

Newton International School, Lagoon

www.newtoninternationalschool.edu.qa



An international community of learners striving for excellence and celebrating success

Teaching and Learning Policy

Last Reviewed Date: June 2026

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

Next Review Date: June 2027

"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

At Newton International School Lagoon, teaching and learning sit at the heart of everything we do. We believe that outstanding teaching is inseparable from human flourishing — that when pupils feel safe, known, valued and challenged, they are equipped to achieve academic excellence and grow as compassionate, responsible individuals.

This policy is rooted in the NISL Flourishing Framework, which establishes a shared vision for character, wellbeing, conduct and relationships across the school community. Teaching and learning are the primary vehicle through which that vision is realised daily.

Flourishing Framework Commitment

Pupils flourish when they feel safe, known, supported and challenged. Teaching creates the daily conditions for this.

Our Aims in Teaching

To develop curious, compassionate and resilient learners who achieve excellence and contribute positively to their world.



An international community of learners striving for excellence and celebrating success

2. To develop and support this we believe that effective learners;

- **Emotional & Physical Well-Being:** Possess a positive self-image and self-confidence, rooted in having their basic physical, emotional, and mental health needs met.
- **Autonomous & Driven Learning:** Take full ownership of their education through self-motivation, independent thinking, initiative, and a willingness to take risks.
- **Active Reflection & Evaluation:** Actively engage with their progress, understanding how to move forward while constantly self-evaluating and reflecting on their work.
- **Effective Communication & Inquiry:** Ask insightful questions, listen well, and express their personal needs and feelings appropriately.
- **Resourcefulness:** Confidently access and navigate information, tools, and their surrounding environment to support their learning.

In line with the Flourishing Framework's commitment to developing confident, curious, compassionate and responsible young people, NISL teachers actively cultivate the following learner dispositions:

Character and Wellbeing	Learning and Independence
• Demonstrate appropriate self-confidence and a positive self-image • Feel emotionally secure, safe and mentally healthy • Show kindness, honesty and respect in all interactions • Persevere through challenge with resilience • Interact positively with others; support the school community	• Take responsibility for their own learning • Are actively engaged, independent and reflective • Ask good questions and demonstrate intellectual curiosity • Apply and transfer skills across contexts • Understand how to improve and move forward in their learning



3. What Outstanding Teaching Looks Like

Outstanding teaching at NISL is purposeful, relational and ambitious. It creates the conditions for every pupil to flourish — academically, socially and emotionally. The following identifies the key features of excellence in our classrooms.

Dr ICE

DR ICE is NISL's core instructional framework. It is planned for explicitly, evident in every lesson and forms the basis of lesson observations, learning walks and professional development conversations. Outstanding lessons demonstrate all five elements:

D — Deepening Thinking	R — Role Modelling	I — Impact & Outcome	C — Challenging Expectations	E — Engagement in Learning
Higher-order questioning, metacognition, Thinking Moves strategies	Teachers model excellence: thinking aloud, demonstrating, narrating process	Every activity has clear purpose and measurable learning impact	High expectations for all; stretch tasks; no ceiling on achievement	Active, purposeful learning; pupils are participants, not passengers

I Do, We Do, You Do

All teachers adopt the I Do, We Do, You Do instructional sequence to ensure pupils build secure knowledge and understanding before demonstrating it independently:

I DO	WE DO	YOU DO
Teacher models explicitly — thinking aloud, demonstrating skills and narrating the process clearly.	Guided practice — teacher and pupils work together, gradually releasing responsibility with scaffolded support.	Independent application — pupils demonstrate their learning with confidence, applying skills autonomously.



