



Newton

International School D-Ring Road

An International Community of Learners Striving for Excellence and Celebrating Success

Teaching and Learning Policy

2023

Head of School

Working in collaboration with MMT and SMT

Review Date

September 2023

Next Review
September 2024

Published

Website
G Drive Policy File





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Intent

The Vision of Newton International School is that we are an international community of learners striving for excellence and celebrating success. We believe in providing the highest quality of education possible for all of our students.

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.

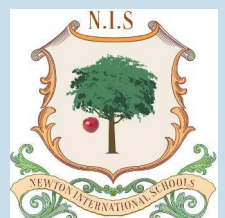
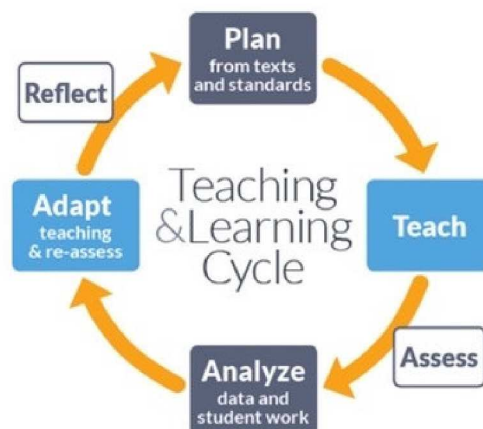
Learning should be a rewarding and enjoyable experience for everyone.

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.

Our Values are the bedrock of everything we do. They are the characteristics that we aim to foster in our pupils everyday through our teaching and learning practice, so that by the time they leave school they will be caring, creative, critical and collaborative citizens.

We believe that teaching and learning encompasses a range of interlinked activities and process, namely:

1. Pedagogy: How we teach
2. The Curriculum: What is taught: knowledge and skills
3. Assessment: How we know what has been understood and retained



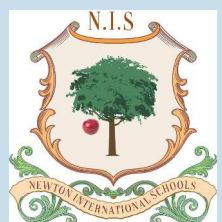
Implementation

Pedagogy

Our approach to teaching and learning is built around Rosenshine's Principles of Instruction. These define the key elements of effective practice. They are based around research, including cognitive load theory, and are designed to give direct links from research into practice.

Rosenshine's 10 Principles of Instruction are:

1. Begin a lesson with a short review of previous learning
2. Present new material in small steps with student practice after each step
3. Ask a large number of questions and check the responses of all students
4. Provide models
5. Guide student practice
6. Check for student understanding
7. Obtain a high success rate
8. Provide scaffolds for difficult tasks
9. Require and monitor independent practice
10. Engage students in weekly and monthly review



Implementation - EYFS

Pedagogy

At Newton International School D-Ring we adhere to the statutory guidance stated in The Statutory Framework for the Early Years Foundation Stage 2021, and the four guiding principles that shape the practice in Early Years settings.

These include:

- Unique child – We recognise that every child is unique and is continually learning, resilient and capable, confident and self-assured.
- Positive Relationships – We recognise that children learn to be strong, secure and independent through positive relationships.
- Enabling Environments – Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between teachers, parents and carers.
- Learning and Development – Children develop and learn in different ways. The framework covers the education and care of all children in Early Years provision, including children with ASEN.

The Characteristics of Effective Learning:

- Playing and Exploring-engagement
- Active Learning-motivation
- Creating and Thinking Critically-thinking.

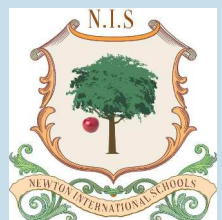
These characteristics underpin learning and development across all areas and support the child to remain an effective and motivated learner.

Learning through play

Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations.

