

TEACHING AND LEARNING POLICY

Purpose

The aim of this policy is to promote an active commitment from all staff to work towards excellence in standards of teaching, learning and assessment at Wingate School. Teaching, Learning and Assessment is at the very heart of Wingate School; it is what we do and we strive for excellence.

- The policy is intended to underpin and promote competent, confident & student-focused teaching for all Wingate students
- It supports staff in delivering, resourcing and supplying outstanding teaching and learning
- It promotes responsible learning from all Wingate students
- It promotes excellent Teaching & Learning practice from age 3 yrs to 18 yrs whilst recognising different teaching and learning styles appropriate to individual needs
- The policy is in line with the key aspects of the current British Schools Overseas Handbook for Inspection and current NABSS Inspection guidelines

Wingate School is committed to providing:

- Teaching & Learning that strives to match the immediate and long-term interests, needs and examination & accreditation requirements of all students
- Teaching & Learning that strives to accommodate individuals by being inclusive and is differentiated to meet learner needs
- Teaching & Learning that is subject to evaluation and continuous improvement

Best practice in Teaching, Learning and Achievement will be Promoted in these areas:

Initial Advice, Guidance and Assessment:

- Publish clear entry criteria for all courses learning opportunities to ensure student success
- Provide impartial guidance during the admissions process to interview, enrol and retain each student on an appropriate course of study according to individual aspirations, needs and interests
- Provide an initial assessment of language skills, learning needs, learning styles and prior learning for all full time students and for Sixth Form part time students where beneficial, in order to identify any additional support requirements
- If necessary, negotiate an individual learning plan on the results of initial assessment for all full time and part time students where appropriate. Refer to school Terms and Conditions, the Admissions Policy and the English as an Additional Language "EAL" Policy for further detail on EAL and Special Educational Needs and Disabilities "SEND" students
- Provide an orientation programme for new students that explains the structure and assessment of the course, the role of the personal tutor and the additional support available

CODE OF PRACTICE FOR TEACHING LEARNING AND ASSESSMENT:

Lesson Planning and Preparation:

- All lessons should be planned to provide well structured teaching, learning and assessment
- Measurable learning outcomes should be constructed and assessed to maximise learning
- There must be high levels of adaptive learning for all students
- There should be clear links to previous, current and future learning where possible

Personalised Learning:

- Learning activities should be sufficiently scaffolded to ensure that ALL students can achieve
- Information from student profiles should be used sensitively to inform lesson planning

Management of Learning:

- High levels of attendance and punctuality should be expected at all classes to achieve the School minimum expectation of 95% to 100%. Below 90% will adversely affect student learning
- Lessons should have sufficient pace and challenge to stimulate, motivate and inspire learners
- High standards of behaviour conducive to learning should be evident in all classes
- Opportunities for peer learning and assessment should be created where possible
- Stretch the able and support the challenged learners with adaptive learning

Quality:

- The quality of teaching, learning and assessment will be subject to regular quality reviews
- Feedback from students on their learning experiences will be collected and reviewed regularly

Raise Aspirations:

- Students should undergo regular reviews on their performance against inspirational target grades
- Lessons should provide sufficient challenge to stretch students to achieve their full potential
- Teachers must promote a positive culture and set high expectations of students

Assessment:

- Students should be informed of assessment criteria prior to the assessment taking place
- Lessons must include opportunities for regular checking and assessment of learning
- Students should receive detailed, informative oral and written feedback on how to improve

Equality and Diversity:

- Lessons should not present any barriers to learning for any student
- Lesson materials/resources should be audited regularly to ensure they are free from stereotypical images, language or bias
- Learning should celebrate cultural diversity
- Any episodes of discrimination should be suitably challenged and reported

Safeguarding:

- All students should feel safe in their learning environment
- Teachers should not place students at risk of harm
- Compliance with the Health and Safety Policies should be embedded and implemented in all classes
- Students should receive appropriate advice and instruction on safe working practises relevant to their learning work area

Please refer to H&S and Safeguarding Policies for more details.

Mr M Howells
Head of Wingate School

Date of review: August 2025