



TEACHING AND LEARNING POLICY

Responsible: The Principal
Drawn Up: Summer 2014
Date Approved: July 2014
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Next Review Date: July 2021

1. Aims

- (i) To encourage all young people to become lifelong learners through the strategic development of learning habits.
- (ii) To inspire young people to enjoy learning by ensuring that they are emotionally engaged, cognitively aware, socially interdependent and reflective.
- (iii) To enable all students to achieve their full academic potential.
- (iv) To help develop students as effective independent and interdependent learners.
- (v) To provide a safe, stimulating and motivating learning environment for all.
- (vi) To provide a range of different teaching and learning approaches which accommodate numerous learning styles.
- (vii) 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:

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

3. Responsibilities

- (i) All members of the WUTC community should:
 - a. value students as individuals and respect their entitlement to be educated in a caring, secure environment
 - b. foster good relationships and a sense of belonging within the school
 - c. provide a well-ordered environment in which everyone is fully aware of behavioural expectations
 - d. ensure equality of opportunity in all aspects of WUTC life
 - e. encourage, praise and reinforce good relationships, behaviour and work
 - f. work as a team, supporting and encouraging each other.
- (ii) Students should:
 - a. be punctual to lessons with the correct equipment
 - b. complete assignments fully and promptly
 - c. take pride in their work and follow the WUTC presentation guidelines
 - d. be reflective and take responsibility for improving their own learning
 - e. know when to ask for help if needed
 - f. respect the right of others to learn
 - g. provide feedback about their learning in a positive and constructive manner.

(iii) Teachers should:

a. 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.

b. 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

c. 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

d. 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
- working pro-actively with teaching assistants to support less able or EAL students (English as an Additional Language)

e. 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

f. 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
- establishing links with the local and wider community and using external partnerships to enrich students' experiences.

- (iv) Governors should:
 - a. support the use of appropriate teaching strategies by allocating resources effectively
 - b. ensure that the UTC buildings and premises are best used to support teaching and learning
 - c. monitor teaching methods in the light of health and safety regulations
 - d. seek to ensure that our staff development and our performance management both promote good quality teaching
 - e. 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.

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