WC19 - Learning and Teaching Policy

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Introduction

Westerfield College is committed to providing a high-quality education that enables all students to achieve their full potential. This teaching and learning policy outlines our approach to delivering high-quality education, ensuring every student achieves their full potential. A commitment to excellence in teaching and learning, student-centred education, inclusivity and diversity, continuous improvement, and innovation underpins our policy.

Purpose

The following are the purposes of this policy:

To provide a stimulating and supportive learning environment.

To promote academic excellence and personal growth.

To foster critical thinking, creativity, and independence.

To develop an effective teaching and learning process

To ensure continuous professional development for staff

Scope of Policy

This policy applies to all teaching and learning activities within Westerfield college

1. Curriculum design and delivery
2. Teaching methods and strategies
3. Assessment and feedback
4. Student support and guidance
5. Staff development and training

Procedure

Teaching and Learning Policy Procedure

I. Curriculum Planning and Delivery

1. Curriculum design and review: Departments review and update schemes of work annually.

2. Lesson planning: Teachers plan lessons that meet curriculum requirements and promote active learning.

3. Resource allocation: Departments ensure adequate resources for effective teaching and learning.

II. Teaching Methods and Strategies

1. Teacher training: Staff participate in ongoing professional development.

2. Differentiation: Teachers adapt teaching to meet individual student needs.

3. Assessment for learning: Regular feedback and formative assessments inform teaching.

III. Assessment and Feedback

1. Formative assessments: Regular quizzes, tests, and assignments monitor progress.

2. Summative assessments: Exams and coursework evaluate student achievement.

3. Feedback: Constructive feedback guides student improvement.

IV. Student Support and Guidance

1. Tutoring: Personal tutors provide academic and pastoral support.

2. Study skills: Workshops and resources develop students' study skills.

3. Learning support: Additional help for students with special needs.

V. Staff Development and Training

1. Induction: New staff receive comprehensive induction training.

2. Continuing professional development (CPD): Staff engage in regular training and peer observation.

3. Appraisal: Performance management informs teaching and learning improvements.

VI. Quality Assurance and Evaluation

1. Lesson observations: Regular observations evaluate teaching quality.

2. Student evaluations: Feedback informs teaching and learning improvements.

3. Departmental reviews: Annual reviews assess curriculum effectiveness.

VII. Inclusive Teaching and Learning

1. Diversity and inclusion: Teaching promotes equality and respect.

2. Accessibility: Resources and materials accommodate diverse needs.

3. English language support: Additional support for students with English language needs.

VIII. E-Learning and Digital Literacy

1. Digital resources: Utilisation of digital tools and resources.

2. Online learning platforms: Effective use of virtual learning environments.

3. Digital citizenship: Promotion of responsible digital practices.

IX. Monitoring and Review

1. Policy review: Annual review of teaching and learning policy.

2. Stakeholder feedback: Students, staff, and parents provide input.

3. Action planning: Implementation of improvements and innovations.

X. Responsibilities

1. Principal: Overall responsibility for teaching and learning.

2. Pathway Leaders: Departmental oversight and support.

3. Teachers: Implementation of teaching and learning strategies.

4. Students: Active engagement in learning.

Policy Review

The Academic Board will review this policy every two years unless there are internal or legislative changes necessitating an earlier review.

Version History

No	Revised on	Version	Changes	Approved by	Date of Approval	Revised by

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