



## Teaching and Learning and AFL Policy

### Aim

Teaching and Learning at Wigan UTC aims to be outstanding for our learners with the very best and engaging experiences available both in and out of the classroom designed to allow all students the opportunity to make maximum progress. Staff will draw on the special identity of our UTC in enriching lessons via our excellent STEM and technology based resources and link learning to both local and national business and HE learning partner opportunities.

At the heart of Wigan UTC's policy remains the philosophy that highly effective individual learning conversations between teachers and students will always be aspirational and support learners meeting their full potential. **Active learning** opportunities will be identified and used to deepen the learning experiences of our students.

### **Active Learning at Wigan UTC**

Every student has access to an extensive range of learning and teaching approaches. UTC contexts for learning are challenging, enjoyable, enterprising and include creative and investigative activities. Active learning allows pairs and groups of students to share their learning and test their full understanding with each other.

Our students engage confidently in activities and are prepared to risk making mistakes because they understand that they can learn from them, they develop skills for learning, skills for life and skills for work in modern Britain.

Staff questioning is skilled and student's responses are always listened to and used to deepen and accelerate their learning. Students learn to give considered answers from a personal viewpoint. They are encouraged to take the time to think and reflect before responding and they all expect to be invited to do so.

Teachers plan and deliver lessons which empowers students to be leaders in their own learning. They develop independent learning skills, can reflect on their own learning and are capable of drawing their own informed conclusions.

They know what they are trying to achieve and seek help at appropriate times. They persevere with their learning and use a range of resources, including new technologies, enabling creativity and innovation as they progress.

### **Outstanding Lessons at Wigan UTC**

The lists below are examples of best practice and methods which staff are expected to adopt. We are aware that it is not possible to see all of the features listed in a single lesson although teaching staff must strive to include as many as possible in all their lessons.

#### **Ensuring Achievement.**

- Teaching is facilitating not didactic.
- Lesson planning is informed by students' prior learning
- Students are fully engaged and make excellent progress relative to their starting points
- Students know what they are learning, rather than just knowing what they are doing!
- Planning consolidates, develops and extends learning for all students
- The lesson comprises Starter/recap, Activation, Main, Plenary
- All students stay on task and continue with Success Criteria incorporating Expected/Challenge/Stretch tasks, employing a range of effective strategies when they experience difficulties
- Students know and refer to their current and target levels/these are on the front of their books/files
- Students are highly motivated to make progress and are willing to work with an appropriate level of independence

- Students know how to improve and show the necessary determination to do so
- Students are able to explain what they have learned as a result of the lesson, reflection activity
- Meet, great, retreat: Staff to welcome students at classroom door, before leaving the classroom students behind chairs/good afternoon/morning on retreat/leave classroom quietly

### **Assessment for Learning**

- Accurate assessment of students' learning informs teaching
- Constructive feedback encourages and motivates students
- A variety of questioning techniques are used effectively, focussing on the 'IDEALS' be used to develop formative feedback, with students encouraged to "Show off your understanding", ensuring students understand the skill requirements at each level and grade of performance.
- Higher order questioning encourages students to explain their understanding Students should be steered toward **EALS (Explain, Analyse, link, Synthesize are all High Achieving Behaviours)** at every opportunity and also in every learning conversation. See IDEALS posters in all learning environments.
- Questioning probes further when responses are incorrect or could be developed
- Multiple mini plenaries are used to inform *in-lesson* intervention
- Self-assessment allows students to set their own success criteria
- Peer assessment, peer teaching and peer coaching are used to support learning
- Co-operative learning structures are used.

**Opportunities are offered, when appropriate, to develop skills in SMSC, PLTS, Literacy, Numeracy and Communication.**

**Blooms taxonomy used as basis for student engagement and learning.**

Bloom's taxonomy is an extremely useful tool in assessing and informing student progress. Using simple language to inform students of where they are in their learning and equally importantly what they need to do in order to reach targets.

