



Teaching and Learning Policy

[A] Rationale

At Waverley Studio College we have high expectations of teaching and learning, teaching on a regular basis should be of a good or better standard. We intend to improve the quality of teaching and learning by recognizing that we are all learners within a community of learning and that we as learners continue to develop our expertise and professionalism. The curriculum at Waverley School therefore promotes the following strategic challenges for developing the school vision.

- The promotion of high standards and to continue to achieve no inequalities in attainment
- Education tailored to the talents, aspirations, and potential of individual students
- The encouragement of innovation through ICT to transform teaching and learning
- Developing the skills necessary for autonomous learning, enabling students to become life-long independent learners
- The setting of targets for both learning and teaching standards.

(B) Teaching and Learning in our All Through School

Teaching and Learning in the classroom is informed by the the development bands, Early Learning Goals and National Curriculum levels.

- **Secondary:** Pupils in KS4 will be provided a range of qualification pathways to suit their needs.
- **6th Form:** Students in our 6th form will have the opportunity to gain level 2 and level 3 vocational qualifications which will lead to further study or employment

[C] Practice

Learning happens within three different contexts at Waverley Studio College:

1. Lessons – Those planned experience where pupils work through a programme or scheme of work. Curriculum planning must therefore be flexible and relevant as the context in which we live continually changes. The curriculum must facilitate the acquisition of knowledge as well as skills and promote enjoyment of learning.
2. Routines – These are regular occurrences where students are influenced as they go through the school day: registration, assemblies, break-times etc.

3. Events – These include performances, sporting occasions, field/study trips and diversity days which all create opportunities for students to learn curriculum content and /or develop qualities and personal characteristics.

[D] Essential Components

These lessons, routines, and events can be narrowed down to the following key components at Waverley Studio College:

1. **Learning Styles** – We recognize that all learners have preferred, unique ways of learning affected by previous experience, belief, and values. Students learn best when:
 - A variety of learning styles are encouraged
 - Particular sensory modes of learning are employed (Multiple Intelligences)
 - Levels of learning are planned within lessons and range from surface level acquisition to deep level processing.
2. **Teaching Styles** – The full breadth of teaching styles is used: from whole class teaching, independent learning, to individual exploratory work through to interactive (group) work. The appropriate teaching style is deployed for the appropriate learning event so that learning objectives can be met and outcomes are achieved.

Students learn best when:

- Lessons are lively, stimulating, and interesting.
 - The provision is challenging and appropriately matched to the needs of each pupil
 - A variety of teaching and learning styles are employed within a course of study/individual lesson
 - Student success is celebrated in a range of different ways.
3. **Environment** – This changes from the classroom, to the ICT suite to the Science laboratory. Every environment has to be carefully planned to provide the best learning potential.

Students learn best when:

- The organization of teaching groups matches the needs of both the individual student and the curriculum.
 - The room is arranged appropriately for the lesson.
 - There is easy access to relevant resources, which are safely arranged and distributed.
 - There are stimulating displays which show students work and contribute towards the school ethos. Displays should also take the form of teaching tools and be educational and inspirational – these should complement the curriculum being studied and reviewed regularly.
4. **Lesson structure** – lessons or a series of lessons should have the following structure:
 - **Starter**
 - **Main**
 - **Plenary**
 - **Mini Plenaries**
 - **AFL opportunities**
 - **Personalisation**

[E] Effective teaching and learning within the classroom

Questioning strategies

- Open-ended questions (what if? How might?)

- Higher Order Question (synthesis/evaluation)
- Prompting questions
- Brainstorming/Mind Mapping
- Making use of visual stimuli/resources

Intervention and interaction with student

- Peer support
- Formative marking
- Praise/sharing good practice with whole group
- Rewards
- Positive reinforcement
- Remove barriers to learning and progress

Differentiation

By Task:

- Open ended tasks
- Support both the core and the extension
- Choice of task or style of response
- Choice of entry and exit point

By Support:

- Use of teaching assistant
- Mentors
- Resources
- Teacher intervention

By Pace/Time:

- Students allowed less/more time
- Waiting time in response to teacher questions
- Time for review/evaluation
- Number of tasks required

(F) Teaching and Learning Behaviours

In the classroom the behavior of both teachers and Learners needs to reflect high standards of engagement, challenge and expectations.

For further detail please refer to the teacher and Learner behavior document attached.

[G] Resources

There is also a developing staff library for additional practical and theoretical ideas. The reprographics department is always willing to support classroom teaching with the production of further materials.

[H] Managing Diversity

We make every attempt to give consideration to the educational requirement of different groups of learners: students with SEN, Gifted and Talented, students with behavioral/emotional difficulties, students from ethnic minorities, students with a disability, and those who appear to be underachieving.

There are numerous opportunities to improve and extend teacher skills in differentiation and teaching and learning styles to meet individual needs. Different systems of internal and external accreditation have also been developed thus acknowledging a broader range of educational outcomes.

[I] Monitoring, Evaluation, and Review

The elements of self-evaluation – monitoring, evaluation and review – applied within a wider programme of whole school review. Within teaching and learning there are key areas for self-evaluation: quality of learning process, meeting student needs, assessment for/of learning, communication with parents and quality assurance. These key areas are monitored through: MQTL Cycle

The MQTL cycle informs intervention programs for staff. The MQTL uses both shorter year group observations and longer faculty observations as part of a faculty review. Three satisfactory or below observations would trigger an intervention program.

The three types of intervention program are:

- ITP – National College 6 week teacher training program
- Impact on Learning (Teaching and Learning) – 6 week internal support program
- Impact on Learning (Behaviour Management Coaching) – 6 week internal support program
- For details please see school documentation

**Policy adopted by Waverley Education Foundation Board of Trustees on:
06/12/2016**

Policy to be reviewed on: December 2017

Signed:

X _____
Chair of Trustees

X _____
Principal