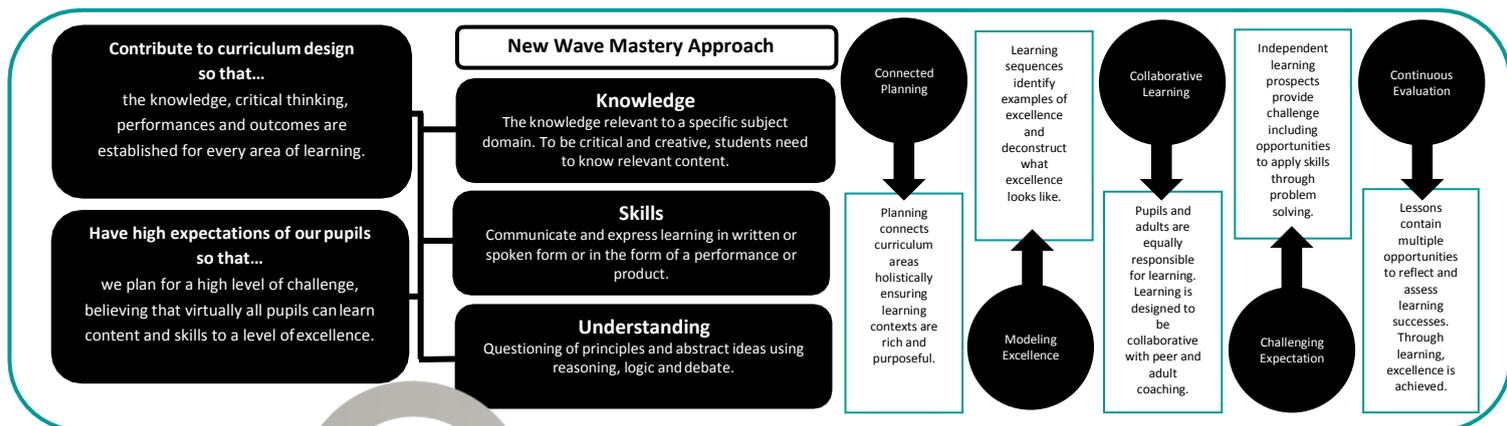


# Teaching and Learning Policy

## High Aspirations ○ High Standards ○ High Attainment



**Curriculum**  
New Wave teachers ensure children broaden their knowledge. We plan, explain, model, direct and make connections to what pupils know already. We identify next steps and expect pupils to make excellent progress. We use a range of strategies to check their knowledge and understanding and provide detailed feedback to inform them of how to improve even further.

**Beliefs**  
New Wave teachers ensure pupils deepen their understanding. We guide children to make new discoveries, expect them to give full answers and stretch their responses by asking further questions. We ask pupils how and why, give them thinking time to reflect effectively, share their answers and to explore their effectiveness. We expect pupils to devise questions of their own and debate and explore complex concepts.

**Standards**  
New Wave teachers ensure pupils' performance is of a high standard. We support pupils, challenging them and providing them with intervention and tutorial. We expect that they respond in full sentences, like an academic, and expect them to write and speak fluently. We plan opportunities for self-reflection and improvement, opening up new questions and dialogue.

**Sequences of Lessons**  
We plan sequences of lessons so that children can master the knowledge, skills and understanding required, as outlined in the national curriculum. As teachers we ensure our subject knowledge is of high quality to stretch all learners. We plan sequences of lessons using agreed formats. We ensure Learning Intentions and Success Criteria are visible and referred to in all lessons. We plan challenging homework tasks to engage learners and families/carers.

**Differentiation and Challenge**  
We have high expectations of what pupils can achieve. We plan so that learning intentions are pitched appropriately and challenge the highest learners. Our activities are planned so that all pupils are able to achieve to their full potential. Through our planning we maximise the impact of the resources we have, including additional adults who work in our classrooms.

**Characteristics of Effective Learning**

- We expect and aim for 100% engagement at all times
- We do not tolerate low level disruption in our lessons and expect pupils to work in silence when working independently
- We do not give pre-warnings
- Our children agree appropriate learning behaviours and create a class charter
- We make sure that learners know how they should be working and to take responsibility
- We direct pupils to the "Do Now" task which is ready for them to begin as they enter
- We narrate the positive and use our positive behaviour policy to recognise and reinforce positive learning behaviours
- We use non-verbal signals to communicate and instruct
- We use a range of formative assessment strategies to assess pupils' learning during lessons
- Technology is used to enhance learning across the school and throughout the curriculum
- Displays provide reference for highest standards, promote curiosity and demonstrate the learning journey

**Mastering**  
New Wave teachers firmly believe that all children are capable of achieving high standards within their learning. We believe that all pupils should progress through the curriculum content at the same pace. Differentiation is achieved by emphasising deep knowledge and through individual support and intervention. We use precise questioning to challenge learners beyond their cognitive capabilities, encouraging them to deepen their understanding through reasoning and explanation.

**Modelling Skills and Strategies**  
New Wave teachers use and produce models of excellence before and during lessons to ensure that children understand how to achieve to their full potential. We circulate the room, providing instant feedback, addressing misconceptions and providing further challenges for those achieving at a high standard. We provide models of quality outcomes and continuously refer to these throughout the lesson. New Wave teachers use a range of technology to share, publish and celebrate new learning and skills with others.



**Marking for Progress**

**Marking for Progress**

- We look for misconceptions; wrong answers and work that does not meet the success criteria. These are addressed with comments in books, ensuring these are addressed with prompts and scaffolds. We ensure those who have got answers wrong have a chance to understand their errors and put them right
- We use self, peer or teacher assessment every lesson so that pupils receive regular and frequent feedback
- We expect students to respond to any comments made by the teacher, showing how their learning has moved forwards
- Teachers use 'Depth of Knowledge' style questions and prompts to provoke thought, instigate explanation and to develop critical thinking. Pupils respond to these in the following lesson in the time provided. Feedback is an actionable learning dialogue



**Formative Assessment**

**Formative Assessment**

- We use a range of questions to develop breadth, depth and accuracy
- We believe that all children should have opportunities to answer and firmly believe that if a question is worth asking, it is worth everyone answering. We use 'think, pair, share' and 'stretch it' to challenge pupils to provide accurate and reasoned responses. Available information is used to pin point and target key questions
- New Wave teachers plan for mini-plenaries in lessons to showcase good work and address misconceptions
- We use a range of Assessment for Learning strategies to engage and challenge the learners in our schools
- We provide 'on the spot' support as a result of 'knowing' how well children have done in their learning



**Summative Assessment**

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- Assessments completed at key points in the year, inform teachers of gaps in pupil knowledge, skills and understanding and inform them of areas for development
- New Wave teachers use assessment information to inform their planning, using time effectively to address common gaps and misconceptions
- Data and statistics are analysed to measure pupil attainment and progress throughout the school year