Continuous Provision

All class rooms provide appropriate resources to enable the children to access the curriculum provided which may need to be brought in and swapped around depending on planning for the day/week. The resources are set out to enable the children to choose their own activity and resources where appropriate. (See provision policy)



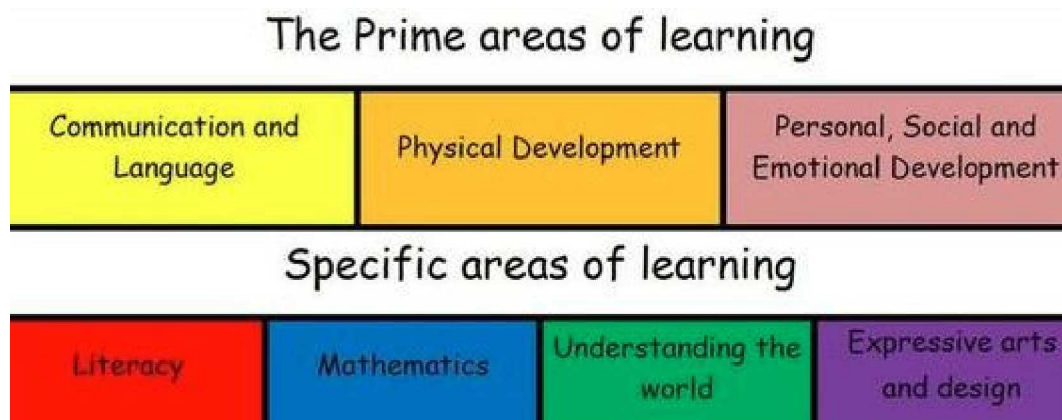
Implementation - EYFS

Pedagogy

Creativity and Critical Thinking

Children should be given opportunity to be creative through all areas of learning, not just through the arts. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open ended questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning. At Newton D-Ring we use P4C (Philosophy for children) to support critical thinking and develop their understanding of the world around them.

The EYFS framework includes seven areas of learning and development. Three of the areas are seen as particularly important and are therefore called the 'prime areas'.



Phonics

Planning for phonics is an element of our Literacy planning with the understanding that good phonics teaching should link to the literacy needs of the children within a literacy lesson and across the curriculum. Both Foundation One and Foundation Two use the Letter and Sounds programme with a synthetic Jolly Phonics approach. Foundation 1 focuses on Phase 1 and 2 of the Letters and Sounds programme in combination with exposure to the Synthetic Jolly Phonics programme. Foundation One focus only on Phase 2 single sounds learning to hear and say the letter sounds.

In Foundation One each Phonics lesson includes the following:

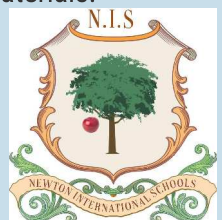
Revise – Overlearn the previous environmental sounds /initial sounds

Teach – Introduce a new environmental sounds/ initial sounds

Practise – Develop environmental sounds/ initial sounds

Apply – Use the new environmental sounds/initial sounds through vocabulary and exploring media and materials.

Assess – Monitor progress within each environmental sound/ initial sound to inform planning.



Implementation - EYFS

Pedagogy

Foundation Two focus on the high quality, systematic phonic work. This enables children to learn phonetic knowledge and skills with the expectation that they will become fluent de-coders, having secured word building and recognition skills, by the end of Foundation Stage. Teachers encourage the children to apply phonetic knowledge as their first approach to reading and spelling, even though all words do not conform to regular phonic patterns. Provision is provided in all the different learning areas so that children have opportunities to read texts and words that are within their phonic capabilities as early as possible, with consideration that all words may not be entirely de-codable. We encourage the children to attempt to spell words for themselves, within range of their phonic knowledge, by building the confidence and strategies to attempt the unfamiliar. Teachers and Teaching Assistants support the children to apply the skill of blending phonemes in order to read words. We also teach the children to segment words into their constituent phonemes in order to spell words. We also teach the children that phonemes should be blended from left to right through the complete word, in order for it to be read. Within the teaching of phonics, Teachers ensure that children are also taught an increasing amount of 'Tricky Words' which need to be learned by sight.

Foundation 2 each Phonics lesson includes the following-

Revise – Overlearn the previous graphemes and words

Teach – Introduce a new grapheme / words

Practise – Develop GPCs (grapheme phoneme correspondences) /read and spell new words/ weekend news

Apply – Use the new graphemes / words in games and activities to secure knowledge

Assess – Monitor progress within each phase to inform planning.

Reading

Each child participates in a teacher/adult led guided reading session once a week. Children are grouped by ability. During a guided reading session, the children read and respond to a challenging text, with the teacher supporting. Each session has an assessment focus against which children's knowledge and understanding are assessed. Guided reading provides an opportunity for children to demonstrate what they have learned about reading and to develop further and extend their reading fluency, use of expression and comprehension skills. The guided reading session also includes other reading opportunities and activities for children not in the teacher focus group. Each week each child will have a pre-reading task, a guided reading session and a post reading task. They should also have one session where they are able to choose a suitable book of their own choice to read silently with sustained concentration.

