



Newbridge Primary School

Teaching and Learning Policy

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Please read the following policies alongside this one:

Marking and Feedback
Subject Leadership Handbook
Behaviour Policy
Curriculum Policy
SEND Policy
SEND Information Report
Disability Equality Scheme and Accessibility Plan

Aims

Our aim is to offer a safe and inclusive environment, with the highest standards of teaching and the most inspiring opportunities for learning, facilitated by the whole school community working together.

Through this policy we aim to promote best practice and to establish consistency across the whole school. It aims to ensure that the children are provided with high quality learning experiences that lead to a consistently high level of pupil achievement and attitude.

Teachers are responsible for providing a safe, caring, supportive and stimulating learning environment in which all children are supported in their emotional development and helped to reach their academic potential.

Children learn best when they feel safe to take on challenges, are engaged and motivated and feel valued. We aim to ensure that children understand the importance of learning and their role as Newbridge citizen through our school values:

- **Learning and Communication**
- **Creativity and Imagination**
- **Personal Development**
- **Collaboration**
- **Citizenship**

Intent

We believe the Newbridge Curriculum should provide our children with an engaging, creative and purposeful opportunity to make connections in their knowledge alongside developing each of them as future citizens of our community and beyond. The progressive and sequenced nature of our deep and meaningful curriculum allows for children to be challenged at all levels and is inherently based on our values of Learning and Communication, Creativity and Imagination, Personal Development, Collaboration and Citizenship.

Implementation

Our curriculum is carefully considered so that it builds upon the knowledge and skills of pupils; the progression of key knowledge and skills is tracked throughout the year. Enquiries make meaningful connections with previous learning while giving a broad and balanced range of experiences. Children are immersed in their learning each term through a range of experiences which aim to inspire and ignite their passion for learning. Children engage with all core and foundation subjects across the academic year and their curriculum is planned to allow for learning to be as explicitly connected as possible. Our curriculum is delivered in a variety of ways: collaborative learning opportunities, real-life experiences and active and experiential learning.

Impact

Our vision is that Newbridge Primary School pupils will be academically and socially confident and will take their next steps as caring, creative and healthy young people who will actively and responsibly make a difference to our world.

Principles of Learning

At Newbridge, we firmly believe that children learn best when:

- They are all provided with a safe, inclusive, positive and supportive environment where disadvantage is overcome
- All adults have an ongoing, holistic understanding of pupils and their individual needs
- They have access to high quality education
- Teachers ensure fidelity to policies and schemes of work
- Quality First Teaching, is complemented with carefully selected targeted and specialist interventions
- Teaching Assistants are deployed and used effectively to support learning
- Teaching leads to consistently high levels of pupil achievement
- Staff and children are part of their own learning journey

Teachers' Learning

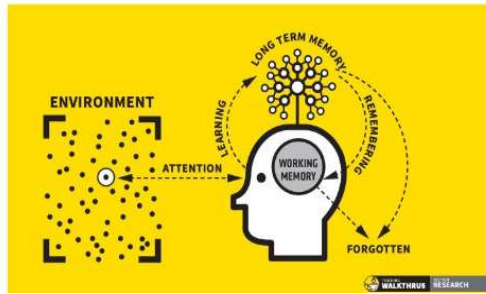
All teachers are leaders of learning and demonstrate that they are lifelong learners. We use this learning to support the continual improvement of teaching and learning and thereby contribute to the school improvement strategic plans. We believe that:

- Professional development will support all adults to develop their own learning.
- Teachers take an active interest in and responsibility for developing their teaching practice, and are supported by the school to do this
- Engage and collaborate with CPDL through the B&NES Cluster Hub

Children's Learning

We believe that children learn best when they:

- are happy;
- are interested and motivated
- achieve success and gain approval
- are given tasks which match and extend their ability
- clearly understand the task
- are confident, feel secure and are aware of boundaries
- are challenged and stimulated
- are supported
- are working in an environment conducive to learning, where the physical environment considers all learners



Roles and responsibilities

Teaching and learning at Newbridge is a shared responsibility, and everyone in our school community has an important role to play. (See school's Home Learning Agreement)
This is how we will create the above conditions for pupils' learning at all times:

Teachers at Newbridge Primary School will:

- Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards
- Plan and deliver engaging and relevant lessons focusing on the school's progression of skills and curriculum threads
- Teachers will know children's starting points through use of planned assessment tasks e.g. quiz, mind map
- Follow the Marking and Feedback Policy and ensure next steps in learning are relevant and progressive
- Collaborate and plan alongside TAs and support staff to ensure progress for all learners
- Use adaptive teaching strategies to ensure all children make progress
- Attend Pupil Progress meetings and inform SLT of childrens' progress
- Liaise with SENCo to support individual needs
- Actively engage parents/carers in their child's learning through Parents' Evening, Google Classroom, newsletter, open afternoon
- Follow the expectations set out in this policy
- Refer to WalkThrus and other whole-school resources that focus on evaluating and refining teaching techniques

