



## Everyone Learning Together

### The Vision for Teaching, Learning and Assessment at Newfield

#### The Curriculum

At Newfield the school values inform our vision for all aspects of school life, including the curriculum.

The curriculum is designed to nurture **ambition** in our children to **achieve** the very best that they can from their own starting points. We provide a coherently planned, well-planned, sequenced & progressive curriculum from EYFS to Year 6. It is a broad & balanced curriculum, informed by the National Curriculum but enriched beyond the scope of the National Curriculum. Pupils are provided with a rich curriculum offer at Newfield, which intentionally reflects aspects of their home backgrounds particularly through the choices of teaching in English (text choices), Religious Education (the teaching of faiths represented within and beyond our community), Geography (the people and places studied), Art and Design (choices of artists) and History (the people and places studied).

We want our pupils to be well prepared for the next stage of their education- to be able to talk confidently and fluently in English, **to be literate, numerate and equipped with IT skills to prepare them for accessing learning now and into the future.** We do talk about and promote career paths with our pupils promoting the belief that they can be aspirational for their own futures in education and in work.

We recognise that many of our pupils do not have English as a first language, some have had no previous schooling on joining us within the primary phase and others might experience other barriers to learning such as SEND. Many of our pupils experience multiple layers of deprivation and our curriculum responds to that. We prioritise the development of oracy through our teaching and within all subjects as the starting point for developing literate pupils. The deliberate teaching of vocabulary; the teaching of phonics and the promotion of Reading and Writing are central to our curriculum offer.

Pupils' safety, emotional and physical health and well-being are prioritised at Newfield through the PSHE and PE Curriculum and the Behaviour for Learning and Mental Health strategies. The local area presents many challenges to our whole community – we try to equip our pupils with a sense of **belonging**: everyone is treated with **kindness** and **respect** and **tolerance** is promoted. British Values and the importance of being a good citizen are messages which we promote consistently.

We aim to develop **resilient** learners: we want to challenge pupils within all subjects. Teachers present learning clearly in order to ensure that pupils understand the intended learning, but they also want to deepen pupils' knowledge supporting them to make connections and build upon previous learning in all subjects. A comprehensive vocabulary and the ability to read fluently and write at length are central to this.

Pupils are provided with a wide range of opportunities to explore and learn about the world beyond their own doorstep. We want them to explore London; to visit farms and fields; to be immersed in art, theatre and music; to engage in competitive sports and to be creative.

**Teaching, Learning and Assessment at Newfield: Our Approach**

<p><b>Learning</b></p> <p>Learning can be defined as an alteration in long-term memory. If nothing has altered in long-term memory, nothing has been learned. .... In order to develop understanding, pupils connect new knowledge with existing knowledge. Pupils also need to develop fluency and unconsciously apply their knowledge as skills. This must not be reduced to, or confused with, simply memorising facts</p> <p>Pupils are making progress in that they know more, remember more and are able to do more. They are learning what is intended in the curriculum.</p> <p>All learning builds towards an end point. Pupils are being prepared for their next stage of education, training or employment at each stage of their learning.</p> <p>Ofsted Handbook</p>
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<b>School Values</b>	
<b>Ambition</b>	<b>Respect</b>
<b>Achievement</b>	<b>Belonging</b>
<b>Enjoyment</b>	<b>Tolerance</b>
<b>Resilience</b>	<b>Kindness</b>

<p><b>Planning</b></p> <p>Curriculum Overviews are in place for every subject.</p> <p>Medium term plans for each subject (informed by the Curriculum Overview) are cohesive, rigorous, carefully sequenced, progressive and are informed by the National Curriculum. Teachers use these plans to create slides / boards to deliver highly effective teaching, learning and assessment opportunities for all pupils.</p> <p>When planning teachers will consider the school improvement priorities of developing Reading, Oracy and Writing opportunities within each lesson and of ensuring challenge and high expectations are built in for all pupils.</p> <p>Teachers plan to include and extend all pupils within lessons- providing ambitious, stimulating, challenging and engaging learning for all pupils, including those with SEND and the highest attainers. Teachers and lessons must be adaptive and responsive to the needs of the learners-teachers do not always stick to the plan.</p> <p>When using schemes and teaching programmes, teachers will always consider if there is sufficient challenge for all pupils and whether the learning is accessible to all pupils.</p>
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## Pedagogy

At Newfield we adopt Rosenshine's principles which emphasise the importance of giving students sufficient time to practise retrieval, ask questions, and get the desired help. Students must not stop after learning the information once, they must continue to rehearse it by summarising, analysing, or applying their knowledge.

Formative Assessment is central to teaching at Newfield. The learning objective or subject content (title) is shared and made clear to the pupils for each lesson and links are made to prior learning, both recent and longer ago.

The 3 questions model is used to check understanding at the beginning of most lessons: checking that prior learning (recent and longer term) is secure in the long-term memory.

Teacher instruction is clear; teachers have good subject knowledge and are clear on how they are going to teach the lesson and what resources they will use to scaffold and extend learning within each lesson.

New learning is modelled; known concepts are developed and extended. Worked examples (e.g. WAGOLL) are shared and unpicked. Short- and longer-term end points and good models are shared so that pupils are clear of final expectations for learning.

Rehearsal, retrieval and repetition of learning in different ways are features of most lessons. Misconceptions are addressed within the lesson when they arise through effective teacher feedback.

Teachers may use peel off teaching in some lessons. We recognise that at Newfield there are a wide range of needs within every class. For this reason, some lessons are taught in attainment groups across year groups e.g. Read, Write Inc, Daily Supported Reader.

Teaching staff may work with a targeted group within lessons, but they will always have sight of the whole class and will also move around the whole classroom. Teachers will stop and check learning, providing feedback within lessons to move learning on.

