



Teaching and Learning Policy

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Teaching and Learning Policy

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Section 1: Introduction

This is a statement of the intentions, principles and strategies for teaching and learning at Newtown School. Teaching and learning is at the heart of any school and reflects its ethos, values and individuality. It lays the foundations for the whole curriculum, both formal and informal and forms the context in which all other policy statements should be read.

1.1 What is the purpose of school?

Schools exist to help children learn how to learn and develop. This learning is not just about knowledge, and in our children's lives the acquisition of 'knowledge' as an activity in itself will become less and less important. Learning is about attitudes, skills and knowledge. In order for that learning to take place children need to feel happy safe and secure and to be provided with an environment that is conducive to learning. When those factors are in place then children should be provided with a curriculum that is rich in content, relevant and interesting to the children themselves and given a strong social, cultural and moral guide. All these factors should then equip them with a thirst for knowledge and the skills to go forward into the next stage of their education and life.

1.2 Equal Opportunities

Newtown is a school of equal opportunities. All children and adults no matter what age, creed, colour, religion or gender are treated as equals and this is promoted at all times.

UNICEF Rights Respecting Schools Award

At Newtown, we follow the principles of a UNICEF Rights Respecting School. As a staff we are fully committed to creating the conditions for a rights respecting culture of mutual respect and cooperation. Children will learn about their rights as identified in the United Nation's Convention on the Rights of the Child. They will also learn that they have to respect the rights of all others within their school, local community and the global community.

1.3 Our vision

At Newtown we aim to create conditions in which our children can reach their full potential physically, emotionally, spiritually, behaviourally and academically. We encourage children to feel valued and to learn to respect others. Newtown constantly working to further develop the partnerships between parents, governors and outside agencies to contribute to the education and development of the children.

1.4 At Newtown we believe that:

- All staff must have consistent expectations of children's attitudes and behaviour and take corporate responsibility for ensuring these around the school.
- We must treat everyone with the respect that we would wish to receive ourselves, taking an active role in praising, complementing, and thanking others.
- Good manners and social skills should be overtly taught and modelled by all.
- Children should be helped to develop self-respect and expression.
- We need to build and maintain positive relationships with children, staff, parents, governors, and the community.
- It is important to know the value of others and of being part of a team.
- Good systems of rewards and incentives are in place for all staff to use.
- Everyone needs to be aware of their rights and the responsibilities that go with them.

1.5 At Newtown we expect the children to:

- Begin to take responsibility for their own learning and strive to become independent, life-long learners.
- Learn to try to solve problems before asking for help.
- Learn to be resilient when things do not go as planned.
- Approach their learning with enthusiasm and a positive attitude.
- Focus on learning activities in lessons and be prepared to put effort into these activities.
- Behave in a way that allows themselves and others to learn. This includes listening when others are speaking and supporting others when they are developing ideas.
- Be polite and respectful of others.

1.6 At Newtown we expect the staff working with the children to:

- Have a strong understanding of the principles behind good learning and teaching which is reflected in Quality First Teaching practice.
- Have high expectations of the children in their class and be dedicated to inspire and encourage all children at the school.
- Listen to children's ideas. They should involve them in their learning and discuss how to make progress.
- Ensure that children learn, experience or think about something new in each lesson.
- Assess children's work and provide feedback regularly, where necessary demonstrating the next steps in the children's learning journey.
- Be helpful, approachable, supportive and understanding of their children's needs. All children should be treated with dignity and fairness.
- Be positive about their children and enthusiastic about their learning.
- Be warm, friendly and welcoming; having a good sense of humour is always useful too.
- Act as role models and model the behaviour that is expected from children, for example, staff should treat children with warmth and respect.
- Be assertive and exercise good classroom management. They should be consistent in applying school policies.
- Be knowledgeable and enthusiastic about what they are teaching.
- Be organised and prepared for their lessons.

1.7 At Newtown we expect the parents or carers to:

- Work with the school to support their child's learning.
- Ensure that their child has the best attendance record possible.
- To do their best to keep their child healthy and fit to attend.
- Ensure that their child is equipped for school with the correct uniform and PE kit.
- Inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school.
- Promote a positive attitude towards school and learning in general.
- Fulfil the requirements set out in the home-school agreement.

1.8 At Newtown we expect the Governors

- Support, monitor and review the school policy on teaching and learning.
- Support the use of appropriate teaching strategies by allocating resources effectively.
- Ensure that the school buildings and premises are best used to support successful teaching and learning.
- Monitor teaching strategies in light of health and safety regulations.
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment.

