



Newton British Academy Barwa City

Secondary Teaching & Learning Policy

Policy Date: May 2024 – June 2027

Reviewed: June 2025

**“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 children, teachers and parents. Teaching must equip children 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 children 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 children to become active, responsible citizens and caring members of the school and wider community.

The school works towards these aims by:

- Having high expectations for learning and attainment.
- Providing a high quality learning environment.
- Providing a child centered environment allowing creative diversity.
- Valuing all stakeholders in our school.
- Working in partnership with parents.

Responsibilities

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

All stakeholders 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-organized environment where parents and children are fully aware of behavioural expectations.
- Offering equal opportunities in all aspects of school life and recognising the importance of being inclusive of all 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 endeavor to:

- Provide a stimulating and challenging curriculum designed to encourage all children to reach the highest level of attainment.
- Recognise and be aware of the needs of each individual child 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 pupil 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 child's learning by:

- Ensuring that their child attends school regularly, punctually, well-rested and in good health.
- Ensuring that their child arrives at school wearing the correct uniform and bringing necessary equipment.
- Providing support for the behaviour 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 programme.
- Participating in discussions concerning their child's progress and attainment.
- Ensuring early contact with school to discuss matters which affect a child'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 child to become increasingly independent as they progress throughout the school.
- Informing the school of reasons for their child's absence and providing necessary documentation.

Pupils 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 pupils' knowledge and skills.
- Supporting school events.
- Voluntary classroom assistance.

Planning

At Newton British Academy we are committed to following the Programmes of Study set out in the National Curriculum 2014. Schemes of Work (SOW)/ Long Term Plan (LTP) is provided by the Head of Departments. Regular team meetings are used to discuss various aspects of the curriculum and ensure consistency of approach and standards.

Weekly Short Term Planning (STP) is submitted to the Head of Department weekly and submitted to the Deputy Head of Secondary (Academics). A feedback meeting is then held with the subject teachers 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 (LO) are written on the whiteboard or Interactive Whiteboard (IWB), in children's books and shared orally in child friendly language.
- All Learning Objectives begin with 'We are learning to...'
- When Teachers mark children's work, the main focus of the marking for the child is their progress against the Learning Objective set and the Success Criteria.

All lessons are clearly differentiated to enable all pupils to access learning:

- All learners are challenged appropriately
- Planning shows clear differentiation
- All students are actively engaged in learning
- Students are actively engaged during all parts of the lesson – teachers take into account children's concentration span and ensure pupils are not sitting passively for long periods.
- Visuals, artifacts, auditory input 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.

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.
- 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, in order to ensure opportunities for a range of practical activities, which will develop appropriate knowledge, skills and understanding.

Classrooms provide a stimulating and purposeful learning environment, including thought provoking and stimulating displays.

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.
- Outcome of independent activities.

- Teacher support.

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.

Homework

Homework is considered to be a valuable element of the learning process. At Newton British Academy, homework is given weekly and is available for download through our online platform, Google Classrooms, as well as this a paper copy is available.

- We believe that homework should be set:
- To involve parents in their children's learning where possible.
- To help parents understand what their child can and cannot do.
- To encourage children to talk about their work to their parents and explain what they are doing and how.
- To extend the time for learning, thus enabling children to practise and consolidate their skills, knowledge and strategies.
- To view learning as a lifelong process and not just restricted to school hours.
(Refer to the Secondary Homework Policy for further detail)

Feedback to pupils 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 child and teacher. It must be manageable.
- It should be positive and motivating for students.
- It must be at the students' 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 students, 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 child (which may be cross curricular).
- It should promote students' self-assessment, linking marking and feedback into the wider process of engaging the child 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 pupil progress.
- It can be given by a peer as part of the learning process.
- It will positively affect the student's progress and learning outcomes.

Monitoring and Evaluation

Students' work will be monitored and moderated regularly by the Head of Departments and SLT. A termly review of monitoring procedures is held with all members of the teaching staff. SMT and Heads of Departments will regularly monitor student's books. SMT will observe subject teachers in a specified curriculum area on a regular basis. The Lesson Observation Cycle informs Teaching and Learning.

Appendix:

Key Prompts for teachers to ask themselves when planning and delivering a lesson.

Am I crystal clear about what I want the children to be able to do/to understand/to know at the end of the lesson?	Have I written the learning intention up on the whiteboard in child-friendly language?	Have I thought about the steps to success and planned the success criteria in advance?
Have I thought about the questions I will need to ask to deepen children's understanding/assess learning?	Have I thought about how I am going to engage and motivate the children at the start and during the lesson?	Have I thought about how I will meet the needs of all learners, including the more able? Are activities challenging and designed to deepen understanding?
Have I set clear expectations of what pupils are expected to achieve by the end of the session?	Have I thought about how I will meet the needs of the EAL learners in my class, e.g. what visuals will I use in the lesson?	Am I giving the children thinking and talking time before answering questions
Am I going to be introducing new vocabulary to the children	Have I made sure children are not going to be sitting passively for long periods	Have I included any time for pupils to respond to marking from the previous lesson?
How am I going to meet the learning styles of all pupils?	Have I shared the planning with my teaching assistant? Is he/she clear who she is supporting and how?	Have I got a balance of teacher instruction, intervention and children working independently

How am I going to conduct my plenary?	Have I planned opportunities for pupils to talk about their learning in pairs and groups?	How are pupils going to assess their own learning or that of their peers?
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