Planning and preparation

We expect all our teachers to be creative and ambitious in their delivery of the Newbridge Primary Curriculum. Our key principles, in line with Rosenshine's Principles of Instruction, are for teachers to:

<p>Start lesson with</p> <ul style="list-style-type: none"> • Each lesson will have a WALT (We are learning to) so the children know the outcome of the lesson • Some lessons will require success criteria • Some areas of the curriculum will have Knowledge Organisers that support the children's understanding. They will include key questions and vocabulary that are used to aid retrieval. • Personal anecdotes/ brain teasers/ challenge questions/ historical examples/ multimedia sources
<p>Review learning at the start through</p> <ul style="list-style-type: none"> • Start lessons with retrieval practice and identify the 'Big Question' • Begin lessons with a short review of previous learning/ re-teach material when necessary • Misconceptions are promptly addressed through Feed Forward and adaptive teaching
<p>Have high expectations</p> <ul style="list-style-type: none"> • Plan ambitiously for all learners • Insist on consistently high standards for all • Ensure children are suitably challenged
<p>Present new material in small steps</p> <ul style="list-style-type: none"> • Limit the amount of material children receive at one time • Plan opportunities for retrieval • Approach the small steps in a variety of ways in order to allow for the different ways children learn • Give clear instructions and explanations • Provide concrete resources where necessary • Provide models and worked examples • Re-teach material when necessary
<p>Engagement in learning</p> <p>Teachers will follow the Kagan Model, which involves:</p> <ul style="list-style-type: none"> • Specific seating plan to enhance engagement and collaboration in the classroom • Targeted 'structures' to guide children to develop these skills • Less teacher talk and more pupil-led, focused activities which can be used from Reception up to Year 6 in all subjects • K:\Kagan <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> </div> <div style="text-align: center;"> </div> </div>

<p>Opportunities for children to practise new skills</p> <ul style="list-style-type: none"> • Provide a high level of practice for all children • Guide children as they begin to practice/ prepare children for independent practice/ monitor children when they begin independent practise
<p>Involve children in their own learning, for example</p> <ul style="list-style-type: none"> • Encourage children to present and share work regularly • Provide a choice of different activities where appropriate – group/individual • Ask children for input into success criteria • Peer and self-assessment
<p>Scaffold tasks with mini plenaries</p> <ul style="list-style-type: none"> • Scaffold larger tasks into smaller achievable steps/ include brief checkpoints • Sensory scaffolding – using real-life objects, models, figures, videos, pictures, physical activity • Interactive scaffolding – discussions, observations, collaboration • Graphic scaffolding – charts, tables, graphs, timelines, infographics
<p>Ask good questions</p> <ul style="list-style-type: none"> • Plan ahead and ensure the Kagan Model is utilised to ensure all learners are engaged • Ask relevant, targeted questions to check for understanding • Open ended: to avoid yes/no answers • Equitable: open to answers of varying depth and complexity • Legitimate: asked because the teacher wants to hear the children’s thoughts • Ask children to explain what they have learned • Engage with all responses • Provide systematic feedback and corrections • Use a range of questioning strategies such as no hands, targeted questioning, think, pair, share – not allowing children to opt-out. Again Kagan is vital in planning for this.

This is organised to ensure that children have the opportunity to:

Work individually, in groups and as a class; make decisions; work co-operatively; solve problems; be creative; discuss their ideas; develop social skills; develop independence; use initiative; receive support; achieve academically; develop skills in literacy and numeracy; develop personal learning and thinking skills.

Children are encouraged to develop organisational skills, resilience and independence through: appropriate and challenging tasks; opportunities to develop confidence building; co-operation; provision of suitable opportunities; allocation of responsibilities.

Learning environment

- When pupils are at school, learning will take place in their allocated classroom, ICT suite, Music room and hall.
- These spaces will be kept safe, clean and ready for pupils to use them.
- They will be arranged to promote learning through organising tables and resources that allow children to access everything needed in order to learn effectively
- Clearly labelled, comfortable and attractive zones such as reading corners and quiet areas
- Posters of material pupils have previously learned about and can identify, will be displayed on learning walls

- If learning is enhanced through working walls, then staff will ensure these are updated regularly
- Children will have access to resources for learning such as books, worksheets and other equipment
- Displays that celebrate and support pupils' learning

Behaviours for learning

We believe that in teaching good learning behaviour, children will in turn achieve their maximum potential and have the confidence to learn. It helps children be ready, focused and positive in the classroom and to rise to the challenges of learning on a daily basis, preparing them brilliantly for the real world.

