagogical research through reading and attending relevant external courses and attending in-house professional development workshops

**Teachers will endeavour to:**

- Instill the schools values as a core part of the curriculum
- Develop student's ability to think critically
- Continually assess for understanding and progress through AFL techniques
- Provide a stimulating and challenging curriculum and environment designed to encourage all students to reach the highest standard of achievement
- Recognise and be aware of the needs of each individual student, according to ability and aptitude
- Ensure that learning is progressive and continuous
- Be good role models, punctual, well prepared and organised
- Keep up-to-date with Academic & Pedagogical research
- Provide clear information in response to student progress and school procedures
- Have a positive attitude to change and the development of their own expertise
- Work collaboratively with all stakeholders and other Newton Group schools to develop a shared philosophy and commonality of practice

**Parents are encouraged to support their student's learning by:**

- Ensuring that their student attends school regularly, punctually, well-rested and in good health
- Ensuring that their student arrives at school wearing the correct uniform and bringing necessary equipment
- Providing support for the discipline policy of the school and for the teacher's role
- Supporting the work of educational targets and becoming actively involved in the implementation of any support program
- Participating in discussions concerning their student's progress and attainment
- Ensuring early contact with school to discuss matters which affect a student's emotional wellbeing, academic progress and behaviour
- Support the school's homework policy and give due importance to any homework
- Ensuring that all contact addresses and telephone numbers are up to date and correct
- Allowing their students to become increasingly independent as they progress throughout the school
- Informing the school of reasons for their student's absence and providing necessary documentation
- Actively supporting the Home-School Agreement

**Students are encouraged to support the school's aims by:**

- Attending school in good health, maintained by adequate diet, exercise and sleep
- Attending school regularly and punctually
- Being organised, bringing necessary equipment, taking letters home promptly and managing their timetable

- Conducting themselves in an orderly manner in line with the behaviour policy of the school
- Taking increased responsibility for their own learning

**The community is invited to support the school by:**

- Contributing to activities, such as assemblies, specialist outings, clubs
- Presenting themselves as positive role models to be emulated
- Organising activities and events throughout the year to extend and deepen students' knowledge and skills
- Supporting school events
- Voluntary classroom assistance

**Planning**

At Newton British Academy we are committed to following the Programs of Study set out the Statutory Framework for the Early Years Foundation Stage 2021.

A Curriculum Map is created with the EYFS Coordinator and Team Leaders. Regular team meetings are used to discuss various aspects of the curriculum and ensure consistency of approach and standards.

Medium Term Plans (MTP) are drawn up for each year group for each subject and the Team Leaders are responsible for ensuring that they match the Curriculum Maps, these are then submitted to Google Drive where The EYFS Coordinator can monitor their quality.

Short Term Planning (STP) is submitted to the team leaders for checking and feedback offered to individual members of staff. The EYFS coordinator will make regular deep dives into planning to ensure consistency, appropriate depth and challenge. A weekly meeting is then held with the team leaders and guidance is given as to how we can raise standards further.

At Newton British Academy we are committed to raising standards of basic skills. By basic skills, we mean the ability to read, write and speak in English and to use Mathematics at a proficient level to facilitate learning across the curriculum.

All Lessons at Newton British Academy should include the following key elements to ensure high quality teaching and learning:

**All lessons have a clear Learning Objective:**

- All Learning Objectives (LOs) are written on the whiteboard and shared orally in student friendly language
- All Learning Objectives begin with 'We are learning to...' (WALT)
- When Teachers mark students' work, the main focus of the marking for the student is their

progress against the Learning Objective set and the Success Criteria (WILF)

**All lessons have well planned Success Criteria:**

- Teachers will share success criteria (SC) “What I am Looking For...” (WILF) so students will know how to achieve their LO
- Students will be able to repeat back their SC by saying, “I can.....”
- Students can use the Success Criteria to assess their own or their partner’s work.
- Students are reminded of the Success Criteria during the lesson – often the student's work is used to illustrate the Success Criteria in action

**All lessons are clearly differentiated to enable all students to access learning:**

- All learners are challenged appropriately
- Planning shows clear differentiation
- Students are actively engaged during all parts of the lesson – teachers take into account Student’s concentration span and ensure students are not sitting passively for long periods
- Mini whiteboards and other resources are used for short bursts of activity, to develop understanding and to ensure students are active and engaged during the lesson
- Visuals, concrete resources and auditory inputs are all used creatively as a way to enhance learning
- Opportunities for discussions with a Talk Partner or small groups are regular features in all lessons
- Continuous Provisions (student Initiated Learning) activities will reflect the current LO of the lesson and will be scaffolded to ensure that the students are provided with self-directed challenges

**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
- Small focus group teaching
- Continuous provision (Student Initiated Learning)
- 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

All areas of the learning environment will be planned for, including, where appropriate, the outside areas. Classrooms will provide a stimulating and purposeful learning environment, including thought

provoking and stimulating displays.