At the start of the second academic term Foundation Two children take home reading scheme books. A home/school reading diary is used to record books read. Children are encouraged to read daily at home to an adult. Home reading is encouraged through meetings with Foundation Two parents and the awarding of reading awards in reward assemblies. Whenever possible, 1-1 extra reading is provided, especially to boost basic reading skills for children who are working below age related expectations.

Talk For Writing

At Newton D-Ring we use a programme called 'Talk for writing' to enhance children's reading and writing skills. The programme also enables children to imitate orally the language they need for a particular topic before reading and analysing and writing their own version. The approach includes imitation, innovation and independent application (invention) – a two to three week process depending on the genre being taught.



Implementation - EYFS

Pedagogy

Mathematics

At Newton D-Ring we follow EYFS curriculum guidance for Mathematics. However, we are committed to ensuring the confident development of number sense and put emphasis on mastery of key early concepts. Pupils initially explore numbers to 20 and the development of models and images for numbers as a solid foundation for further progress. We encourage children to problem solve through child led and adult led activities. We engage children in Mathematical discussions that enable participation in Mathematical practice. Children are provided with a variety of opportunities to develop and extend their Mathematical skills, including:

- Group work
- Paired work
- Whole class teaching
- Individual work including 1:1

Understanding the World: People & Communities, the World, and Technology.

We inspire Understanding of the World by guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment. Children talk about past and present events in their own lives and in the lives of family members. They know that other children do not always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. We also expose technology so that children recognise that a range of technology is used in places such as homes and schools. We do this through the use of I Pads, Interactive whiteboards, BeeBots, Cameras and Remote Controlled devices. This encourages children to select and use technology for particular purposes.

Expressive Art and Design

We aim to offer the children at Newton D-Ring a wide range of experiences to encourage children's creative expression and enable them to become confident, enthusiastic learners and participators. These experiences will be gained through many activities including art, music, movement, imaginative play and role-play. Children are encouraged to use appropriate creative language in the context of play, supported by adults who provide stimulating creative role modelling. They take part in a large variety of practical creative experiences in a planned environment, both indoors and outdoors, through both adult-initiated and child initiated play. We provided exposure to multi-disciplinary and multi-sensory play opportunities at an appropriate level that will allow them to develop ideas and also lay foundations for their growing knowledge and understanding and enjoyment of art, music, movement, imaginative play and role-play.

Observation, Assessment and Planning

Newton D-Ring approaches planning by using a long term planning overview using the Early Years Statutory Framework as a guideline for development. The long term plans are then integrated into a medium term plan which is used to enable EYFS Teacher as a guide for weekly planning. However the teacher will annotate these in response to the needs (achievements and interests) of the children. We make regular assessments of children's learning and use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of observation and this involves the teacher and other adults as appropriate.



Implementation

Pedagogy

At Newton International School D Ring we facilitate these principles through:

- Structured sessions with clear routines that identify and address gaps and misconceptions through same-day 'scoop and boost' catch-up (see below)
- An emphasis on verbal, formative feedback that is immediate
- Smooth links between formative and summative assessment processes to provide a clear understanding of pupil knowledge and gaps
- Planning templates with clear expectations for scripted modelling and success criteria for new knowledge
- Focus core skills and 'deepening skills' so all learners can succeed
- Regular opportunities for recall and review of previous knowledge
- Opportunities for developing positive learning behaviours and self regulation in learning (Zones of Regulation)

THE PRINCIPLES OF INSTRUCTION

TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION

This poster is from the work of Bruce VanSledright who based these ten principles of instruction and suggested classroom practices on:

- research on how the brain acquires and stores new information
- research on the classroom practices of those teachers whose students show the highest gains
- findings from studies that taught learning strategies to students.

01 DAILY REVIEW

Only review is an important component of instruction. It helps strengthen the memorization of the material learned. Students need frequent working memory for problem solving and creation.

02 NEW MATERIAL IN SMALL STEPS

Our working memory is small, only handling a few bits of information at once. Break the material in present new material in small steps and proceed only when first steps are mastered.