- Ensure that staff development and performance management policies promote good quality teaching.
- Monitor the effectiveness of the school's teaching and learning policy through the Headteacher's reports to governors and the school self-review processes.
- Offer challenge to ensure 'value for money'.

Section 2: Feeling Happy, Safe and Secure

In order for effective learning to take place children need to feel happy, safe and secure. At Newtown helping children to achieve this readiness to learn is a priority that is woven through everything we do.

2.1 Home Visits

At Newtown we begin the relationship between home and school from before the children start with home visits. This enables both the parents and child to meet their key person in their own place of safety first; there is no walking into school on the first day and not knowing who will be there. Home visits are expected for new children into Pre-School and Reception class, although these made have to be done digitally in some cases.

2.2 Parent Partnership

Newtown builds genuine open and supportive relationships with parents. We have an open door policy, regular meetings and opportunities to find out how to support the children. We understand that parents are children's first teachers and their own attitudes, skills and knowledge will impact on those of their children.

2.3 Nurture Work

At Newtown we put children and their well-being at the heart of the school. We have two trained nurture workers who work with individuals and groups of children who are encountering social, emotional or behavioural difficulties. There are a multitude of situations that can affect children's well-being and ability to learn and whether these are a single occurrence or a longer term issue we have the time and the staff to work with the children to help them overcome them. As a school we recognise the importance of carrying the nurture work and philosophy throughout the school this is embedded in our practice and led to us being awarded a National Nurturing Schools Award in 2017.

2.4 Webster Stratton

A few years ago we put in a whole school behaviour approach based around the work of Carolyn Webster Stratton. This ensures consistency across the whole school and that the children are safe and secure within the boundaries set. It is based on a principle of lots of positive specific praise and really investing in listening and building relationships with the children to avoid having to criticise or punish children for misdemeanours. For more information on our behaviour approach see our Behaviour Policy.

Section 3: An Enabling Environment

Children learn well in uncluttered, well-organised and organisationally flexible learning environments. The learning environment should challenge, celebrate and facilitate learning, encouraging independence across the entire school from Pre-School through to the end of Key Stage 1.

3.1 Classroom Organisation

- All areas are kept (as far as possible) tidy and free from rubbish, piles of paper, random pieces of equipment.
- Furniture use fits the purpose (e.g. for whole class shared writing all children should have an unobstructed view of the whiteboard) and furniture should be arranged flexibly, with children trained on how to safely and efficiently reorganise furniture as required.
- Everyone using the classroom needs to be able to move comfortably around the space. All staff using the classroom should have their own place for resources and filing.
- Any teacher or pupil resources and equipment should be clearly labelled.
- In Reception Year 1 and Year 2 all children should have their own labelled drawer to put in their own belongings, pictures and letters.

3.2 The Learning Environment

Consistency in the principles of the learning environment we provide is essential for ensuring our children both develop effectively as independent learners and experience a smooth and progressive learning journey throughout their time in school.

The following points show the areas or zones that each learning area should have. KS1 classrooms should have all these areas whereas in the Early Years Department all of these should be represented and in the case of Literacy and Mathematics multiple zones may be evident.

3.2.1 English Area

- All rooms are a 'language-rich environment'.
- All classrooms have a designated reading area with a range of books accessible for all reading abilities in the class and aspirational books that the teacher will choose from to read regularly to the class.
- Displays reflect independent writing in each classroom. Resources and display reflect that we write for a range of purposes and audiences.
- Each KS1 classroom has a permanent literacy working wall. This reflects and supports learning in the context of the current unit of study, modelling success criteria for children and ensuring that children have a visual working resource to support and extend learning. For example, an interactive spelling display and / or 'thesaurus' of some sort e.g. 10 ways of saying "nice" or "went" or "said".
- Displays and resources reflect the diverse community the school serves as well as the wider community (e.g. stories from a range of cultures, pictures reflecting a range of cultures).
- Displays are interactive (where appropriate), contributed to by the children, and changed frequently.
- Books and resources are well organised, clearly labelled and accessible to children.

3.2.2 Mathematics Area

- There is a permanent area or working wall dedicated to Mathematics.
- All year groups have an age-relevant number line (and a 100 square in Year 2).
- Books and resources are well organised, clearly labelled, using ICT, and accessible to children.

