

Teaching and Learning Principles

At Newent Community School and Sixth Form Centre, we design and deliver teaching with clarity, consistency and high expectations for all. 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 informed by research and reviewed regularly so that teaching continues to meet the needs of our students.

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



The Newent 3 Framework

Instruction, Explaining and Modelling

At Newent, we place a strong emphasis on high quality instruction. We have staff with strong subject knowledge who 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 develop independence.

Checking for Understanding

At Newent, we check students' understanding throughout lessons rather than waiting until the end. Each lesson begins with a retrieval starter activity which promotes active recall and supports long term learning. We also use a range of strategies such as targeted questioning, cold and warm calling, pose, pause, pounce, bounce' and whiteboard activities which provide instant feedback. 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 the learning on, revisit content or provide additional support.

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 overtime, ensuring that students who need additional support receive it without lowering expectations.

Using the 'Newent 3' to create a strong, planned and structured classroom environment

The facets of the 'Newent 3' have enabled us to provide a consistent framework, from which teachers can plan lessons which meet the needs of all students.

At Newent, every lesson begins with a short, purposeful retrieval grid 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 exercise to adapt teaching, address misconceptions, and ensure pupils are ready to move learning forward.

An important part of the retrieval grid outlines the 'what' and the 'why' of the lesson which gives clarity to the students about the purpose and context of the lesson.

There should be regular episodes planned into the lesson where model answers are provided by teachers.

Scaffolded tasks can follow if needed, e.g., sentence starters / key vocabulary lists, before learners work independently on a question based on a similar topic.

Lessons end with a consolidation task of the teachers' choosing. Where possible these should challenge learners to think at a higher level. These tasks secure the learning and allow the perfect opportunity for teachers to assess the learning, thus informing future planning.

Key Stage 5 lessons

In addition to the structure highlighted above, teaching focuses on strong subject expertise, explicit explanation and modelling, regular checking for understanding and responsive adaptation. We do this because KS5 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.

Inclusion: SEND, Disadvantaged & other barriers facing students

Inclusive and adaptive practice is central to teaching and learning at Newent. We use our best endeavors to support students from disadvantage backgrounds, those known to social care and those 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 such as sentence starters are used to provide scaffolding, and 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. Lessons are planned and adapted to meet the needs of all students. Staff use and update teaching folders to inform their planning, they contain practical strategies to help overcome barriers to learning.

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. Regular ‘marking milestones’ are set to ensure assessment information is being used to inform planning, adaptation, and intervention.

Monitoring the Quality of Education

We review the quality of teaching and learning regularly through professional dialogue with staff and heads of department, student voice, drop-in climate checks, learning walks, and work scrutiny. We do this to ensure consistency, promote accountability, 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. CPD is targeted at addressing any misconceptions, glean expert advice, and to equip staff with the latest evidence informed pedagogy.

HEART Values in Practice

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.

- **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.

2025-26 Context & Overview

The progress this academic year has been tangible. The introduction of the ‘Newent 3’ has allowed teachers to keep their autonomy whilst providing a consistent and evidence-based framework to plan around. Term one allowed staff to become familiar with the new framework and quickly staff across all departments started to establish the ‘Newent 3’ into their everyday teaching. Students responded well to the structure and routine of retrieval and consolidation

tasks. Term 2 looked at the quality of lesson planning and adaption, with a focus on developing our teaching folders to help us support those who face barriers to their learning. Staff CPD raised the quality and consistency of teacher’s instruction, questioning, and modelling. Finally, Term 3 has seen the embedding of the ‘Newent 3’ consistently in lessons across all subjects and key stages which has led to students thriving. Learning walks



suggest that the quality of teaching is strong and consistent, with staff now looking at ways of embedding literacy into all lessons.