



Newent Community School

& Sixth Form Centre

Teaching and Learning Principles

At Newent Community School and Sixth Form Centre, we design and deliver teaching with clarity, consistency and high expectations. We believe that students learn best when lessons are purposeful, well-structured and focused on both developing skills and securing long-term knowledge. Our approach is research informed and reviewed regularly so that teaching continues to meet the needs of our students.

A shared approach to classroom practice is secured through the Newent 3 framework. We use this framework because it provides consistency for students while allowing teachers the flexibility to respond to different subjects, classes and learners. Across the school, teaching focuses on strong instruction, checking understanding carefully, and adapting learning where needed.

Teaching and Learning at Newent is underpinned by our HEART values: Honesty, Excellence, Accountability, Respect and Teamwork. These values shape classroom culture, professional practice and the way we work together to support students.

The Newent 3 Framework



1. Instruction, Explaining and Modelling

At Newent, we place a strong emphasis on high quality instruction. We provide clear explanations, teach key vocabulary and concepts explicitly, and sequence learning carefully so that new knowledge builds on what students already know. We do this because students learn more securely when learning is logical, connected and revisited over time.

We model learning regularly through worked examples, shared thinking and structured approaches such as 'I Do, We Do, You Do'. We use these strategies because they make expectations clear, support students who need more guidance and help all students to develop independence.

2. Checking for Understanding

At Newent, we check students' understanding throughout lessons rather than waiting until the end. We use strategies such as retrieval starters, targeted questioning, cold call, 'pose, pause, pounce, bounce' and 'show me' activities. We do this so that we know what students understand and can address misconceptions as they arise.

Assessment within lessons is purposeful and focused on improving learning. We use what students show us to decide whether to move learning on, revisit content or provide additional support.

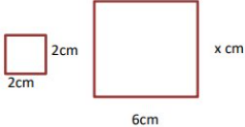
3. Planning and Adaptation

At Newent, planning is designed to support high quality teaching rather than create unnecessary workload. We anticipate common misconceptions, plan effective questions and build flexibility into lessons. We do this because responsive teaching allows all students to access ambitious learning.

We adapt teaching during lessons and over time, ensuring that students who need additional support receive it without lowering expectations.

Retrieval Starter

At Newent, every lesson begins with a short, purposeful retrieval activity. We do this because regular recall strengthens long term memory, helps pupils connect new learning to prior knowledge and allows teachers to quickly check understanding. Retrieval activities are carefully designed to revisit key knowledge, vocabulary and concepts from recent lessons and earlier learning. Teachers use the information gained from retrieval to adapt teaching, address misconceptions and ensure pupils are ready to move learning forward.

(WHAT) - LO: TBAT form and solve equations	
1) Last Lesson	2) Last Month
<p>How do we work out the scale factor for these shapes? Find x.</p> 	<p>Simplify: 1) $5x + 3y - 2x + 4y$</p>
3) Last Term	4) Last Year
<p>Solve</p> $5b - 8 = 27$	<p>Solve</p> $7c + 3 = 5c + 11$
<p>KEY WORDS Solving Substitution</p>	<p>(WHY): To understand how to apply key skills across multiple types of exam style questions</p>

SEND, Inclusion and Best Endeavours

Inclusive practice is central to teaching and learning at Newent. We use our best endeavours to support students with SEND to access a broad, balanced and ambitious curriculum. We do this because every student is entitled to high quality teaching and meaningful progress.

Adaptive teaching strategies, reasonable adjustments and access arrangements are part of everyday classroom practice. Teachers work closely with the SEND team to review progress, adapt provision and ensure that students with SEND are supported effectively.

Assessment to Inform Teaching, Learning and Progress

At Newent, regular practice tests, retrieval activities and scheduled assessment points are used to support learning. We use assessment because it helps students strengthen their understanding and helps teachers identify gaps in knowledge and skills.

Assessment information is used to inform planning, adaptation and intervention. We focus on using assessment to improve learning and support progress over time.

Sixth Form Lessons

At Key Stage 5, lessons follow a clear and consistent structure that reflects the principles of the Newent 3. Teaching focuses on strong subject expertise, explicit explanation and modelling, regular checking for understanding and responsive adaptation. We do this because post 16 learning requires depth, independence and high levels of challenge, while still benefiting from clear structure and purposeful assessment. KS5 teaching places a strong emphasis on disciplinary thinking, extended application and cumulative knowledge, supporting students to develop the confidence, resilience and academic habits needed for success beyond school.

Monitoring, Review and Professional Collaboration

We review the quality of teaching and learning regularly through professional dialogue, learning walks, work scrutiny and student voice. We do this to ensure consistency, share effective practice and support staff development.

The Newent 3 framework and our wider teaching and learning principles are reviewed routinely so that they remain effective, relevant and research informed.

HEART Values in Practice

Honesty means we are clear about what students know and can do, and we use assessment openly to inform next steps.

Excellence reflects our ambition for all students and our commitment to high quality teaching.

Accountability is shown through shared responsibility for outcomes and continuous improvement.

Respect underpins calm, purposeful classrooms where students feel valued.

Teamwork is evident in the way staff collaborate to plan, reflect and support students.

Any professional queries relating to teaching and learning practice should be directed to
rphillips@newent.gloucs.sch.uk