03 ASK QUESTIONS

The most successful teachers spend more than half the class time learning, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

04 PROVIDE MODELS

Students need cognitive support to help them learn how to solve problems. Modeling, worked examples and teacher thinking out loud help clarify the specific steps involved.

05 GUIDE STUDENT PRACTICE

Students need additional time to explore, elaborate and summarize new material in order to store it in their long-term memory. More successful teachers built in more time for this.

06 CHECK STUDENT UNDERSTANDING

Less successful teachers merely ask, "Are there any questions?" No questions are taken to mean no problems. Thus, by contrast, more successful teachers check on all students.

07 OBTAIN HIGH SUCCESS RATE

A success rate of around 80% has been found to be optimal, allowing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

08 SCAFFOLDS FOR DIFFICULT TASKS

Scaffolds are temporary supports to assist learning. They can include modeling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

09 INDEPENDENT PRACTICE

Independent practice provides "learning" — a necessary process for new material to be recalled automatically. This allows for strengthening of students' working memory.

10 WEEKLY & MONTHLY REVIEW

The effort involved in recalling recently learned material embeds it in long-term memory. And the more this happens, the easier it is to continue use material to build prior knowledge.



Implementation

Continuous Provision in Key Stage One

At Newton International School D Ring we ensure a smooth transition from EYFS to Key Stage One through the implementation of Continuous Provision:

- CP Planning to cover all areas of learning. This will include classroom provision, indoor provision room and outdoor provision (Autumn 2 and Spring)
- A loose parts approach to Continuous Provision.
- Development and support in place with EYFS team and Continuous Provision Leader.
- Peer observations and access to EYFS self reflection videos as opportunities to see good practice.
- Where possible natural and neutral resourcing
- Recording of evidence in inquiry books.

