



NIA SECONDARY TEACHING AND LEARNING POLICY

We believe that our students learn best when they:

- Are confident, feel secure and are aware of boundaries
- Are happy
- Are treated with respect
- Are interested and motivated
- Involved in directing their own learning
- Achieve success and gain approval
- Understand the tasks they are given
- Are challenged and stimulated
- The Learning Experience

This should be organised to ensure that learners have opportunities to:

- Achieve academically
- Develop and practice social skills
- Develop and practice independence
- Work co-operatively
- Be creative
- Use their initiative
- Make decisions
- Solve problems
- Work individually, in groups and as a class
- Improve speaking and listening skills
- Develop and discuss their own ideas
- Explore areas they are interested in
- Develop and practice life skills
- Receive support

The Learning Environment

- Learning takes place in a safe environment which:
- Is challenging and stimulating
- Is peaceful and calm
- Is happy and caring
- Is organised
- Is encouraging and appreciative
- Is welcoming



- Provides equal opportunities

1. Principles

The school believes that:

- Every student has the right to a high quality and inspirational education
- Opportunities for staff to develop and improve teaching and learning should underpin CPD
- Varied teaching and learning strategies allow every student to access the curriculum regardless of ability, prior attainment and learning style
- Collaboration of staff across curriculum areas facilitates the sharing of good practice and consistency of approach
- Challenge and inspiration are crucial if students are to achieve their potential
- Learning should be active and engaging whilst allowing for rigorous reflection
- Self-evaluation and an appreciation of the standards framework are central to outstanding teaching and learning

2. Aims and intentions

Our aims are:

- To foster an understanding amongst all staff of the importance of varied teaching and learning strategies and how to implement these in the classroom;
- To raise standards and assist students' personal development by supporting them in becoming more independent and reflective learners.
- To ensure that the quality of teaching and learning at Newton International Academy is of the very highest level
- Ensure that up to date knowledge or both the curriculum and pedagogy are accessible and used in order to create outstanding learning opportunities

The school will:

- Ensure the provision of high quality staff training;
- Support opportunities for cross-curricular collaboration in the voluntary teaching and learning group;
- Encourage students to become independent and reflective learners through a range of opportunities to understand the process of learning.



3. Responsibilities

The Student:

- To engage in and take responsibility for their own learning by participating fully in learning activities in the classroom and beyond
- To reflect upon their own progress towards attainment targets and set interim steps towards achieving these
- To never stop asking 'Why?'

The Form Tutor

- To support learners in setting challenging targets and strategies for meeting these
- To encourage learners to reflect upon their own learning style and how they can best engage in their own learning and progress

The Subject Teacher

- To plan lessons which take into account prior attainment, specific learning needs and different learning styles in order to allow all students to access the curriculum
- To provide reflective opportunities within the lesson in order to allow students to consolidate their learning and to reflect upon the cognitive process
- To ensure that students make progress during lessons using accurate and appropriate assessment techniques
- To use questions which provide stretch and challenge to all learners
- To be committed to learning themselves as reflective practitioners who strive to keep up to date with knowledge and pedagogy
- To manage behavior to ensure that the learning environment is safe and great for learning
- High have expectations of students

The Departments

- To identify the teaching and learning strategies which would be best suited to delivery of curriculum content and material
- To plan schemes of work which incorporate opportunities for learners to access the curriculum through the planned use of questions, different learning styles and reflective opportunities
- To use display to promote, reinforce and support teaching and learning strategies



Heads of Department

- To ensure that the school/faculty policy is in operation through lesson observations, work monitoring and student interviews and that whole school priorities are shared through subject plans
- To encourage and make time for necessary training and the sharing of good practice in faculty time
- To encourage sharing good practice and professional dialogue

The Leadership Team

- To provide and evaluate the provision of staff training through a planned comprehensive CPD programme within the school to enhance their knowledge of and practice in employing appropriate and effective teaching and learning strategies
- To encourage the sharing and dissemination of resources and good practice across different curriculum areas
- To ensure that parents are kept informed of how they might support their children in developing their learning skills
- To support liaison between primary schools and Newton I to allow progression in learning from year 6 to year 7.

