Teaching and Learning Policy

Last reviewed: June 2025
Next review: June 2026

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

- Take responsibility for their own learning
- Are actively engaged, independent and reflective
- Listen and communicate well
- Are able to access information, resources and the environment appropriately
- Interact with others positively
- 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

An effective lesson will have the following characteristics:

- A retrieval starter which reviews previous learning
- Students completing independent tasks
- Activities modelled by the teacher

- Differentiated learning clearly evident
- All learners aware of lesson objectives and success criteria
- Rigorous questioning and a variety of AfL strategies implemented

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
- All other classroom displays should follow the Secondary Display policy.

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 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.

Differentiation 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.

Differentiation by Task:

- Provide students of varied abilities with varied tasks that are matched to individual students' needs.
- Match the classroom tasks to the students' levels and which stretch them to the next level.
- Provide a range of tasks that allow choice and which recognise aptitudes and interests
- Design tasks so that they enable a variety of outputs.

Differentiation by Response/Outcome:

- 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.
- Encourage students to expand on their answers by offering flexible response options—some may choose to explore topics in depth or creatively, while others may prefer to summarise or describe.

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