



**Newton British Academy
Barwa City**

Primary Teaching and Learning Policy

Policy Date: May 2022 – June 2025

Reviewed: June 2022

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

Introduction

Newton British Academy believe 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 & Learning is a shared responsibility and all members of the school community have an important part to play. (See Home-School Agreement)

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

- Treating children 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 children are fully aware of behavioural 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 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:

- Provide a stimulating and challenging curriculum designed to encourage all children to reach the highest standard of achievement.
- 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 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 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.
- Actively supporting the Home-School Agreement.

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. A Long Term Plan (LTP) is provided by Primary SMT. 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 by each year group for each subject and the Head of Year is responsible for ensuring that they match the LTP, these are then submitted to the Google Drive where SMT can monitor their quality.

Short Term Planning (STP) is submitted to the Head of Year weekly and submitted to the Deputy Head of Primary (Academics). A feedback meeting is then held with the head of Year and guidance is given as 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 Objective (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. Evidence of meeting the LO is given in writing using green and comments in blue is work which can be improved.

All lessons have well planned Success Criteria:

- All pupils are clear about how they will achieve the Learning Objective.
- Children can use the Success Criteria to assess their own or their partner's work.
- Children are reminded of the Success Criteria during the lesson – often children's work is used to illustrate the Success Criteria in action.
- The Success Criteria must be visible in children's books for each piece of work.

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

- All learners are challenged appropriately
- Planning shows clear differentiation
- All pupils are actively engaged in learning
- Pupils 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.
- Mini whiteboards and other resources are used for short bursts of activity, to develop understanding and to ensure children are active and engaged during the lesson.
- Visuals, artefacts, 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.

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 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

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.

Pupils with Special Educational Needs (including more able and talented children) receive support provided by an Additional Educational Support Needs (AESN) teacher, 1:1 Tuition 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. (See Special Educational Needs Policy).

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 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 prepare children for Secondary 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, learning multiplication facts and spellings. It should not entail new ideas that require explanation from a teacher. Occasionally homework may consist of preparation for work yet to be done. Children should understand exactly what they are expected to do, how to do it, and how long it should take. Children who have made insufficient effort during class time may occasionally be asked to complete work at home.

Assessment, Recording and Reporting

Regular assessments are made of children's work in order to establish their level of attainment and to inform future planning. Formative assessment is used to guide the progress of individual pupils. It involves identifying each child's progress in each area of the curriculum, determining what each child has learned and what therefore should be the next stage in their learning. Formal summative assessment is carried out at the end of each term using a variety of assessment methods (see Assessment Policy).

Suitable tasks for assessment include:

- Group discussions
- Short tests in which pupils write answers
- Specific assignments for individual pupils
- Discussions in which children are encouraged to appraise their own work and progress
- Pupil observations
- Rising Stars End of Term Tests
- GL SEN Toolkit

NBA offers summative termly assessment opportunities in the following ways:

- Writing Assessments (APP)
- Guided Reading (ORT)
- Sigma Science Assessments
- Mathematics – White Rose

- End of Term Assessments – rising Stars

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

- Helps children 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 children.
- It must be at the child'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 child, 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 children's 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 will be given by any adult with whom the child is working.
- It can be given by a peer as part of the learning process.
- It will positively affect the child's progress and learning outcomes.

Cross phase continuity is ensured by:

- EYFS – Key Stage 1 transition meeting.
- Key Stage 2 – Key Stage 3 transition meeting.
- Visits to Secondary schools by Year 6 pupils.
- Transfer of pupil records from Year 6 to 7.
- Meetings between Deputy Heads of Pastoral Key Stage 2 and 3.
- Meetings between Deputy Heads of Academics Key Stage 2 and 3.

Records of progress kept for each child include:

- APP independent writing evidence
- Guided Reading Folder
- Mastery Mathematics Folder

- Sims Assessment Data
- Mental Maths Arithmetic Data
- Formal Assessments
- Children's reports

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

Monitoring and Evaluation

Pupils' work will be monitored and moderated regularly in each of the core curriculum areas by the Key Stage Coordinators and the Deputy and Head Teacher. A termly review of monitoring procedures is held with all members of the teaching staff will receive written feedback. SMT and Key Stage Coordinators will regularly monitor children's books. SMT will observe each class teacher in a specified curriculum area on a regular basis. The Lesson Observation Cycle informs Teaching and Learning.

All classes across the school should have:

- **Academic Displays.** These are your English, Mathematics & Science displays that should be in evident in every classroom.
- **Learning Objective and Success Criteria.** These are your weekly objectives and success criteria which should be prominently displayed in each classroom – all teachers use the WALT and WILF displays charts.
- **Special Displays.** All academic events displays should be visible and evident in all Key Stages eg: Science Week, Book Week, Mathematics Week, Healthy Eating Week, etc.

General classroom organisation:

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

- All resource trays are clearly labelled – word processed
- Children's trays are clearly labelled
- Groupings, e.g. Maths, English, 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.

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 children’s work. These highly visible displays need to be planned carefully and thought given to how to display children’s work in the most creative way possible.

Appendix:

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

<p>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?</p>	<p>Have I written the learning intention up on the whiteboard in child friendly language?</p>	<p>Have I thought about the steps to success and planned the success criteria in advance?</p>
<p>Have I thought about the questions I will need to ask to deepen children’s understanding/assess learning?</p>	<p>Have I thought about how I am going to engage and motivate the children at the start and during the lesson?</p>	<p>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?</p>