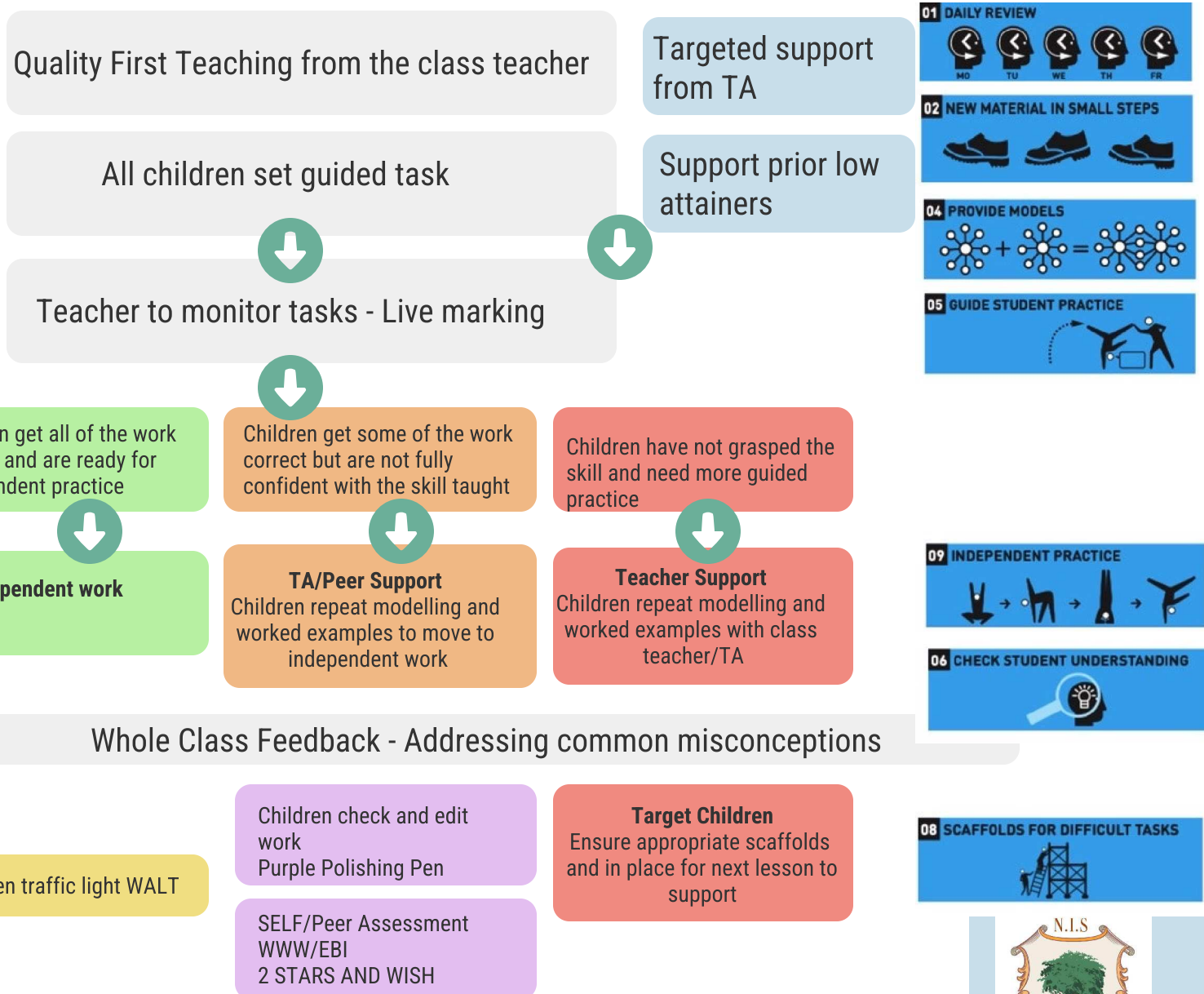


Implementation

Classroom Routines and Processes: Rosenshine in Action

At Newton International School D Ring the primary role of all adults is to facilitate high quality learning opportunities according to the outline principles.

The flow chart shows how identification of pupil misconceptions and gaps are addressed through immediate verbal feedback and self/peer assessment.



