



TEACHING AND LEARNING POLICY

This policy refers to Wellington Senior School

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Wellington School aims to be a progressive, dynamic, forward-looking school that equips our students with the values, personal skills and qualifications that will see them able to thrive in a complex and competitive world.

Culture

We seek to develop a culture of scholarship, creativity and academic enrichment that goes beyond the examined curriculum. We believe that acquiring new knowledge is critical to fostering curiosity and awareness of the world in which we live. We seek to grasp any appropriate opportunity to explore the socio-political context and implications of any material covered, as well as actively engaging with Fundamental British Values, never undermining, but promoting them through reasoned discussion and scrutiny.

The pursuit of excellence – a key feature of the School's educational ethos – is a mindset and we acknowledge that setting ambitious goals entails taking risks; we seek to help our students to understand that making mistakes is an important part of learning and to be prepared to risk failure at first so that they can achieve their goals in the end.

Learning

We are committed to engendering in our students a love of learning for its own sake and encouraging intellectual curiosity. To achieve this, teachers will continually seek to:

- cultivate a culture of teaching and learning which promotes positive learning behaviours,
- support students to become better independent learners who have confidence in their own learning abilities, and who are reflective learners
- develop students' understanding of how best to learn, and to fostering a sense of responsibility for, and ownership, of their own learning
- provide regular opportunities for students to reflect upon and refine their own learning,
- support students in understanding how to adopt the most appropriate strategies to further their progress
- develop pupils' understanding of, and engagement with, higher order thinking skills.
- guide and prepare students for life after school by providing the best possible advice on Higher Education, careers and future steps

Skills

While recognising the obvious importance of achieving the best possible grades, we want our students to develop those skills that will enable them to thrive beyond school and in the workplace. We consider developing the following skills as essential:

- Adaptability
- Creativity
- Critical thinking
- Collaboration
- Communication (oral, written and multimedia)
- Entrepreneurship
- Leadership
- Problem-solving

Teaching

The School is committed to providing well qualified, inspirational and dedicated staff, who have high expectations of all students, who enjoy teaching and learning, and who enable students to fulfil their academic potential. Our teachers are committed to promoting a passion for

learning, and to modelling the academic enquiry and intellectual endeavour we seek to develop in our students.

In order to deepen our culture of learning, support the learning of students and develop in them those skills which we believe they will need to thrive, the School is committed to providing teaching of the highest quality.

Teachers are committed to:

- inspiring and motivating all students to be intellectually curious and academically ambitious
- helping students to discover their interests and realise their academic potential
- providing both formative and summative feedback to support students in their learning
- encouraging students to be adaptable, independent learners who are ready to take their next steps beyond school
- ensuring that all students are able to achieve the best possible academic progress
- ensuring that students of all abilities are appropriately stretched and challenged through effective differentiation

Our Learning Support and EAL Departments will support any student with particular needs. They will also provide guidance and support to teachers so that SEND and EAL students are able to thrive in class.

The quality of teaching and learning is monitored through regular lesson observations completed by the Heads of Department and the Deputy Head (Academic). Teaching staff are also required to complete an annual Professional Development Review.

Expectations for setting cover

When setting cover teachers should ensure that clear and detailed instructions are left which enable the lesson to be delivered to a high standard. This should include clear learning objectives, clear and detailed instructions for how the lesson should be delivered, and appropriate resources. Seating plans should also be provided where applicable. Heads of Department are responsible for overseeing the setting of cover within their departments.

Professional Development

Teachers understand the importance of their own continual professional development, and are encouraged to reflect on their own practice by taking part in peer lesson observations and contributing to the Teaching and Learning Committee. INSET sessions are also provided to support teachers' development.

Personal professional development and the sharing of best practice is further encouraged through:

- Teaching and learning focused CPD sessions
- Developing links with teachers in other schools
- Lesson enquiry/action research projects
- The Teaching and Learning Committee
- The Academic Policy Committee
- The Student Learning Councils.

Marking, assessment and homework

Expectations regarding marking, assessment and homework are found in the School's Assessment and Reporting Policy

https://resources.finalsite.net/images/v1605607579/wellingtonschoolorguk/bvy8myrcsl3k24uldvwu/Assessment_and_Reporting_Policy_-_September_2020_-_Senior_School.pdf

Remote Learning

When teaching students who are learning remotely, all teachers should ensure the following:

- That all lessons should be taught face-to-face via Microsoft teams
- That all lessons are recorded
- That all tasks are set either via Firefly and/or via Teams
- That regular feedback on progress is provided to students either via Firefly and/or Team
- That amended lesson times/daily timetables are followed

During periods of remote learning, teachers should refer to the most up to date version of the School's Remote Learning Guide. Where a teacher has a question or concern regarding remote learning, they should speak to their Head of Department in the first instance.

Heads of Department are responsible for monitoring the quality of remote learning within their department and should discuss any concerns they have with the Deputy Head (Academic) directly.