When students are engaged, they pay attention, they're motivated, they learn more, and the learning sticks.

We at Newbridge will follow the three behaviour expectations in order to maximise learning.

There are three behaviour expectations in school. These are to **be Respectful, Responsible and Safe.**

Be Respectful:

- Say please and thank you
- Hold doors open for people
- Talk kindly to other pupils
- Say good morning/ good afternoon to adults
- Respect others' right to learn
- Respect school property by looking after it
- Use a calm and polite tone of voice
- Value differences
- Follow staff instruction

Be Responsible:

- Complete homework on time
- Remember to bring equipment to school
- Wear correct school uniform
- Tidy up your own workspace and the classroom
- Accept responsibility if you make a mistake and saying sorry



Be Safe:


- Sit sensibly in the classroom
- Walk through corridors
- Play games that do not become too physical.
- Use calm and respectful tones when we communicate.



Teaching for Learning

Supporting Quality First Teaching for all children

Stage of the Lesson	What we would <i>typically</i> expect to see?	How does this support students?
<p>Settling and ready to learn</p> <ul style="list-style-type: none"> Introduction to lesson context and objectives 	<ul style="list-style-type: none"> Introduce subject with 'Thinking, Talking and Writing like a...' Include Thread logo on planning and refer to what it means 'Starter' activity - quick quiz or retrieval activity on prior learning potentially derived from Thread Tracking folder Children provided with the "big picture" for the lesson <ul style="list-style-type: none"> - Learning objectives shared - Key vocabulary identified and explored from Thread documents - Context and purpose of lesson (within sequence or relevance to wider world) 	<ul style="list-style-type: none"> Routines and common practices help make classrooms more predictable and students subsequently feel 'safe' to start learning Reviewing prior learning helps them make connections between new and old knowledge 
<p>Activating Learning</p> <ul style="list-style-type: none"> Teachers provide information, instruction and explanation at relevant points in the lesson Children and teachers ask questions to develop understanding Children given the opportunity to practice and master the new learning 	<ul style="list-style-type: none"> New material presented in small steps Modelling of task (e.g., worked examples, thinking aloud, demonstrating planning) Questioning to clarify and extend understanding Reading opportunities Scaffolds provided to support individual children Independent practice 	<ul style="list-style-type: none"> If children are presented with too much information, they can experience sensory overload making it difficult for them to engage with the learning Modelling allows children to focus on the specific task, reducing overall demand on cognitive load. It also reassures them that they know what they are expected to do. Teachers can quickly correct misconceptions or spend more time on something children have misunderstood Scaffolding with temporary support facilitates gradual mastery of skills

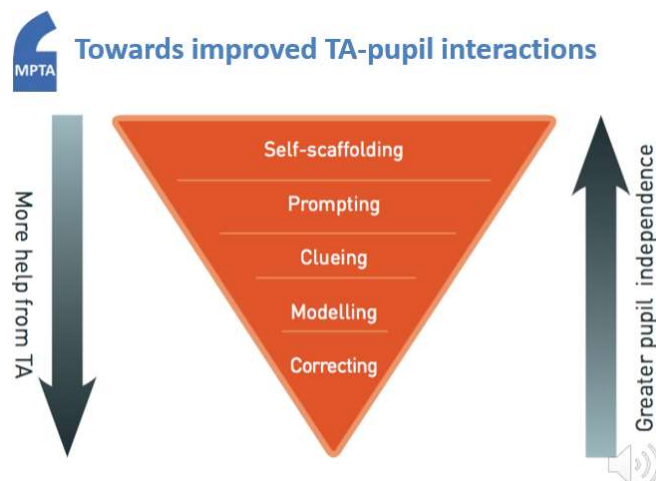
<p>Assessment for Learning</p> <ul style="list-style-type: none"> Teachers evaluate what has been learnt and provide feedback to children Children can develop their work to maximise their potential 	<ul style="list-style-type: none"> Feedback provided – verbal or written throughout the lesson Children responding in some way to that feedback to improve work Elicit responses by questioning, peer questioning or peer support, hinge questions, quiz, exit questions 	<ul style="list-style-type: none"> Children develop a clear idea of what ‘good’ work looks like and what they need to do to produce it Feedback becomes a collaborative process with the teacher and the children working together. This makes it a reciprocal learning experience, building relationships in the classroom. By increasing ‘success’, children gain increased mastery and confidence, boosting future motivation for work
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What is the role of a Teaching Assistant in the classroom?

The primary role of the Teaching Assistant should be to work with teachers to raise the learning and attainment of pupils while also promoting their independence, self-esteem and social inclusion. They give assistance to pupils so that they can access the curriculum, participate in learning and experience a sense of achievement.

