



## TEACHING AND LEARNING POLICY

<b>Responsible:</b>	<b>The Principal</b>
<b>Drawn Up:</b>	<b>Summer 2014</b>
<b>Date Approved:</b>	<b>July 2014</b>
<b>Updated:</b>	<b>July 2017</b>
<b>Reviewed:</b>	<b>January 2018</b>
<b>Approved by Governors:</b>	<b>Spring Term 2018</b>
<b>Next Review:</b>	<b>July 2019</b>

### 1. Aims

- To encourage all young people to become lifelong learners through the strategic development of learning habits.
- To inspire young people to enjoy learning by ensuring that they are emotionally engaged, cognitively aware, socially interdependent and reflective.
- To enable all students to achieve their full academic potential.
- To help develop students as effective independent and interdependent learners.
- To provide a safe, stimulating and motivating learning environment for all.
- To provide a range of different teaching and learning approaches which accommodate numerous learning styles.
- To continually seek to research, innovate and improve the learning experience of WUTC students.

### 2. Effective Learning

In order to help them develop as effective learners, lessons at WUTC will ensure that students:

- are fully aware of the learning objectives and expected learning outcomes
- develop a deep, practical understanding of learning
- develop effective learning habits
- understand their potential and how to fulfil it through using a range of learning styles
- are able to find and process information independently
- can work effectively as individuals or part of a team
- develop as proficient and enthusiastic readers
- use ICT confidently, knowledgeably and proportionately
- develop thinking skills which allow them to pose questions and solve problems
- look for the 'big picture' and seek patterns in the information presented to them
- make links across the curriculum and with the wider world
- are able to focus on the key skills of literacy and numeracy
- can communicate effectively through speaking and writing
- can apply their learning in unfamiliar situations.

### 3. Responsibilities

#### **All members of the WUTC community should:**

- value students as individuals and respect their entitlement to be educated in a caring, secure environment
- foster good relationships and a sense of belonging within the school
- provide a well-ordered environment in which everyone is fully aware of behavioural expectations
- ensure equality of opportunity in all aspects of WUTC life
- encourage, praise and reinforce good relationships, behaviour and work
- work as a team, supporting and encouraging each other.

#### **Students should:**

- be punctual to lessons with the correct equipment
- complete assignments fully and promptly
- take pride in their work and follow the WUTC presentation guidelines
- be reflective and take responsibility for improving their own learning
- know when to ask for help if needed
- respect the right of others to learn
- provide feedback about their learning in a positive and constructive manner.

#### **Parents should:**

- ensure their child attends the WUTC regularly and punctually
- ensure their child attends the WUTC with the correct dress code, equipment and appropriate kit
- inform the WUTC if there are external matters that are likely to affect their child's performance or behaviour
- provide support for discipline within the WUTC
- be realistic about their child's abilities and promote a positive attitude towards school and learning in general
- fulfil the requirements set out in the home-WUTC agreement.

### 3. Responsibilities (continued)

#### Teachers should:

Make lessons purposeful by:

- managing the learning process through carefully planned and well-paced lessons
- following the agreed lesson plan where appropriate
- ensure that students have the opportunity to activate, connect, demonstrate and consolidate learning
- organising the class into learning partners where appropriate
- creating a well thought out seating plan that is adhered to by all students
- making learning objectives and success criteria explicit to students and using assessment for learning strategies to evaluate and improve learning
- having appropriate expectations of all students
- evaluating all lessons to inform future learning and teaching
- delivering schemes of learning which incorporate spiritual, moral, social and cultural aspects
- delivering schemes of learning which incorporate the development of young people's independent learning skills and create long lasting learning habits
- creating opportunities for students to learn collaboratively both with their peers.

Make lessons interesting and stimulating by:

- showing enthusiasm for their subject and for learning
- having a thorough and up-to-date command of their subject
- helping students to make connections within and across subjects
- varying teaching styles, learning activities and the learning environment to meet the needs of different types of learner
- giving students the opportunity to discuss their learning with each other
- effectively using ICT and multi-media presentations when appropriate to enhance students' learning experiences and outcomes
- using praise, positive reinforcement and display of students' work

Create an orderly learning environment by:

- being consistent about class rules, including the setting and completion of assignments
- ensuring, through accurate assessment and record keeping, that learning is progressive and continuous
- ensuring that all tasks and activities performed by students are safe

Match lesson activities to different student abilities and learning preferences by:

- ensuring students have a clear and common understanding of the high expectations held of them individually and collectively
- using assessment data to gauge students' individual capabilities so that lessons are well planned for all
- using appropriate differentiated materials and tasks which ensure students' active participation in lessons, for the most able as well as for those with special educational needs
- planning opportunities to give constructive verbal feedback for all students
- taking action to have a full understanding of the extent to which students have met the planned learning outcomes
- having an underachievement action plan for all students who are not making the progress that is expected of them
- working pro-actively with teaching assistants to support less able or EAL students (English as an Additional Language)

### 3. Responsibilities (continued)

Develop positive and productive working relationships with students by:

- respecting students, recognising that they are individuals with different needs, treating them fairly, and giving them equal opportunity to take part in class activities
- supporting students when necessary and appropriate outside lesson times
- providing quality feedback, verbal and written, to move students forward in their learning
- valuing each student as a unique individual and being familiar with the relevant equal opportunities legislation

Create further opportunities for learning by:

- viewing themselves as learners and using action research within the classroom, as well as using professional development, observations, discussions and INSET to improve and share good practice
- treating all interactions in the WUTC as learning experiences
- ensuring tutorial activities are given equal prominence with curriculum lessons
- using enrichment activities to provide opportunities for extending learning beyond the classroom
- making sure classrooms are motivating and purposeful learning environments which consist of student work illustrating the learning process and interactive displays
- establishing links with the local and wider community and using external partnerships to enrich students' experiences.

#### **Governors should:**

- support the use of appropriate teaching strategies by allocating resources effectively
- ensure that the UTC buildings and premises are best used to support teaching and learning
- monitor teaching methods in the light of health and safety regulations
- seek to ensure that our staff development and our performance management both promote good quality teaching
- monitor the effectiveness of the WUTC's teaching and learning approaches through the WUTC's self-review processes, which include the Principal's termly report to governors, and a review of the in-service training sessions attended by staff.