

# UTC READING

## Teaching and Learning Policy

### Introduction

At UTC Reading Teaching and Learning takes into account a systematic monitoring and evaluation of every student's progress. Lessons are modified in accordance with latest pedagogy that leads to a striking impact on all students' learning. All staff take an active interest in their own professional development and how it impacts on the classroom. Teachers constantly seek feedback from students and peers about the effectiveness of their practice, feedback is used to adapt and improve the learning process.

The purpose of this policy is to:

- Ensure that the students at the UTC are provided with high quality learning experiences that lead to consistently high levels of pupil achievement, progress and resilience
- Guide what students do, what teachers do, how time is managed, the organisation of the classroom and what the school as an organisation does to create an effective and well-managed learning environment in which the individual needs of each child can be met.
- Provide a common language and understanding of what makes outstanding teaching within a personalised learning framework.

### Aims

1. To raise standards of achievement for students of all abilities and provide unparalleled opportunities for progression
2. To improve the quality of teaching and learning that goes on in UTC Reading
3. To highlight the central importance and priority given to teaching and learning.

### Principles

UTC Reading is committed to:

- The provision of high quality teaching and learning that enhances the achievement of students of all abilities.

- The provision of a broad, balanced and differentiated curriculum which is relevant to the needs of the students and supports their academic, social, moral, spiritual, cultural and physical development.
- The development of academic, social, moral and cultural skills which will support and enhance the learning and progress of students, incorporating the inclusion of Personal Learning and Thinking Skills.
- The development of values and attitudes, which will allow students to flourish, achieve and feel valued.
- The provision of a range of academic, social, moral, spiritual and cultural experiences which will allow all students to develop to their full potential.
- The importance of a flexible approach to teaching and learning.
- The importance of teachers using an effective range of teaching and learning strategies including the use of new technologies in the classroom.
- The involvement of students in their own learning, including the development of student awareness of the cognitive processes involved in learning.
- The provision of a system of assessment, recording and reporting, which informs and assists the teaching and learning that goes on in UTC.
- The provision of high quality learning resources.
- The provision of a caring, good humored and well-disciplined environment where effective learning can take place.
- The provision of an effective and well-organised system of student care to support the teaching and learning that goes on within UTC.
- The provision of a system of learning and language support which will allow all students to develop to their full potential.
- The provision of a high quality and relevant system of employee development to support and enhance the quality of teaching and learning that goes on within UTC.
- The development of a strong partnership between home and UTC that can support, reinforce and enhance student learning.
- The development of links with local industry and the wider community to support enhance and enrich student learning.
- The development of links to the LA's, Partners and other schools to further enhance teaching and learning.

- The ongoing monitoring and evaluation of the quality of teaching and learning within UTC as part of a Whole UTC Reading Quality Assurance processes.

## **Elements of Whole College Approach**

The whole college approach to Teaching and Learning begins with the commitments enshrined in the UTC's Mission Statement. These commitments in turn are reflected in the future development and plans that are outlined in the UTC's Strategy for Change and the UTC's Improvement Plan.

The whole development college approach has a central commitment to high quality teaching and learning through a range of different elements listed below

- A broad, balanced, differentiated and relevant curriculum
- Teaching and Learning resources and environment
- The development of a range of teaching and learning styles
- Assessment, Recording and Reporting systems
- Student Care System
- Home/UTC Reading Liaison
- Learning and Language Support
- Non-Teaching Support
- Staff Development
- Quality Assurance Systems

Acting together these elements help to provide students with the knowledge, skills, values, attitudes and experiences which allow them to develop to their full potential. UTC believes these different elements of the whole college approach together can encourage the development of literate, numerate, ICT capable and socially aware students who can be active participants in the society of the future. In all the elements identified there is an emphasis on high expectations, student achievement and social, moral spiritual and cultural development.

## **Development of Teaching and Learning**

### **Whole College Level**

On a whole college level the Senior Leadership Team has a crucial role to play, within the constraints of available resources, in:

- Creating the ethos/shared values and expectations that reinforce high quality teaching and learning.
- Writing, in consultation with the Staff, the UTC Reading Development Plan with its emphasis on teaching and learning.
- Ensuring a broad, balanced, differentiated and relevant curriculum.
- Encouraging the development of effective teaching and learning styles.

- Ensuring an effective system of assessment, recording and reporting.
- Developing the role of learning and language support within UTC.
- Ensuring an effective, flexible and responsible student care system.
- Encouraging the development of a relevant and responsive system of staff development.
- Managing the monitoring and evaluation systems for teaching and learning.

### **Curriculum Area Level**

Curriculum areas have a policy on teaching and learning which reinforces and reflects the whole college policy and have a crucial role to play, within available resources, in:

- Reinforcing the UTC Reading's shared values and expectations that support high quality teaching and learning;
- Writing the team plan with its emphasis on developing teaching and learning in line with the UTC Reading Improvement Plan;
- Encouraging the development of high quality teaching and learning resources;
- Encouraging the development of effective teaching and learning styles, focusing on metacognition and Learning 2 Learn strategies;
- Developing the role of learning and language support;
- Contributing positively to an effective system of pastoral care;
- Encouraging and reinforcing the UTC Reading's system of Staff Development through the curriculum area provision.
- Developing a system of monitoring and evaluating teaching and learning within the context of the whole UTC Reading system.

### **Classroom Teaching Level**

The classroom teacher has a crucial role to play in:

- Reinforcing the UTC Reading's shared values and attitudes that support high quality teaching and learning;
- Following the guidelines set out in Curriculum Area's Teaching and Learning Policy;
- Developing the use of Learning 2 Learn strategies, including Metacognition and effective Assessment for Learning;
- Contributing to the developments outlined in the Team Development Plan with respect to teaching and learning;
- Developing high quality teaching and learning resources;
- Following the Curriculum Area's Assessment, Recording and Reporting Policy Procedures;
- Working positively and co-operatively within Language and Learning Support staff.
- Contributing positively to an effective system of student care;
- Participating in staff development outlined in the UTC Reading's Staff Development Plan;

- Contributing positively to the Curriculum Area system of monitoring and evaluating teaching and learning.

### **Student Level**

Students have an important role to play in:

- Reinforcing the values, attitudes and behavior that promote effective learning;
- Evaluating and contributing positively to the development of learning styles;
- Contributing to the development of self-assessment and evaluation, including Assessment for Learning.

### **Monitoring and Evaluation**

To meet the commitment that UTC Reading has to encourage high student achievement, it is necessary, at all levels of the UTC monitor and evaluate the quality of the teaching and learning that goes on. Through the process of monitoring and evaluation, priorities for development and improvement can be identified and the quality of teaching and learning consequently enhanced.

Date created: February 2016  
Date agreed: February 2016  
Date of Review: April 2016  
Next Review: April 2019