What might this look like in the classroom?

- Focus children, e.g. help complete starter activities, ask them to explain the tasks
- Encourage responses from children through open questions e.g. *what do you think?*
- Model work – e.g. *let’s go through this together* (following the direction given by the teacher)
- Provide prompts, positive reinforcement and encouragement
- Support as needed, e.g. scribe, read texts
- Help engagement through chunking tasks, small steps (e.g. *you do 2 lines, I’ll do 2 lines*)
- Provide positive feedback to children, praise understanding
- Provide feedback to teachers about the children’s progress or understanding in the lesson
- Support children in having appropriate resources e.g. books, pens, highlighters
- Check lesson titles/dates are written in books, worksheets are stuck in etc



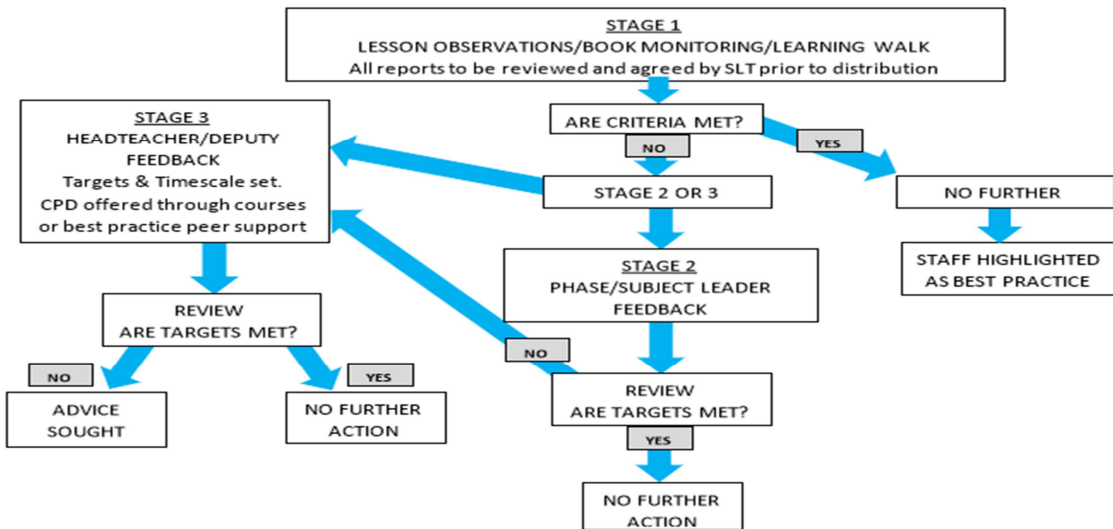
What does the teacher need to do?

- Check in with Teaching Assistants at the start of the day/lesson, letting them know briefly what is being taught and how it will be taught
- Provide clear instructions for children so that Teaching Assistants also know what they are expected to do
- Model tasks for pupils so Teaching Assistants can see what is expected and provide appropriate scaffolds (e.g. writing frames) enabling them to effectively support the children
- Give direction to Teaching Assistants if there are specific children/tasks they want them to work with/do
- Provide support/answers/worked examples if Teaching Assistants need to work outside of the classroom
- Take the lead in managing behaviour in the classroom

Subject Leaders at Newbridge will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Ensure there is a progression of skills within their subject and that the Curriculum Threads are taught
- Know that lessons are sequenced in a way that allows pupils to make good progress from their starting points
- Effectively resource their subject, providing teachers with necessary resources for learning
- Drive improvement in their subject, working with teachers to identify any challenges and celebrate successes
- Monitor progress across their subject, through moderating books, pupil conferencing and planning (See Subject Leadership Handbook)
- Improve on weaknesses identified in their monitoring activities
- Keep up to date with changes and adaptations within their given subject
- Create and share clear intentions for their subject with the Senior Leadership Team and staff
- Encourage teachers to share ideas, resources and good practice

MONITORING FEEDBACK FLOWCHART



Assessment

We will track pupils' progress using a combination of formative and summative assessment.

- Formative will take place during each lesson and can either be verbal or written
- Summative assessment will take place 3 times a year through the use of PUMA and PiRA tests. Teachers will then analyse the data and plan accordingly.
- Year 6 will take part in the Standard Assessment Tests during Term 5
- Year 4 will take part in the Multiplication check in Term 6
- Year 1 will take part in the Phonics Screening in Term 6
- Children in Year 2 who did not pass the Phonics Screening will be rescreened in Term 6
- EYFS will take part in Reception Baseline Assessment (RBA) in Term 1 and EYFS Profile Assessment Data is submitted in Term 6