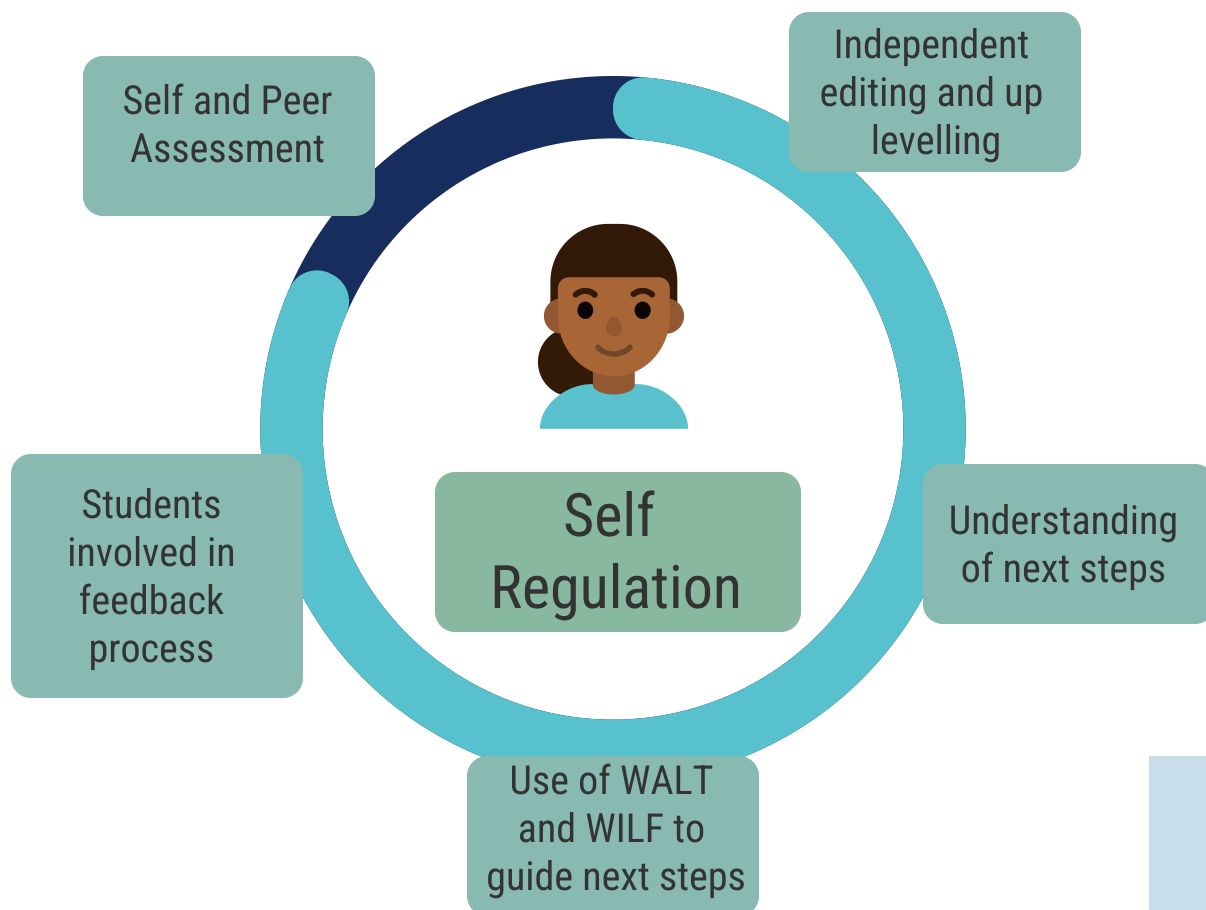
Implementation

Feedback

At Newton International School D Ring feedback will be immediate where possible:

Receiving feedback is one of the most vital elements of making progress (EEF toolkit 2020 +8months progress based on evidence). Timely feedback gives children information about their learning and attainment, as well as a chance to respond immediately and work through examples.

Effective marking and feedback is integral to good teaching and learning processes. By empowering students to be actively involved in understanding how they are able to make progress, it helps to embed learning swiftly and enables accelerated learning.



Implementation

Modes of Feedback

Verbal

Deeper thinking
Next steps
Misconceptions
Celebrating success

Live

Deeper thinking
Next steps
Worked examples
Consolidation
Celebrating success
Tickled pink/green
for growth

Self

Polishing
Up levelling
Editing
Next steps
WWW/EBI
Traffic lights

peer

WWW/EBI
Up level suggestions
Proof reading
Peer support



Daily

Combination of the 4
modes



Weekly

Target tracking

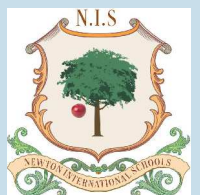


Termly

Moderation and
book scrutiny

Achieving a high success rate is critical if learners are to embed their knowledge and progress. Therefore if less than 80% of students achieve the WALT independently the session after scaffolds have been put in place the session must be retaught. The responsibility of this lies with the class teachers to ensure they teach an appropriate pitch, in line with the curriculum and follow the Rosenshine Principles of Instruction.

Examples of codes used to reduce teacher workload can be found in the Appendix



Impact

Newton International School D Ring prides itself in maintaining an inclusive approach to education. Through the implementation of Rosenshine's Principles we aim to provide our teachers with clear structures of metacognition to accelerate progress of all of our students.

This pedagogy embeds our school core values and works in collaboration with schemes already implemented within the curriculum to support our children in self regulation of learning:

Philosophy for Children

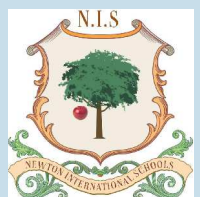
Zones of Regulation

Talk for Writing

Layers of Reciprocal Reading (Wayne Tennant)


Synthetic approach to phonics






White Rose Maths



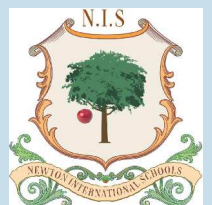
Appendix

Codes

<u>WB: 3rd October 2021</u>		Child assess: 	I	G	S
L1	WALT: Use Capital letters				
L2	WILF:		A	S	F/W
L3	I must use them at the start				
L4	I should remember to use them for places				
L5	I could remember that proper nouns need capitals				

Write on the line	
Finger spaces	
Full stops	
Re-read your sentence.	
Start at the margin	