- Displays should reflect the objective for the focus of learning reflected or stimulated and will include a word bank relevant to the current focus.
- Focus is placed on mathematical vocabulary to support independent learning.

3.2.3 Science or Understanding the World Area

- There is a permanent area or board dedicated to Science or Understanding the World.
- Resources and books relevant to the current focus are labelled and displayed.
- Vocabulary lists / word banks for the current topic are displayed along with the success criteria for the unit of work.
- Concept maps 'what I knew, what I know now' may also be on display.

3.2.4 Creative Learning Topic

- The topic area should always be on display, along with key questions that the children might be working on.
- Children's work towards answering the questions should also be on display and updated regularly.

3.2.5 Presentation of Displays:

- Displays always have a clear mounted title unless it is an interactive working wall.
- Displays are always accompanied by labels, which either ask questions or reinforce learning or explain a process.
- Finished work displayed should always be the best that an individual can achieve.
- Emergent writing and work in progress are also valuable for display and need to be labelled as such so the context is understood.
- Work is always mounted with a straight edged border and only displayed at an angle if the content of the display would benefit from this. The pupil's name should be labelled using ICT or handwritten labels on or near the work.
- Displays should often be interactive and there should be opportunities for children to lead and contribute to display content, organisation and themes.
- British values underpin the school ethos and are displayed in each classroom

3.3 Resources

Whilst budgets are always challenging, at Newtown the Governors try to prioritise the available funds to enhance teaching and learning opportunities. Resources should always be used carefully and the children encouraged to look after them. However, resources should not be kept for 'best' but used fully to enhance children's learning opportunities.

3.4 Seating Plans

The best planned learning activities can fall apart if the dynamics of a class are not conducive to learning. All teachers at Newtown have seating plans for their classes or groups (although we accept that in Pre-School we are working towards this!). This enables teachers to plan for effective learning by seating children in ability groups or pairs, or mixed groupings, according to task. Seating plans are clearly displayed in the classrooms so that all adults who are working with the class or group know where the children are expected to sit.

Section 4: Teaching

Truly understanding the children, their strengths, weaknesses and what they need to do next is what underpins all of our teaching and the children's learning.

4.1 Developing learning objectives, setting success criteria and the role of feedback

4.1.1 Developing Learning Intentions

All lessons should be planned with clear learning intentions. These intentions should focus on what is to be learned and should not be an identification of tasks to be completed by children. Learning intentions should where possible highlight a skill that is being developed so children can make links between skills being acquired in other subject areas. Learning intentions should make a clear distinction between skills being developed and the acquisition of subject knowledge.

Although all lessons should have clear learning intentions; how and when these are to be shared with children is at the professional discretion of the teacher. Some discovery or mystery lessons for example may best be done with the learning intentions shared at the end of the lesson as the learning is being reviewed. Learning intentions may be written on the board, displayed on the whiteboard or be explicitly referred to orally, the choice of how this should be done will be on a lesson by lesson basis as is appropriate.

4.1.2 Setting success criteria

Setting success criteria is an essential part of the teaching process. Success criteria should inform children of what they need to do in order to meet the learning intentions. Good success criteria are an essential part of the formative assessment process as they allow children and teachers to judge how well they have performed and highlight what they need to do to make progress. As such, success criteria provide the framework for providing effective feedback.

4.1.3 The role of feedback

In order to become independent learners, children need to be informed about their learning. The teacher plays a crucial role in this process. By ensuring a child has a clear understanding of the learning intention and the success criteria the teacher can then help guide the child through the next stage in their learning journey. This advice can take many forms, for example, general class feedback, a personal discussion or comments written on a piece of work. This list is not exhaustive.

Feedback should provide information about generic learning skills as well as the acquisition of subject knowledge. Most importantly feedback should provide guidance on how to make progress individually and promoting independent learning. Feedback is then used to inform planning to ensure that lessons have high expectations. At Newtown the majority of feedback will be given verbally. Learning Conversations will take place at the end of each half term where children will be guided to reflect on their learning and next steps.

4.2 Engineering effective discussions, tasks and activities that elicit evidence of learning

In order to learn effectively it is important that all children are actively engaged in tasks that stretch and challenge them. Some principles are outlined below; however, once again the list is not exhaustive and the application of strategies is at the professional discretion of the teacher.