Lesson Structure

Consistent lesson structure reduces cognitive load, builds positive habits and creates the calm, purposeful environments in which pupils flourish. Every lesson at NISL follows these non-negotiables:

Every Lesson Includes

- A threshold activity: teacher meets and greets pupils at the door, monitoring corridor and classroom
- A 'Do Now' activity to settle, activate prior learning and focus thinking from the outset
- Clear WALT (We Are Learning To) and WILF/success criteria shared explicitly with pupils (Primary)
- Explicit learning objectives shared with all learners
- DR ICE — planned for and evidenced throughout
- I Do, We Do, You Do — ensuring structured progression to independent learning
- Formative assessment and responsive adaptation during the lesson
- Effective feedback — oral and/or written — enabling pupils to improve
- Opportunities for self-evaluation, reflection and metacognitive thinking

4. As the children progress through the learning process we want to;

Academic & Cognitive Growth: Ensure competency in basic skills through a rich, challenging curriculum. Develop creative problem-solving, critical thinking, resourcefulness, and independent learning.

Personal & Emotional Development: Foster high self-esteem, self-respect, and confidence in students.

Social & Cultural Awareness: Build positive relationships, encourage deep respect for the ideas, attitudes, and feelings of others, and promote inclusivity toward all cultures.

Community & Citizenship: Help children understand and feel valued within their community, guiding them to grow into reliable, independent citizens who make a positive contribution.

5. We believe that in an effective lesson;

Student Well-being & Engagement

- **Positive Environment:** Children feel secure, motivated, and experience a sense of achievement.
- **Independence & Behavior:** Students think independently, take learning risks, and maintain good behavior.



Inclusive & Targeted Teaching

- **Equity & Support:** All needs are met through differentiated lessons, including support for ASEN students and appropriate challenges for gifted learners.
- **Right-Fit Activities:** Lessons match current student skills, utilize appropriate resources, and maintain a pace that balances high performance with thinking time.

Clear Learning & Progress

- **Shared Goals:** Students understand learning objectives, receive effective feedback, and have opportunities for self-evaluation.
- **Continuous Growth:** Instruction addresses misconceptions as learning tools, ensuring all children make measurable progress.
- **Effective Staffing:** Teaching assistants and adults are strategically deployed to maximize learning impact.

6. Teaching

6i Teacher Standards - a teacher must:

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

- **Environment:** Establish a safe, stimulating classroom rooted in mutual respect.
- **Challenge:** Set goals that stretch pupils of all backgrounds, abilities, and dispositions.
- **Modeling:** Consistently demonstrate expected positive attitudes, values, and behaviors.
- **Foundation:** Build a robust classroom framework to support all students.

2. Promote good progress and outcomes by pupils

- **Accountability:** Take responsibility for pupils' attainment, progress, and learning outcomes.
- **Prior Knowledge:** Assess pupils' capabilities and prior knowledge to plan future teaching.
- **Reflection:** Guide pupils to reflect on their own progress and emerging learning needs.
- **Pedagogy:** Apply knowledge of how pupils learn to directly inform teaching strategies.
- **Attitude:** Encourage students to take a responsible, conscientious approach to their work and study.

3. Demonstrate good subject and curriculum knowledge

- **Core Knowledge:** Maintain secure subject and curriculum knowledge, foster pupil interest, and actively address misunderstandings.
- **Scholarship:** Show critical understanding of curriculum developments and promote the value of scholarship.
- **Literacy:** Take responsibility for promoting high standards of literacy, articulacy, and correct standard English across all subjects.
- **Phonics:** Demonstrate a clear understanding of systematic synthetic phonics if teaching early reading.



4. Plan and teach well-structured lessons

- **Time & Curiosity:** Impart knowledge efficiently using lesson time well, while promoting intellectual curiosity and a love of learning.
- **Extracurriculars:** Set homework and out-of-class activities to consolidate and extend learning.
- **Reflection & Design:** Systematically reflect on lesson effectiveness and contribute to an engaging curriculum design.
- **Lesson Structure:** Start lessons with a "Do Now" activity and use the "I do, we do, you do" approach to scaffold independent mastery.

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

- **Differentiation:** Know when and how to differentiate appropriately to enable effective learning.
- **Barriers to Learning:** Understand the physical, social, and intellectual development of children to overcome learning inhibitors at different stages.
- **Targeted Needs:** Utilize and evaluate distinctive teaching approaches to support SEN, gifted/talented, EAL, and students with disabilities.