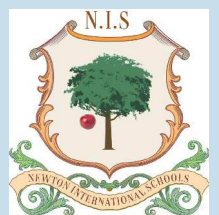
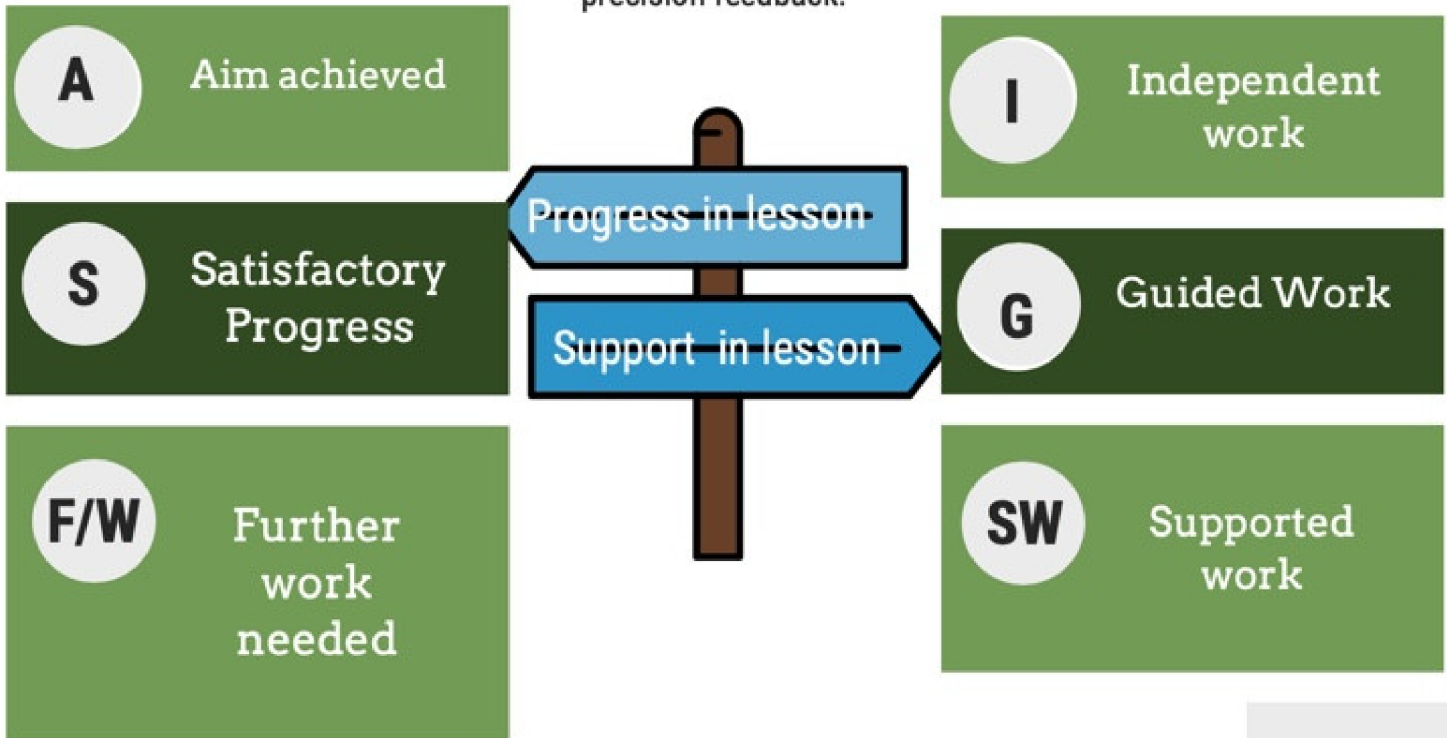
Number formation	5 (the number that needs correcting, correctly formed so the children can copy)					
Correction needed	C					
Numbers in squares	<table border="1" data-bbox="909 1491 1120 1554"> <tr> <td>5</td> <td>+</td> <td>2</td> <td>=</td> <td>7</td> </tr> </table> (model the numbers in the squares)	5	+	2	=	7
5	+	2	=	7		



Appendix

Codes

Alphabetic codes used for precision feedback.



Appendix

Poster

THE PRINCIPLES OF INSTRUCTION

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- findings from studies that taught learning strategies to students.

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01 DAILY REVIEW



Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

02 NEW MATERIAL IN SMALL STEPS



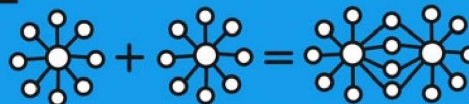
Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

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Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

09 INDEPENDENT PRACTICE



Independent practice produces 'overlearning' — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

10 WEEKLY & MONTHLY REVIEW



The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.

