

# THE GILLFORD CENTRE

## TEACHING AND LEARNING POLICY

### 1. Introduction

The Gillford Centre's (hereafter referred to as the GC) Teaching and Learning Policy is for the benefit of all staff and students. The policy aims to ensure all teaching and learning throughout centre is effective and enables students to achieve their academic potential.

Individually, teachers can and do make a difference to the students we teach. This document helps us to achieve this and to support each other through the use of mutually reinforcing practices. In so doing we will work towards achieving one of the main aims of the GC which is to promote high standards of achievement through effective teaching and learning.

Our aims are to:

- Achieve consistency in classroom expectations amongst staff and students through clear routines;
- Ensure a variety of appropriate and effective teaching and learning styles, that take into account the various needs of the students, operate across the GC;
- Motivate our students to want to learn and promote a culture of high expectations for all;
- Actively engage students in their learning and raise levels of achievement.

This document sets out expectations and required common working practices within the Gillford Centre.

### 2. Guidance and advice for students

High quality and effective learning must be the priority of every student in every lesson. As an effective learner students should:

- Be keen and eager to come to GC.
- Be willing to learn and wanting to improve.
- Behave appropriately and not interfere with other students learning.
- Show interest in their work and centre life.
- Be involved in their learning.
- Enjoy their learning.
- Take an active approach to their learning.
- Take responsibility for their learning.
- Confidently tackle problems.

- Listen to the comments of others with interest and ask questions.
- Join in discussions and answer questions.
- Apply what they have learned in one area to another.
- Put in the effort and persevere.
- Be courteous.
- Be respectful for property and other peoples' feelings.
- Work cooperatively and collaboratively.
- Support each other.
- Focus and concentrate on their work.
- Form positive relationships with adults and their peers.
- Take pride in their work.
- Develop the capacity to work independently

To be prepared to become effective learners students should understand and follow the standard expectations listed below:

- Outside jackets/coats must be removed before lessons begin.
- Arrive at lessons on time
- Enter the classroom quietly.
- Sit down in place where the teacher wants you to sit and stay in your seat unless given permission to move.
- Listen when the teacher or anyone else is talking to the group: never call out. Follow all instructions from the teacher.
- Use good manners in all communication – including 'please' and 'thank you'.
- Fully engage in all lessons.
- At the end of the lesson pupils leave in an orderly manner.

### **3. Guidance and advice for teachers**

In planning, teaching and management of every lesson, effective learning must be the priority. All lessons must be planned carefully to achieve quality teaching and effective learning.

As effective teachers/supporters our students are entitled to expect that our teaching will:

- Be challenging and stretch our students to enable them to make significant progress.
- Be enjoyable and motivating.
- Engage our students.
- Have clear differentiated intentions and outcomes.
- Be aware of our students' individual needs and be inclusive.
- Offer a variety of teaching methods and learning opportunities.
- Be well planned and structured.
- Have high expectations of our students.

- Marking should be regular and up to date, showing students what they have done well and how to improve.
- Deepen students' knowledge and understanding.
- Encourage good behaviour.
- Help develop good thinking skills
- Encourage students to take a pride in their work and give them opportunities to improve.