- Engineering effective discussions; careful thought needs to be put into planning the role that talk has in lessons. Techniques such as no-hands questioning, employing wait time or asking for a child to summarise a discussion can lead to whole class engagement.
- Engineering effective tasks and activities; careful thought needs to be put into planning the work that children will do. For example, carefully organised group work using the principles of co-operative learning can ensure that all children are engaged.

- Eliciting evidence of learning; a key challenge for teachers is to ensure that classroom activities provide opportunities for children to exhibit their learning so that teachers and children can make informed decisions about the form and amount of progress being made.
- Children are actively engaged during all parts of the lesson, teachers take into account their concentration span and ensure they are not sitting passively for long periods (no longer than 10 minutes on the carpet).
- Opportunities to work in Talk Partners or Trios are regular features in all curriculum areas and the children are taught explicitly how to do this and work as a good partner.
- Visuals, artefacts and ICT are all used creatively to enhance the learning opportunities and engage the children.

4.3 Activating children as owners of their own learning and learning resources for one another

It is our aim to nurture independent learners who have the skills to be successful in an increasingly globalised and changing world. We are trying to educate and prepare children to do jobs that have not yet been imagined. To achieve this we must begin to train and equip children to be critical and reflective learners.

Through 'learning to learn' children should be able to think about the learning process and how to learn successfully. This can be done by engaging them in the learning process, employing effective questioning techniques, sharing learning intentions and success criteria and by giving them opportunities to assess their own work. This can be further developed by helping them extend these skills by engaging in peer assessment, giving each other advice and by having opportunities to teach each other (for more information please read section 6 on Learning).

4.4 The use of Teaching Assistants (TAs) and other additional adults in the classroom

At Newtown the Teaching Assistants are an integral and vital part of the teaching team. The Teaching Assistants will work in a variety of ways to support and lead teaching.

- Teaching Assistants cover Planning, Preparation and Assessment time. When they are covering PPA time they will plan, prepare and deliver their own sessions with support and advice from the teaching staff where necessary.
- When working during school hours Teaching Assistants are fully engaged with the children during free play (EYFS), on the carpet and during group work. Administration tasks take place when the children are otherwise engaged (KS1 assembly time) and in the additional time before and after school.
- Teachers share planning in advance with the Teaching Assistants, if possible by email at the beginning of the week. This enables Teaching Assistants to be as prepared as the Teacher and ask any necessary questions before the children arrive.
- Teaching Assistants give instant feedback to the children, scaffolding their learning and supporting where needed.
- Teaching assistants are involved in assessing pupil's understanding, recording observations and passing on assessments to the teacher (KS1).
- Teaching Assistants in Early Years Foundation Stage (EYFS) either act in the role of a group leader (keyworker) or support individual or groups of children. Teaching Assistants in Key Stage 1 (KS1) may lead an intervention supporting individual or groups of children (see SEN Policy for further details). They are responsible for the planning, teaching and assessment within these interventions.

4.5 Differentiation and grouping

Newtown celebrates the fact that it is a truly reflective community school with a range of children from different nationalities, cultures and socio-economic groups. The diversity of the children has, in the past, led to challenges. It has proved difficult to appropriately differentiate the next steps to enable some of our children to make the progress we know they are capable of. This knowledge led us to implement

ability group streaming in the areas that benefit from teaching key knowledge and skills in a linear fashion namely:

4.5.1 Funky Phonics Groups

This levelled phonics scheme was written specifically for Newtown, based on the best practice of many other schemes. Children progress through the phonics levels at a rate appropriate to them, over learning where necessary and embedding phonic skills in both reading and writing simultaneously. The entire school does phonics at the same time and all staff deliver it from the daily plans. The groups are mixed age from Pre-School through to Year 2 with children being assessed every six weeks and moved accordingly.

4.5.2 Mathematics Groups

In Reception the teaching of Mathematics is done in ability groups across the year group. The children are split into smaller groups and taught by both Teachers and Teaching Assistants. The Teachers do all the planning, having had conversations with each maths group leader and looked at their annotated plans and observations.

In KS1 the children from both Year 1 and Year 2 are taught maths within their own classes. The differentiation within classes is managed by individual class teachers.

4.5.3 Guided Reading Groups

In KS1 the children are taught in guided reading groups in Year 1 and Year 2. This allows the teaching to be highly targeted to individual children's next steps.

4.5.3 General Class Groups

For the rest of the school day children will be in their classes / house groups.