## Promoting Pupil Talk, Oracy, Literacy

Oracy is developed within and through all lessons: vocabulary and language structures are clearly modelled. Teachers own spoken and written English is of a high standard. Visuals, modified resources, scaffolds and translated vocabulary are available to support pupil talk and learning in most lessons.

Teachers promote quality talk and collaborative learning opportunities within the lesson through effective questioning, the use of Talk Partners and group work. Pupils are encouraged to build on and / or challenge each other's ideas using language prompts as necessary.

When pupils use incorrect grammar or vocabulary, teachers will reframe what they have said using the correct grammar and standard English.

Talk partners and groupings change regularly at Newfield. Groupings are not fixed. Peer support and collaborative learning is encouraged and facilitated by teachers. Teaching in attainment groups is prioritised in some lessons, but different models are used throughout the day.

#### Self-Regulation and Active Learners

Teachers are expected to consistently implement the Behaviour for Learning Policy; pupils are expected to self-regulate using whole school or individual strategies as needed and to allow all other pupils to learn.

Pupils are expected to be active learners, to join in with and share their ideas in lessons.

In some lessons, teachers use lolly sticks to randomly select pupils to answer questions.

Pupils are encouraged to show a growth mindset and to build independence and resilience. The use of the 6Bs is promoted in all classes.

Pupils are taught about Metacognition and they are expected to take responsibility for their own learning, appropriate to the age and stage of their development.

#### Learning Tasks, Activities and Outcomes

Teachers have high but realistic expectations for all work tasks and activities.

Teachers are clear of the expected outcome of the task(s) or activity for each child in each lesson. Everyone is kept in mind. Tasks are meaningful and develop learning. Teachers reflect on and consider how each task will extend learning. We do not use tasks that limit learning or lower expectations – teachers will always consider if worksheets or gap-fill tasks are the best learning tool and use them sparingly or not at all.

There is an element of pupil choice in task selection in some lessons (for example in Maths and other subjects there may be mild, spicy and hot choices) ensuring that pupils are clear of their own strengths and areas for further development in their own learning. Pupils are encouraged to support each other through collaborative working, peer mentoring and to develop independence using the 6Bs.

Work is expected to be completed to a high standard. Pupils are expected to complete the tasks they have been set. Presentation must be of a high standard. **Every piece of work is expected to be better than the last.**

#### Enabling Classroom and Learning Environment

Classrooms are tidy, organised and uncluttered.

Displays follow the whole school policy to ensure consistency.

Displays reflect current learning and include learning prompts, models and scaffolds to support learning.

Resources to support learning are accessible to pupils, who understand how to use them independently.

#### Pupil Self-Assessment

Pupils self-assess their own progress within and throughout lessons (including thumbs up, five fingers, traffic lights); they improve and edit their own work. Mini-plenaries check pupils' understanding. Pupils will sometimes mark their own work within lessons, which an adult will check.

#### Teacher Feedback and Responsive Teaching

Teacher oral and written **feedback** within lessons is designed to move learning on.

Teaching is responsive: teachers listen to pupils carefully and respond to their thinking and ideas; teachers stop and review their teaching; they address misconceptions; they fill exposed gaps in knowledge to those pupils that need continued input; they may present the same information in a different way; they encourage other pupils to model and share their methods; they adapt the task or change the lesson completely.

Within lessons teacher continued input might be to a smaller group of pupils. The whole class does not need to stop if they are secure in what they are doing.

#### Teaching Assistants

Most Teaching Assistants (TAs) at Newfield provide targeted support for pupils with EHCPs. We do not have general classroom TAs, but a TA working within a class is responsible for supporting the learning and well-being of all pupils, alongside the classteacher. TAs, like the classteacher, will move around the room and will not sit in one place or be "stuck" to one child.

The Classteacher and SENDCo will ensure that TAs are fully aware of the pupil's special educational needs, targets and appropriate strategies to help the child access learning. Wherever possible TAs will be fully involved in developing and monitoring support plans.

TAs will work with individuals and groups of pupils within the class as directed by the classteacher. Classteachers must ensure that TAs are fully prepared for their role in the classroom and understand how to support learning and give feedback to move learning on.

TAs may also deliver 1:1 or Group Interventions, Phonics Teaching and Catch Up programmes, supported by the SENDCo, Subject Leader or Classteacher. TAs will be provided with training and preparation time to deliver any interventions.

#### Written Feedback and Marking, Purple Pen

Pupils' work is **marked** within and after lessons with some written feedback provided by an adult, which pupils are expected to engage with and use to improve their written work further. Expectations of marking vary for different subjects, but all mark is seen by a teacher.

Pupils complete **Purple Pen** time in response to teacher comments, written or verbal, or independently using worked models and good examples or proformas. Where presentation or the standard of work is poor, pupils may be expected to re-do their work.

#### Responsive Teaching, Assessment and Planning

Teachers' reflection on and assessment of learning for each lesson informs revised planning for the next lesson / series of lessons. Slides and boards are created, adapted and updated accordingly.

Formative assessment feeds into summative assessments. Quizzes, summary pieces and tests also used to inform summative assessment over the longer term.

See also:

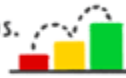
- The Feedback, Marking & Assessment Policy and Schedule
- The Display Policy
- One Page Subject Reviews
- The Presentation Policy
- Behaviour for Learning Policy

# Rosenshine's 10 Principles of Instruction

1. Review learning  
at the start.



2. Present new material  
in small steps.



3. Ask lots of good  
questions.



4. Provide models and  
worked examples.



5. Practise using the  
new materials.



6. Check for  
understanding.



7. Obtain a high  
success rate.



8. Provide scaffolding  
and support.



9. Encourage  
independent practice.



10. Weekly and  
monthly review.