**IDEALS used to ensure student understanding.**

Identify	E	1/2
	↓	↓
Describe		
	↓	↓
Explain	C	4/5
	↓	↓
Analyse		
	↓	↓
Link		
	↓	↓
Synthesize	A*	8/9

Assessment of these skills should be used to develop formative feedback, with students encouraged to "Show off your understanding", ensuring students understand the skill requirements at each level.

Students should be steered toward **EALS (Explain, Analyse, link, Synthesize are all High Achieving Behaviours)** at every opportunity and also in every learning conversation.

The following are priorities for the UTC

**- Enriched formative feedback**

Feedback is used to inform students how they need to respond in order to achieve their full potential. All assessed work should follow this philosophy of referral to targets and 'EALS' based advice as to how improvements can be made.

**- Targeting work**

Key pieces of work should be singled out in conversation with classes which giving students the best opportunity to show off their understanding.

**- Learning conversations**

Individual and Class opportunities to focus on marked and returned work as standard lesson practice. One to one conversations either verbally or in exercise books describing explicitly the action required need to be a regular feature. Feedback can be given to a class as a whole at start of lesson with advice for individuals and all learners on future improvements. Use of Book **RAP** and Assessment **RAP** ensure learners are responding to personalised feedback and challenges.

**Marking Organisation.**

There will be, in line with school policy, a good balance of

- **Peer assessment**
- **Self-assessment**
- **Teacher assessment** within lessons

**Assessment Foci.**

Students will be given different opportunities to demonstrate understanding in different types of activity within each subject area.

- All feedback to students should be based on Blooms and designed to provide formative feedback to aim students towards the highest grades possible.
- Pupils will reflect after **each learning episode** on skills learnt, key words and next challenges.

**RAP (Review and Progress)**

Every 6-8 lessons, staff will provide the book RAP challenge which should be evident in books/folders. Students are given the opportunity to respond during lesson time (RAP time) and staff will then feedback, giving the students the opportunity to improve/correct their work if necessary. Assessments should also have a RAP sheet (at least one per half term) to inform students of where/how to improve their work. Departments have their own customised RAP stickers for books/assessments.

**Marking clearly informing planning.**

Marking should take place regularly (every 6-8 lessons in line with book RAP) and at pivotal points within topic areas. Evidence should be clear that information from marking informs the following series of lessons to ensure lesson planning meets the needs of all learners.

## Marking for Literacy and Numeracy

In order to promote consistency a common approach to the marking of errors will be used where appropriate. Departments will use their personalised marking codes. Teachers will use their professional judgment to decide how many errors should be highlighted for individual students. Staff will mark in purple and students will respond/RAP in green pen.

## Tracking student progress evident and aimed at raising performance.

Learner groups should be identified and evidence of accurate and informed tracking of students vs. shared targets within classes should be maintained by class teacher. Data regarding ethnicity, FSM, (Free School Meals), AEN, (Additional Educational Needs), Pupil Premium and other such important categorisations should be visible on tracking sheets and/or on seating plans.

Ideally, colour coding should be used to identify under or over achievement in relation to targets. Teacher tracking sheets must contain data regarding Test Performance, Current Grade and Professional conduct data. Data will be entered into the whole school tracking system every half term (in line with NST data collection cycle). Subject Leads will be responsible for ensuring that data is accurate and validated internally/externally where appropriate.

Wigan UTC will constantly review and develop its effectiveness in delivering outstanding learning opportunities to all our student community.

## QA - Monitoring, Evaluation and Development of Teaching and Learning

### By Observation:-

SLT  
Subject Lead  
Performance management systems.  
Peer observation

### By Learning Walks:-

SLT  
Subject Leads

### By CPD opportunities:-

Weekly Department meetings  
INSET – local and Whole Trust  
Middle Leaders' meetings  
Department QA

Version and Date	Action/Notes
Sept. 2017	Approved by Governing Body. Author: Head of College
	Next Review: Sept 18