4.6 Structure of a lesson / adult led session

The structure of lessons or adult led sessions (in the EYFS) can vary hugely depending on the learning intention, subject and children involved however it is useful to have a flexible structure that can apply to most eventualities. At Newtown we believe we can do this by looking at the phases of a lesson or adult led session.

- Phase 1: Setting the scene, placing the learning in a wider context, linking to prior learning, reviewing the previous lesson, sharing the new learning intention.
- Phase 2: Teaching of new information, instruction or exposition.
- Phase 3: Children make sense of the information, processing and understanding.
- Phase 4: Review the learning, plan next steps.

Precise interpretation of the four phase structure will inevitably vary from situation to situation. Age ability, timing of the lesson, subject area and focus will all have significant impact. However the four phases are as relevant in a five minute Pre-School activity as a one hour lesson in Year 2 as they follow a clear learning process.

Staff may well go through the phases more than once in a lesson. For example after a short period of exposition, children may do a short activity designed to make sense of the new information take part in a mini-plenary and then move on to the next new piece of learning and activity.

The phases are not always sequential. Review for example is not confined to the end of the lesson. Good teaching weaves review through the entire lesson and success criteria are only successful when repeated and referred to throughout the lesson.

Teaching and learning are not the same thing. Encountering something is not the same as understanding it. While the stages are inextricably linked, they are separate processes and lessons need to reflect this.

4.6.1 Phase One: Overview

Although this is relatively short in duration it includes a number of key features. The emphasis on this phase is on:

- Creating an appropriate working atmosphere
- Children will not learn if they are not in an appropriate state to learn. We use a range of strategies to establish a climate conducive to learning including:
 - Being fully prepared for lessons, ensuring resources are ready in advance.
 - Greeting children with a smile!
 - Creating a classroom environment that is stimulating, reassuring and organised.
 - Other adults to sensitively engage with a pupil who are not 'ready to learn'.
- Linking the lesson to prior learning
- Reviewing previous lesson, for example,
 - *Think about the three most important things you learned in the last lesson – now tell your partner.*
 - *In two minutes, I am going to ask you what you learned last time. You may talk to your partner if you wish.*
 - *Today's lesson is about trees. Jot down on your whiteboards what you already know. Work in pairs.*

Providing an overview

The brain is more likely to absorb details when it can place them within a wider context. This is often referred to as 'providing the big picture first'.

Learning walls in some classes include a topic map to enable children to see the 'bigger picture'.

Children add their own questions and answers to the learning wall and are encouraged to carry out their own independent research at home.

Sharing learning intentions and success criteria with children

Children must know exactly what they are going to learn and what is expected of them by the end of the lesson. For learning intentions to be shared effectively, teachers:

- Have moved away from saying 'Today we are doing'... and instead say 'By the end of today's lesson you will all know/be able to/understand...'
- Make success criteria specific by using child-friendly language – it is essential that the children understand what is happening and why.
- Refer to learning intentions: at the start of the lesson and during the lesson.

Triggering the brain

The brain notices things if it has been primed to look for them. Teachers might do this by saying, 'Today when I am reading I want you to listen out for some wow words that you can use in your own writing later on' or 'Later, I am going to be asking you to label the different parts of a plant – you will find out what they are now'

4.6.2 Phase Two: Receiving New Information

The emphasis in this phase is on providing children with new information or skills. This is the 'teaching' phase. Although we want all pupils to understand the information as they encounter it, the emphasis during phase two is on providing the new information.

New information can be delivered in many ways, including but not exclusively:

- Exposition (the act of describing or discussing something)

- Audio-visual aids e.g. video clips, big books, diagrams, pictures
- ICT –Internet
- Demonstration
- Modelling
- External ‘expert’ visitors
- School Trips

The quality of the input during this phase will have a big bearing upon the extent to which pupils understand information. While high-quality exposition does not guarantee understanding, it does make it significantly more likely.

In order to ensure the quality of the input in phase two is kept high the following issues are taken into consideration:

- Periods of exposition are short
Pupils have limited concentration spans. A widely used and useful rule of thumb is that concentration spans will be about two minutes in excess of a chronological age. Periods of exposition are therefore kept short and punctuated by regular breaks or activities. In general terms, significantly more learning will take place when new information is transferred and explained in three bursts of ten minutes than in one thirty minute session.
- More than one ‘beginning’ is created
Pupils tend to remember more from the beginning of an experience. When exposition is chunked into 10-15 minute slots, a number of ‘beginnings’ are created in the lesson. Make the new start obvious. Phrases are used such as, ‘Now we are moving on to ...’ or ‘The next activity we are going to be doing...’, ‘I want you to move back to the carpet for the next part of our lesson.’

