

NEWFIELD SCHOOL



LEARNING AND TEACHING POLICY

Reviewer: R Boardman

Date of Review:	September 2026
Date of Next Review:	September 2027

We have to improve the School further and aim to be 'Outstanding' plus. The way we shall do this will be to act together as one staff and create a dynamic force which will generate further improvement.

WHAT ALL STAFF SHOULD DO

- To provide a professional role model for students in appearance, attitude and behaviour. To be a member of a wider School team, to support colleagues and to always think 'whole school'.
- To follow up School routines every day. Do not walk past issues but challenge students in accordance with School rules and routines.
- To provide support at all times for colleagues in all School matters e.g. bus duties, general duties, presence on corridors, citizenship activities, checking of work and setting of homework.
- Focus on the basics every day consistently and thoroughly; punctuality, homework, low level disruption, entry to and exit from classrooms.
- Seek solutions to problems and seek help from others if needed. Be confident, positive, constructive and supportive all of the time and always put students first.
- Make sure that all notices are read and that all events in the bulletin are conveyed to students.
- Make sure that all written communications from the School are checked by a buddy so that mistakes, particularly in reports, are minimised.
- Reward good work and behaviour.
- Challenge underperformance in yourself and in students.

CLASSROOM EXPECTATIONS

- Teamwork and consistency are a major force in promoting standards and quality. If we all act together and demand the same things in the same tone from all students in all classes at all times, we should be stronger as a School.
- Thought should be given to where students of all ages sit. We have to get students used to being told where to sit and for what reasons. The classroom is owned by the teacher, not the student. The classroom should be treated with respect and there should be immediate action taken against students who show a lack of care and respect for the environment.
- All work should be presented neatly in legible handwriting. There should be a title (underlined), dates should be it and underlined and when a piece of work is finished, a line should be drawn under it. In the left hand margin, there should be an indication of whether the writing is class or homework.
- Boys' writing in particular is a major issue for us all. In order to help address this there should be no one word answers to questions. All answers should be in full sentences beginning with a capital letter and ending with a full-stop. Students should use paragraphs when writing an extended answer. Key words spelled incorrectly must be identified in the marking.
- All books should be kept in good condition. No pages should be ripped out and there should be no graffiti.

- All students should have with them the basic equipment for work; a pen, a pencil and a ruler and a basic stock should be available in class.

LEARNING AND TEACHING

These are the requirements of all lessons at Newfield School.

Any formal observations and Learning walks should see the following in place.

CLIMATE FOR LEARNING

All staff will:

- Organise classroom resources effectively to establish a purposeful climate.
- Have in place appropriate seating arrangements.
- Ensure the lesson starts on time.
- Greet students at the door and check uniform.
- Take the register, accurately, and within 15mins of the lesson beginning.
- Work with students and circulate the class.
- Set homework in accordance with school policy
- Dismiss students on time and in correct uniform.
- Provide a presence in corridors before and after lessons.
- Resolve disciplinary issues with students using School procedures.
- Provide appropriate cover work for planned absence.

Assessment for Learning

- All staff will ensure progress is made in lessons by ensuring:
- Books are marked according to the school marking policy.
- Teaching Assistants are used effectively to aid differentiation.
- Lessons are planned with targets and previous learning in mind and delivered with pace and purpose.
- The lesson is set in context at the start. 'The big picture' is established.
- Students understand the objectives for the lesson.
- Learning is regularly reviewed in the lesson.
- Activities have an appropriate level of challenge.
- A range of questioning strategies should be used, not just 'hands up...' to gauge students' understanding
- A variety of methods for assessing learning are employed in the lesson.
- Peer/self-assessment
- Group/pair work/discussion
- Sharing success criteria/modelling processes and outcomes.
- At the end of the lesson, learning is reviewed and summarised.
- Books are marked regularly, according to school marking policy.
- Literacy issues are addressed.

Student Voice

Students, if asked, should be able to explain:

- The purpose of the lesson and how it builds on previous learning. (The big picture)
- The level/ grade they are achieving in the subject.
- How they know.

- What they need to do next, in order to progress.

WHAT ALL SUBJECT COORDINATORS SHOULD DO

Subject Coordinators should ensure that all students are given a chance to maximise their progress and attainment in the subject.

All Subject Coordinators should (with subject staff involvement) regularly monitor, review and evaluate the quality of teaching and learning through:

- To encourage/formalise the sharing of good practice by making it an agenda item at all departmental meetings.
- To promote literacy in schemes of work, marking policy and make learning environments consistent in their promotion of good literacy.
- To promote cost effective professional development opportunities including shared observations and visits to other schools.
- To take responsibility for all target setting, identification of under-achievers.
- To monitor, review and evaluate the impact of intervention on students who are under-achieving.
- To lead in setting the direction for the department through improvement planning.
- To be aware of the School Development Plan and contribute to its aims.
- To support the subject team in creating a team spirit so that tasks are appropriately delegated.
- To monitor 'behaviour' across the subject area and to intervene to ensure a positive climate for learning is maintained.
- To share student issues with Form Tutors, other Subject Leaders, Progress Managers and the Learning Support Team.
- To promote the department and its work, taking into account the whole School agenda.

WHAT ALL FORM TUTORS SHOULD DO

Form Tutors often end up being the most important and memorable teachers in a student's life at the school. Form Tutors see their students every day and this gives them an invaluable opportunity to guide their learning and emotional development.

- To support all the students in the Form so that they maximise their attainment.
- To be an advocate of each student in the Form and to communicate with parents when necessary.
- To promote a positive culture of achievement in the Form.
- To establish strong routines and consistent messages about learning, equipment and behaviour.
- To pass on daily messages to students received, via e-mail or pigeon hole, during tutor time.
- To take the registers accurately and on time; settle students for the day; challenge students on uniform and deal with punctuality.
- To support the Progress Manager and to pass on concerns regarding behaviour or progress only after steps have been taken to deal with the issue and then seek closure.
- To engage all students in reflecting on academic performance after tracking and reporting and in setting appropriate targets.

- To liaise with the Learning Support Team when appropriate.

WHAT ALL LEADERSHIP MEMBERS SHOULD DO

To impose a safe and secure climate for learning in which all students have the opportunity to maximise their attainment and to work to the best of their ability. To act consistently in explaining school policies and to challenge actions or behaviour which go against the school culture and values.

- To ensure that the School is successful by any measure and that the School thrives.
- To ensure that the School is well managed for the benefit of students. Students come first in all considerations.
- To establish School priorities and to create an efficient organisation in which all staff, teaching and non-teaching work together.
- To promote teamwork and collegiate behaviour in which all staff are part of one team, one School.
- To provide presence around the School at critical times. To display a calm, professional behaviour and to act as role models for students and staff.
- To take action with students who have worked their way up the sanctions ladder.
- To manage accountabilities for LA, SASH, CAPITAL, Special Heads, Partnerships, Governors, HMI and Ofsted.
- To deal with the most challenging students and parents.