**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
- Volunteer helpers, members of the PTA and Prefects from Primary and Secondary are encouraged to assist with the many aspects of school life, including supporting reading and providing assistance with school visits

**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
- Autonomy
- Outcome of independent activities
- Teacher/adult support
- Challenge cards in provision areas

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.

Students with Special Educational Needs (including more able and talented students) receive support provided by an Inclusion Learning Support (ILS) teacher, 1:1 Instruction or a Teaching Assistant where appropriate. Extra support is given in the classroom by Learning Support Assistants. Additionally, advice is sought from relevant external support agencies when and where the need demands it. Depending on the needs of the pupil, the school will liaise with parents and all relevant stakeholders to arrange a Support Teacher to assist the pupil in accessing and achieving in the mainstream learning environment.

**Homework**

Homework is considered to be a valuable element of the learning process. At Newton British Academy, homework is given weekly.

We believe that homework should be set:

- To involve parents in their students's learning where possible
- To help parents understand what their student can and cannot do
- To encourage students to talk about their work to their parents and explain what they are

doing and how

- To extend the time for learning, thus enabling students to practise and consolidate their skills, knowledge and strategies
- To prepare students for Primary School experiences of homework
- To view learning as a lifelong process and not just restricted to school hours

Homework will generally follow on from work which has taken place in class but may take many different forms, including reading and spellings. It should not entail new ideas that require explanation from a teacher.

### **Assessment, Recording and Reporting**

Regular assessments are made of student's learning in order to establish their level of progress and attainment and to inform future planning. Formative assessment is used to guide the progress of individual students. It involves identifying each student's progress in each area of the curriculum, determining what each student has learnt and what therefore should be the next stage in their learning. Some more formal summative assessments such as phonics are carried out at the end of each term using a variety of assessment methods (see Assessment Policy).

Assessments include:

- Observations of the students in their everyday learning and play
- Guided Reading - running records
- Written phonics assessments
- Annotations on planning
- Marking and feedback with students
- Feeding Forward observations
- Success Trackers
- Math assessments
- On the spot observations

**Feedback to students about their own progress is achieved through discussion and the marking of work. Effective marking:**

- Helps students understand how to improve and comments aim to be positive and constructive
- Is often done while a task is being carried out through discussion between student and teacher
- It must be manageable
- It should be positive and motivating for students
- It must be at the student's level of comprehension
- It may be given verbally
- It should be given promptly and regularly

- It must give recognition to effort and achievement noting improvements made
- The process should directly engage the student, either orally or through written response
- It should give clear strategies for improvement focusing on one or two areas at a time which link into the learning objectives or learning targets for the student (which may be cross curricular)
- It should promote student's self-assessment, linking marking and feedback into the wider process of engaging the student in their own learning
- It will provide information to the teacher on the success of the teaching and inform planning
- It will provide information to the teacher regarding student progress
- It will be given by any adult with whom the student is working with
- It can be given by a peer as part of the learning process
- It will positively affect the student's progress and learning outcomes

Reporting to parents is carried out three times a year through both consultations and written reports. Results of individual students' assessments are made available to all parents.

**Cross phase continuity is ensured by:**

- EYFS – Key Stage 1 transition meeting
- Visits to Primary
- Transfer of student records from Foundation 2 to Year 1
- Meetings between Deputy Heads of Pastoral
- Meetings between Deputy Heads of Academics
- student's reports

**Monitoring and Evaluation**

students' work will be monitored and moderated regularly in each of the core curriculum areas by the Team Leaders and the Coordinator. A termly review of monitoring procedures is held with all members of the teaching staff and will receive written feedback. SMT and Team Leaders will regularly monitor student's learning. SMT will observe each class teacher in a specified curriculum area on a regular basis. The Lesson Observation Cycle informs Teaching and Learning.

**Classroom Environment**

**Academic Displays** In all classrooms:

- Literacy - Learning Journey
- Phonics
- Maths - Learning Journey
- P4C
- Topic (outside display)

**Other Display's**

- Daily WALT and WILF for each subject



- Value / Virtue of the month
- Feeding Forward
- T4W washing line

### **General classroom organisation:**

Classrooms are bright, well organised learning spaces which must be tidy, labeled and well organised. Students learn to take responsibility for ensuring their classroom is a pleasant and safe place to learn. Students 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, teachers need to include the displays listed below.

- All resource trays are clearly labeled – word processed
- Student's trays are clearly labeled
- Groupings, e.g. Maths, Literacy, Guided Reading, Home 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
- Learning areas are clearly displayed and titled e.g. Role Play Area, Construction Area, Reading Area, Phonics Area, Writing Area, Maths Area and Small World Play Area
- Display boards backed in brown with a consistent coloured border and font

### **Whole School environment**

Whole school displays give out a strong message to our school community. They are changed termly and can and should be a celebration of a student's work. These highly visible displays need to be planned carefully and thought given to how to display student's work in the most creative way possible.

### **Associated Policies and Documents**

- Teaching and Learning Policy
- Assessment Policy
- Inclusion Policy
- ECA Policy
- Home Learning Policy
- Curriculum Policy