The input phase needs to be punctuated with questions

- Although phase two is principally about exposition and delivering new information, it should be punctuated by regular questioning.
- Regular closed questions are asked during the input. This keeps pupils alert and provides instant feedback as to whether they have heard correctly and have understood – on a shallow level. Asking too many open ended questions during an explanation can easily take a lesson off in a different direction and can cause other children to lose their train of thought.
- Open ended questions are asked before and / or after the input. Posing an open ended question at the start of an explanation will prime the brain to notice detail and begin to form an answer, even at a subconscious level, during the input. Asking an open question at the end of an input takes the learning into phase three and is designed to develop and assess deeper understanding.

The input phase should also be punctuated with activity (phase 3)

- The input of new information (phase two) is punctuated with activities designed to help the children make sense of it (phase three). This integrated alternating pattern of ‘phase two, phase three, phase two, phase three’ is often more effective than an extended period of exposition. For example, a teacher might be modelling writing compound sentences. She / he might ask the children to work with a partner to write one together on a whiteboard before moving on with further instruction.

4.6.3 Phase Three: Processing the Information

The emphasis in phase three is on,

- developing understanding
- demonstrating understanding
- assessing understanding

This is the key phase and the extent to which children will understand information depends on two factors.

Quality of interactions

- Children make sense of information with the help of both adults and their peers. The frequency and nature of interactions between Teachers and Teaching Assistants and children is highly significant. Understanding can be developed by:
 - The use of open ended questions.
 - Providing individual children with thinking time, enabling them to think through their answers before replying.
 - Providing the class with thinking time, '*in two minutes I am going to ask you...*'.
 - Ensuring that children fully understand the question by asking them to say it back or rephrase it.
 - Extending and deepening understanding by asking follow-up questions such as '*What made you think that?*'
 - Asking pupils to identify three possible answers and then select the best one (so that they don't always give you the first answer that comes into their head).
 - The Teacher or Teaching Assistant scaffolding the children's thinking and answering by modelling how to get to an answer out loud to show the children the process.
- Children learn significant amounts from their peers and this should be utilised. This can be developed by,
 - Allowing children to explore and articulate their thinking by giving them time to discuss their responses in pairs or groups. Children then response with, '*we think that...*'
 - Planning group work into all areas of the curriculum, allowing children to produce work together.
 - Older children acting as learning role models for younger children, for example by reading stories to Pre-School or Nursery children or presenting their work to other classes.

Quality of activities

- The activities are planned to develop and demonstrate the children's understanding.
- The activities directly tie in with the success criteria and the children are clear as to what is required of them and why.
- The activities should require the children to be active learners as often as possible, 'working' is not necessarily 'learning'.

4.6.4 Phase Four: Review

The emphasis in this phase is on,

- Reviewing what has been learned
- Reflecting on how and why it has been learned
- Thinking about what next

Review is a key to memory and certainly is not confined to the end of the lesson. Good teachers review throughout the entire lesson and are constantly referring children to the success criteria of the lesson and reinforcing prior learning. Reviewing material is a highly significant part of the learning process, not least because large amounts of information can be forgotten very quickly.

Children are actively involved

When teachers summarise what has been learned, the effect of children's memories is relatively insignificant. However when the children themselves identify what they have learned as the lesson draws to a close, their memories will be given a significant boost.

Adults leading the teaching:

- Always refer back to the learning intentions and success criteria.
- Encourage children to reflect on what they have learned and what has helped them to learn.
- Use prompts like,
What did you do today that you found most helpful when you were learning?
What did you do today that you found less helpful?
If you had to do the activity again, how would you do it?
If you had to give one piece of advice to someone tackling the same activity, what would it be?

Link the lesson into future learning

Teachers finish the lesson by putting the learning back into the 'big picture' thinking about what they are going to learn next. This allows children to think about what is coming next.

Section 5: Planning for Learning at Newtown

At Newtown we plan in a variety of different ways. We employ the Early Years Foundation Stage and National Curriculum to provide a structure and overview to ensure that all the statutory requirements are met. In Pre-School and Reception, planning is guided by the EYFS framework and delivered through purposeful play activities and real life, hands on experiences that often centre around the children's current interests. Planning in KS1 is embedded within topics to add relevance and context to the learning. Topics last for up to half a term.