6. Make accurate and productive use of assessment

- **Requirements:** Understand how to assess relevant subjects, including statutory requirements.
- **Methods:** Apply formative and summative assessment to secure pupil progress.
- **Data:** Use relevant data to monitor progress, set targets, and plan subsequent lessons.
- **Feedback Loop:** Provide regular oral feedback and accurate marking, ensuring pupils are given time to respond.

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

- **Rules & Routines:** Establish clear rules, routines, and high expectations for courteous behavior in class and around the school, aligned with the behavior policy.
- **Strategies:** Deploy a consistent, fair framework of discipline using praise, sanctions, and rewards.
- **Engagement:** Manage classes to involve and motivate students based on their specific needs.
- **Authority:** Maintain good relationships, exercise appropriate authority, and act decisively.
- **Threshold:** Start every lesson with a threshold meet-and-greet at the door while monitoring the corridor and classroom.

8. Fulfill wider professional responsibilities

- **School Culture:** Make a positive contribution to the wider life and ethos of the school.
- **Collaboration:** Develop effective relationships with colleagues and know when to seek advice or specialist support.
- **Staff Deployment:** Deploy teaching assistants and support staff effectively.
- **Professional Development:** Take responsibility for improving teaching through professional development, feedback, and coaching.



- **Communication:** Communicate effectively with parents regarding pupils' achievements and well-being.

9. Learning Environment

- **Expectation:** The classroom must consistently provide a high-quality, effective environment where every aspect promotes learning.
- **9.1 Classroom Displays:** Must feature the School Vision and Mission, Values/Rights/Responsibilities, neat storage, organized resources, student work celebrations, interactive current learning displays, and visible WALT/WILF (success criteria) for Primary.
- **9.2 Core Resources:** Every classroom should include a flipchart/static whiteboard, projector, speakers, and age/subject-appropriate resources.
- **9.3 Specifics:** Displays must adhere strictly to the separate "Learning Environment" policy.

10. Children's Work

- **Books & Folders:** Must be neatly, legibly printed with the pupil's name, class, and subject. No student embellishments or decorations are allowed on books.
- **Inside the Books:** Every entry requires a date (long text for English, short/numerical for Math), a written or glued-in WALT/Learning Objective (L.O.), and all Math calculations/working out recorded. Primary students must use pencils.

11. Assessment/Feedback

- **Policy Alignment:** All work must be marked according to the specific Marking & Feedback Policy.
- **Content:** Feedback must be age-appropriate and directly relate to the WALT/LO, success criteria, and targets.
- **Pupil Response:** Proof of children reflecting and responding to prior learning must be visible (e.g., evidence of developing skills further or time spent revisiting difficult tasks).

12. Planning

- **Foundation:** All planning must be based on prior learning and designed collaboratively in team meetings.
- **Inclusions:** Plans must show clear links to all learners' needs, evident differentiation, adaptive teaching considerations, peer support/assessment opportunities, and distinct learning progression throughout the lesson sequence.
- **Plenary:** The obvious use of a plenary must be included as part of the assessment process.
- **Quality Standard:** The minimum expectation for classroom provision is "Good." Any provision falling below this will trigger management action, including coaching and individual support.



Appendix 1: Lay-out of work

Sunday 14th August 2026

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?	

Celebrating Success (Strengths):

1	
2	

Striving For Excellence (Areas for Development)

1	
2	

Suggest a Professional Development Need

1	
2	

Looking at the learning and progress grade descriptors, establish a grade for learning and progress

Outstanding	Very Good	Good	Satisfactory that Requires improvement	Inadequate
Quality of teaching (overall grade)				

Teacher's Signature		Observer's Signature	
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The Newton Group
NISL Lesson Observation Form



Key Area of Practice	Descriptors	Comment
Deepening Thinking	- 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	- 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	- 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	- 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	- 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	- 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	



Appendix 3: DR ICE Overview

