

Teaching and Learning Policy

September 2025



Newlands Junior School
We are Proud

Aims

At Newlands, we believe that all children are entitled to a broad and balanced curriculum which is interesting, engaging and provides a range of learning opportunities that help develop children's life-long love of learning.

Our curriculum aims to:

- Develop pupils' character so they learn eagerly, behave with integrity and develop qualities which will enable them to flourish within life.
- Develop responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults
- Develop learning powers to enable children to be confident, resilient learners who are happy to take risks in a secure environment
- Increase children's motivation, enthusiasm and engagement in their learning by making learning meaningful through putting it into context
- Support the raising of standards in both teaching and learning
- Help children to become more independent and take greater ownership of their learning, developing their confidence and motivation to learn through the use of a range of teaching and learning styles
- Establish strong cross-curricular links to ensure broader understanding
- Develop and deepen pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance
- Create and maintain an exciting and stimulating learning environment, including whole school 'Theme Weeks'
- Provide opportunities to apply knowledge and learning in practical ways and to solve problems in a variety of situations
- Provide enrichment opportunities where teaching and learning can take place beyond the classroom and by a variety of providers
- Give opportunity for a flexible timetabling approach to make space for true depth of study
- Provide an inclusive education for all irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation
- Develop both the children's self-respect and ability to respect the ideas, attitudes, values and feelings of others
- Show respect for all cultures and promote positive attitudes towards other people believing difference is a positive and makes people unique
- Enable children to understand their community and help them feel valued as part of this
- Develop a cultural capital where children can see opportunities open to them in later life creating drive and ambition
- Support readiness for the next phase of education, training or employment so that pupils are equipped to make the transition successfully.
- Develop pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities
- Enable pupils to recognise the dangers of inappropriate use of mobile technology and social media and the risks this may pose to well being

Equal opportunities

All children have equal access to the curriculum regardless of their race, gender, disability or ability. The curriculum and supporting resources will promote all minority/diverse groups positively and will teach children about the protected characteristics within our society.

Curriculum organisation

The programmes of study in the National Curriculum tell us the minimum requirement of what needs to be taught in Key Stage 2. We have plotted curriculum overviews, showing the themes and topics for every year group. We aim to develop the required knowledge, skills and understanding through each topic. Year group teachers plan the topics. LKS2 and Year 6 have three topics per year group. Year 5 has two topics per year group. Links have been made across curricular areas within the topic.

Year 3: Community (Early Man, Egypt, Coal Mining)

Year 4: Conflict and Resolution (Invaders and Settlers, European Study, World War Two)

Year 5: Social Judgement (North and south America, London and the British Isles)

Year 6: Decisive Decisions (The Victorian Era and the Industrial Revolution, Africa, Crime and Punishment)

The use of ICT is encouraged in all topic areas as a subject in its own right and in both the teaching of the topic and in the opportunities for children's independent learning. Each class teacher is responsible for the delivery of the curriculum through a topic-based approach which incorporates key skills. Although links can be made with all subjects, Maths, English, RE and PE are often taught as discrete subjects.

Focus weeks/days

Throughout the year, we hold a series of focus days or weeks. These range from specific curriculum areas to health or community-based events. The aim of this approach is to raise the profile and enthusiasm for an area and to provide children with opportunities to practise their skills and develop new interests.

Teaching and learning styles

At Newlands, we recognise that children learn in many different ways. We provide suitable learning opportunities by matching the challenge of the task to the ability of the children. We challenge our children to learn and record in many different ways by:

- Setting common, open-ended tasks to elicit a variety and depth of response
- Grouping children by ability and setting tasks of increasing difficulty, scaffolding where appropriate
- Providing practical opportunities
- Using visual stimuli and artefacts to promote interest
- Supporting the work of individual children or groups of children when possible
- Using trips and visitors to further understanding
- Providing for group work to allow collaboration and develop thinking skills

Adaptive Teaching

The National Curriculum provides a broad and balanced education for all children. Throughout all teaching and learning at Newlands, we provide opportunities that enable all pupils to make good progress. We do this by setting suitable challenges and responding to each child's individual needs, as well as choosing activities to suit each year group and lesson. Teaching is adapted to meet the needs of all pupils. Appropriate support, whether adult support or the use of manipulatives or other extra learning resources, is given to any child that needs it to move their learning forwards.

Learning Environments

Teachers are responsible for providing a caring, supportive and stimulating learning environment in which all children are helped to reach their emotional and academic potential. Children learn best when they feel safe to take on challenges, are interested and motivated and feel valued. We recognise the importance of building positive self-esteem in children. The essentials of positive self-esteem are:

- Belonging: each child has a contribution to make. We value and encourage these contributions.
- Aspirations: every child is encouraged to work towards their achievable goals. Teachers express high aspirations for themselves and the children they teach.
- Safety: consistency in expectations and standards help pupils feel safe. Clear boundaries are set and good behaviour recognised and rewarded.
- Identity: a sense of self-knowledge is supported by the belief that individuality is not threatened by undue pressure to conform. We respect difference and encourage children to learn from and thrive within our community.
- Challenge: acquiring coping strategies is an important part of development and learning. Children are taught to take risks and learn through mistakes.
- Success: teachers reinforce success and build an environment where risks can be taken. Success is celebrated as part of our learning culture. Children's achievements are recognised regularly through celebration assemblies, displays in classrooms and shared areas around the school and, with parents, at our celebration of learning evenings.

Monitoring and review

Teachers are responsible for ensuring feedback leads to improvements in learning. Feedback should build self-esteem, encourage and motivate, support development, be relevant to the aims of the lesson and lead to progress being made. The use of open and closed questioning is vital to teaching and learning. Questions are used to assess starting points, to deepen understanding and to check progress.

Subject leaders are responsible for the monitoring and reviewing of their subject. This can be achieved through:

- Lesson observations
- Learning walks
- Scrutiny of books, folders and planning
- Pupil voice interviews
- Collating data