5.1 Long Term Planning

Each year group provides a grid detailing an overview of the academic year. It shows each National Curriculum subject broken down into half terms and the focus for that half term is detailed for each subject. The topic for that half term is also detailed. The EYFS framework and termly topics focused around the children's current interests form the EYFS long term planning.

5.2 Medium Term Planning

Plans for every half term, for all subjects identified in the Long Term Planning are recorded. They include:

- Current subject and class topics
- Learning Intentions to be covered each week
- Content to be covered each week
- Tasks to be covered in the lesson (differentiated appropriately in **all** subjects) – except where further short term planning is to be used, i.e. Maths or Literacy planning

In Key Stage 1 at the start of a new topic, teachers should aim to include an introductory lesson that allows the children to actively drive a topic, which is new to them. They can detail what they know and what they would like to know about a subject and reflect on what they have learned at the end of the topic (Know, Want to Know, Have learned - KWL). This information can be displayed on the wall of the classroom as a working display.

In Early Years, the children's identified needs from individual targets and the previous terms observations/assessments are used alongside the 'theme' to inform the planning. Children's interests and child-initiated activities are observed and recorded throughout the term to inform future planning.

5.3 Short Term Planning

Short term planning is used when subjects are taught on a daily basis (usually Literacy and Maths) and should include the following:

- The four phases mentioned in section 4.6 should be clear in the planning
- Activities to reinforce the learning (usually differentiated a minimum of three ways)
- What the Teaching Assistants and other additional adult support will do (when available)
- Further information regarding: key questions; resources needed; assessment for learning; ICT, speaking and listening, problem solving, thinking skills, etc

Section 6: Learning

6.1 Learning through play: child-initiated learning in the EYFS

Play underpins the EYFS. It also underpins learning and all aspects of children's development. Through play, children develop language skills, their emotions and creativity, social and intellectual skills. For most children play is natural and spontaneous although some children may need extra help from adults. Play takes place indoors and outdoors and it is in these different environments that children explore and discover their immediate world. It is here they practice new ideas and skills, they take risks, show imagination and solve problems on their own or with others. The role that adults have is crucial. Adults provide time and space and the resources necessary fire children's imaginations. They observe, play and join in when invited, watching and listening before intervening. They value play and provide safe but challenging environments that support and extend learning and development.

Providing high quality planned experiences for child-initiated play is an important way for adults to support children's learning that is both enjoyable and challenging. When children play, they are learning at the highest level. Play can extend certain areas of their learning – for example, developing language skills by promoting talk between children or introducing new vocabulary that they use and act out in their play. A playful approach to learning builds on children's interests and responds to their ideas for play and also allows scope for structured activities to teach specific skills and knowledge.

6.2 Learning through experience: trips, visitors and activities

At Newtown we believe that children cannot truly understand or learn about things that they have not experienced and as such we try to make sure that the learning is brought alive by as much practical hands on learning as possible. It is these opportunities that produce deep learning, engagement and life long memories. Within topic planning, teachers look to providing a "Wow" start or finish to excite and to consolidate learning.

At Newtown we aim for these experiences to provide a buzz around the school and wider school community so once a year we go on school trips or experiences that we all share. This way brothers and sisters in different year groups can share the experience at the same time and the school can participate in cross year group learning.

6.3 Growth Mindset and Behaviour for Learning

Learning to be a learner is a key part of any schooling and at Newtown the children are at the beginning of this process. At Newtown we believe that learning should be a life-long enterprise. We aim to develop our pupils learning skills, not just so that they can complete the school work more easily and effectively but so they will leave Newtown with the 'disposition' (a set of habits and values) which will serve them well as they go onto to their next schools and throughout their lives. At Newtown we have used the work of Guy Claxton and Carol Dweck to inform how we approach this with the children.

The point at which we become stuck is the point at which we start learning!

All children are individuals and will have their own personal 'disposition' towards learning. We believe that we can help children to improve their capacity to learn by building their 'learning muscles'. Dispositions for learning can be learnt, practiced and improved. We believe that by talking about our learning and having a common language for doing this across the school means that the children will begin to understand about learning to learn and therefore become better learners. Teachers have access to resources such as the Behaviour for Learning audit (appendix 1) to use either with individual children or whole classes.

