



Teaching and Learning Policy

Last Reviewed Date: June 2025

Reviewed by: Deputy Head of Primary & Secondary (Academics)

Next Review Date: June 2026

"Through high quality teaching we empower learners to achieve excellence through curiosity, compassion, and integrity - nurturing a global mindset that values diversity, acts responsibly, and contributes positively to our world "

1. 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.

2. 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

3. 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

4. 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 recognised as gifted and talented, face an appropriate degree of challenge
- Children with AESN are supported
- 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

5. Teaching

5i Teacher Standards - a teacher must:

1. Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
- build a robust foundation in the classroom, creating a strong educational framework for all students.

2. Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3. Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship



- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s)
 - Engage students from the start of lessons with a 'Do Now' activity
 - Adopt the '**I do , we do, you do**' approach to ensure all students are provided with the opportunity to build their knowledge and understanding prior to demonstrating it independently.
 - Ensure **DR ICE** is fully implemented and embedded across all curriculum areas.

5. Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.



6. Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7. Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
 - manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
- start each lesson with a **threshold activity**, involving a **meet-and-greet** at the door while monitoring the corridor and classroom.

8. Fulfill wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.



5ii Teaching;

In lessons, there will be evidence of DR ICE - this will be planned for and shared explicitly:

- Deepening Thinking
- Role Modelling
- Impact and Outcome
- Challenging Expectations
- Engagement in Learning

Throughout lesson observations, learning walks and drop ins, these key areas will be graded against criteria; outstanding, good, satisfactory which requires improvement or inadequate.

Thinking Moves strategies to be utilised within the classroom.

6. 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.

7. Every classroom should have:

- the School Vision and Mission displayed
- the School Values, Rights and Responsibilities displayed
- 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 (success criteria) for each lesson clearly visible to pupils (Primary)



8. Classroom resources should include:

- flipchart/static whiteboard
- projector and speakers
- relevant resources to age group/subject

9. Display in the classroom should include:

(see 'Learning Environment' policy)

10. Outside the classroom

We expect...

Corridor

- all surfaces are clean and uncluttered without litter
- displays that reflect and celebrate learning that has taken place in the classroom
- Bags stored neatly where relevant

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

11. Children's Work

Children's Books/Folders

- 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.) stuck/written into books
- Pencil used for primary students
- All Maths calculations/working out should be in the books

Assessment/Feedback

All work should be marked according to the marking & feedback policy (see Marking & Feedback 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

12. Planning

All planning should always be based on prior learning. Planning meetings are held in teams to discuss previous and future planning.

- Clear links to all learners' needs
- Clear links to prior learning
- Where appropriate there should be clear differentiation
- Clear signs of peer support and peer assessment
- Progression in learning evident throughout the sequence of lessons
- Obvious use of plenary as part of assessment process
- Adaptive teaching considered and planned for

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 August 2024

Day Date Month Year

WALT/LO: Set out our work neatly and correctly

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 all lessons. All work should have the WALT/LO and a page reference if appropriate. This should be written under the date leaving a line or two in between. If written, the WALT/LO should be underlined. The WALT/LO 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. Any drawings or diagrams should also be in pencil, not pen.

Appendix 2: WS Lesson Observation Proforma



The Newton Group NISL Lesson Observation Form



Teacher:		Observer:		Observer's Role:	
Date		Year & Class		Set/Group	
Subject		Objective		KS / Department	
Purpose of observation	Performance Management / CPD / Interview / NQT training / Other:				
Seating Plan / Data group provided?	Please circle: Yes / No / N.A.	Lesson Plan provided?	Please circle: Yes / No / N.A.	Target from last observation?	60 mins / 30 mins / Other

Celebrating Success (Strengths):

1	
2	

Striving For Excellence (Areas for Development)

1	
2	

Suggest a Professional Development Need

1	
---	--



The Newton Group NISL Lesson Observation Form



Key Area of Practice	Descriptors	Comment
Deepening Thinking	<ul style="list-style-type: none"> Does the teacher demonstrate strong subject knowledge and confidence? Does the teacher provide clear, constructive and accessible explanations? Are opportunities created for students to deepen their thinking and understanding. Are regular checks for understanding made, with adjustments to the teaching based on feedback. Is there an active use of AFL strategies to inform teaching, including review, retrieval, and practice of learning. 	
Role Modelling	<ul style="list-style-type: none"> Is modelling used to improve student understanding? Is role-modelling concepts, ideas or skills clear and visible? Has modelling been used in small group tasks to support students? Is verbal feedback regular and bespoke (although not recorded)? Does written feedback give specific actions for improvement/Next Steps? 	
Impact and Outcome	<ul style="list-style-type: none"> Objectives are clear, understood and shared with students. The pupils demonstrate progress through small, incremental steps in learning. Provision is made for all ability groups, including SEN, EAL, G&T and HATs/MATs/LATs. Learning needs of AESN students are addressed, with effective support from TAs and interventions. Success criteria are clear, relevant, shared with students and referred to throughout the lesson. 	
Challenge	<ul style="list-style-type: none"> Teacher sets high expectations for all students, including SEN, EAL, G&T, and HATs/MATs/LATs. All students, regardless of ability, are appropriately challenged. Pupils are clear about their next steps or challenges for the task. Each pupil has targets, and they are aware of them. High standards of written work are expected, with appropriate scaffolding and differentiation strategies provided. 	
Engagement	<ul style="list-style-type: none"> Pupil wellbeing is reflected through their engagement and enjoyment of lessons Pupils demonstrate high levels of engagement, courtesy, collaboration and cooperation. Pupils show enthusiasm for learning, believing in their ability to achieve. Pupils are confident, resilient, and willing to make mistakes. Pupils demonstrate independence and take responsibility for their learning. Behaviour management is systematic, with positive strategies ensuring minimal disruptions and a positive learning climate. Are pupils' attitudes to learning satisfactory/good/exemplary? Resources, aids and opportunities for oracy development are effectively used to support all students in accessing tasks. 	
Values and Virtues	<ul style="list-style-type: none"> How were Character Education, Philosophy for Children, School Values and/or Qatar Values incorporated into the lesson School Values - Personal Accountability, Transparent Communication, Support, Honesty, Respect, Diversity, Empathy, Environmental Awareness and Social Responsibility 	