The Teaching and Learning Committee (Head of Secondary; Academic Deputy Head; Head of Departments) is responsible for ensuring effective teaching across all subjects and for evaluating the quality of teaching. They monitor standards of learners' achievements and set targets for improvements.

- To meet on a regular base and discuss matters related to T&L
- To research, trial and develop good practice and new innovation in varied strategies for teaching and learning
- To disseminate good practice amongst colleagues both formally and informally at faculty meetings and through delivery of staff training as part of the CPD programme
- Establish and implement clear policies, practices and quality assurance procedures for assessing, recording and reporting on learner progress
- Set targets for improvement based on evidence, including in-school evidence and best practice
- Analyse, interpret and evaluate data on learner performance against targets and external comparative data; learner performance will include individuals and key groups.
- Monitor learners' progress through work scrutiny, work sampling, learner comments and responses to teacher feedback and questionnaires, attainment and progress data.



- Observe staff teaching termly, provide constructive developmental feedback in a timely manner and provide a programme of support to improve the quality of teaching where appropriate
- Arrange developmental, collaborative, teaching practices, including learning walks, assessment moderation and other practices and procedures to support continual improvement of high quality teaching
- Monitor and assess the impact of individual subject development plans
- Develop the capacity of subject leaders and others with leadership responsibility to enable and empower them to lead in these areas so that there is effective devolved leadership throughout the organisation

4. Sharing Good Practice

Sharing good practice is crucial to ensuring that ideas and strategies are communicated and disseminated across the school. The school acknowledges (formally through its CPD programme and informally on a day to day basis) the importance of pooling the wealth of expertise across the school.

Effective practice is shared in a number of ways which includes:

- Teaching & Learning Group
- Leading Edge projects such as DI, MUN, Young Enterprise, etc
- Weekly bulletin ideas
- Observations – formal and informal, peer observations
- Professional dialogue
- PD Days
- Teaching and Learning meetings
- Staff meetings and SMT and staff led workshops

5. Differentiation

Differentiation takes into account the needs of all learners and plans to ensure that all learners are set challenging goals and make expected progress.

We recognise that:

- Different students have different needs, related to influences both within and beyond the classroom. Awareness of the needs of specific groups will enhance the provision for individuals



- Teachers will be aware of the needs of specific groups such as SEN, G&T and EAL (English as an additional language)
- G&T students should receive approaches which engage and stimulate in line with the school (see G&T policy)
- Differentiation can take many forms and can often be grouped into differentiation by process (how students learn), and /or differentiation by content (what students learn)

a) Differentiation by process includes:

- Providing a range of alternative tasks
- Deliberate grouping of students according to tasks (e.g. grouping all of the most able students together to work on a particularly challenging task; using 'jigsaw' grouping; mixed ability grouping for peer teaching etc)
- Assigning roles to individual students (e.g. leader, scribe, questioner, spokesperson etc)
- Support provided by a TA
- Varying degrees of challenge within teacher questioning and response

b) Differentiation by content includes

- The qualification/tier students are studying for
- Developing and adapting resources to both support and extend students, taking into account all students' needs

c) Use of intervention strategies can help students to make greater progress:

- Teachers should be aware of students who are making less than expected progress and plan for Intervention
- Where lack of progress is sustained despite this intervention, Subject Leaders should be informed and work with teachers and students
- Teachers should work alongside departmental strategies for addressing underachievement

d) Working with Teaching Assistants

- Teaching Assistants are most effectively deployed in the classroom when they are informed of, and involved in, the learning
- Teachers should give TAs the scheme of work in advance
- Regular discussion of student progress and wellbeing should take place
- Teachers should give TAs appropriate guidance on their role within the lesson or sequence of lessons



- TAs should share their in-depth knowledge of the student being supported, particularly if progress differs significantly in other lessons

6. Assessment for Learning

Please refer to the Assessment policy for an in-depth overview of the NIA's philosophy and approach to this integral part of teaching and learning.

7. Homework

Please refer to the HW policy for an in-depth overview of the NIA's philosophy and approach to this integral part of teaching and learning.