6.4 Teaching Learning

At Newtown we overtly teach children to expand their learning capacities. We do this by the way we talk to children, organise the classroom and design activities, as well as how we actually teach. We continue to teach the National Curriculum Early Years Foundation Stage and National Curriculum but constantly look for exciting, creative ways in which we use these to challenge our children's thinking and learning.

6.4.1 Explaining:

Adults leading the teaching introduce children directly and explicitly to the behaviour for learning attributes and then train them how to use them.

6.4.2 Orchestrating:

Adults leading the teaching orchestrate resources, the environment and activities in order to develop learning dispositions.

6.4.3 Commentating:

Adults leading the teaching commentate on children's learning through informal talk and formal / informal feedback. They draw attention to the progress they have made and to further action that they could take to build behaviour for learning abilities.

6.4.4 Modelling:

Above all, adults leading the teaching model being a learner. They encourage a collective commitment to learning by being stuck, trying things out and making mistakes etc.

Appendix 1

EYFS BEHAVIOUR FOR LEARNING SKILLS BASELINE

| ORGANISATIONAL SKILLS | | SOCIAL SKILLS | | LEARNING SKILLS | |
|---|--|---|--|---|--|
| 1. Follows adult direction | | 1. Initiates play with others | | 1. Shows curiosity | |
| 2. Comes to Group Time straight away | | 2. Initiates communication verbal or non-verbal | | 2. Engages in open ended activity | |
| 3. Puts belongings on own peg | | 3. Listens to others | | 3. Initiates activities | |
| 4. Looks after others' belongings | | 4. Takes account of others' ideas | | 4. Seeks challenges | |
| 5. Plans what to do | | 5. Takes turns | | 5. Has a go and takes risks | |
| 6. Sets own goals | | 6. Shares resources with others | | 6. Gets involved and concentrates | |
| 7. Thinks about how to approach a task | | 7. Works with an adult | | 7. Persists when things get tricky | |
| 8. Knows where to find the resources needed | | 8. Works with one other child | | 8. Bounces back if things go wrong | |
| 9. Keeps focused on a task | | 9. Works as part of a small group | | 9. Is proud of how they have done something not the end result | |
| 10. Changes strategy if needed | | 10. Manages distractions | | 10. Learns from mistakes | |
| 11. Knows how well they are doing | | 11. Shows sensitivity to others' needs and feelings | | 11. Enjoys challenges for their own sake rather than external rewards | |
| 12. Reviews how they have done | | 12. Will compromise | | 12. Comes up with ideas | |
| 13. Knows where to put things away | | 13. Knows and follows the class rules | | 13. Finds ways to solve problems | |
| 14. Helps tidy up | | 14. Says 'well done' to others | | 14. Makes links and patterns | |

KS1 BEHAVIOUR FOR LEARNING SKILLS BASELINE

| ORGANISATIONAL SKILLS | | SOCIAL SKILLS | | LEARNING SKILLS | |
|---|--|--|--|---|--|
| 1. Starting on time | | 1. Allowing others to learn | | 1. Sharing ideas | |
| 2. Getting things finished | | 2. Helping others with their learning | | 2. Learning in a group | |
| 3. Having the correct equipment for a task | | 3. Inviting others to help with own learning | | 3. Learning with a partner | |
| 4. Planning before doing | | 4. Sharing equipment | | 4. Listening to others | |
| 5. Keeping work tidy | | 5. Listening to others | | 5. Focusing on learning | |
| 6. Keeping tables tidy | | 6. Waiting turn to speak | | 6. Thinking about other people's ideas | |
| 7. Keeping classroom tidy | | 7. Using the right tone of voice | | 7. Adding to other people's ideas | |
| 8. Knowing where to find the resources needed | | 8. Explaining ideas clearly & sensibly | | 8. Trying new things | |
| 9. Putting away resources no longer needed | | 9. Saying "Well done" to others | | 9. Not giving up when things are tricky | |
| 10. Setting self a goal | | 10. Respecting the views & ideas of others | | 10. Learning from mistakes | |
| 11. Keeping focused on a task | | 11. Thinking about how what they might say might affect others | | 11. Making mistakes & moving on | |
| 12. Knowing how well they are doing | | 12. Managing distractions | | 12. Asking good questions | |
| 13. Looking after own property | | 13. Working collaboratively & cooperatively with others | | 13. Knowing when to ask for help | |
| 14. Looking after others' property | | 14. Working cooperatively with adults | | 14. Asking questions if they don't understand | |