

CANTERBURY COLLEGE POLICY

TEACHING, LEARNING & ASSESSMENT – SUPPORTED LEARNING

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REVIEWED BY: Jon Dent, Darryl Stacey, Simon Bigrigg

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POLICY LEAD: Director of Curriculum and Quality

TEACHING, LEARNING & ASSESSMENT

In accordance with the mission statement “to be the best in teaching and learning” the College is committed to providing an inclusive learning environment for **Supported Learning students** with the core values of:

- Equality of opportunity
- Raising of standards
- Responsiveness and flexibility to the needs of our learners
- Treating each other with respect
- Being purposeful in what we do

The principles of this policy apply to all areas of the provision delivered by the College including; Supported Learning, mainstream further education programmes, apprenticeships and work place learning and higher level education. The policy should be considered and undertaken in consideration of and in accordance with any other specific policy or procedure affecting specific types of education and training delivered by the College and or its sub contracted partners.

It is the College policy that:

1. Effective and inspiring leadership and management promote excellence and continuously challenge teaching and learning to improve.
2. Staff demonstrate high expectations, enthuse, engage, support and motivate learners with Special Educational Needs so that they learn and make progress. All opportunities to stretch and challenge learners at all levels are taken.
3. Active and inclusive learning encompassing Equality and Diversity are promoted throughout the curriculum.
4. Exciting, Dynamic and well planned curriculum which provides clearly structured opportunities for assessment and progression for learners with Special Educational Needs
5. Teaching and Learning is delivered in the context of progression and employment opportunities in order that learners with Special Educational Needs are clear about the next steps in training, education and employment.
6. Teaching develops literacy and numeracy skills, independent and lifelong learning to support the achievement of learning goals for learners with Special Educational Needs.
7. Support learners with Special Educational Needs through the provision of timely and impartial advice and guidance, thorough Initial assessment and provision of a diagnostic experience for all learners.
8. Learning support needs are identified in a timely manner for all learners including those with learning difficulties and/ or disabilities and appropriate support is provided for all.
9. Teaching and learning delivered by highly qualified staff with specific skills and experience of working with learners with Special Educational Needs

10. Provision and effective use of outstanding resources and facilities to drive up standards in Teaching and Learning for learners with Special Educational Needs.

The policy will be implemented in the following way:

1. Effective and inspiring leadership and management promote excellence and continuously challenge Teaching and Learning to improve.

- 1.1 Provide clear strategic direction for teaching and support teams through the implementation of the Strategic Development Plan for the Supported Learning Section Area.
- 1.2 Ensure that dynamic and effective Schemes of Work are implemented for the Supported Learning Section Area.
- 1.3 Ensure that all action points for improvement for the Supported Learning Section Area are implemented, monitored and reviewed for impact and new actions agreed, where necessary.
- 1.4 Ensure the delivery of a robust Teaching and Learning observation process throughout the year, working with Teachers, Learning Support staff, Quality Practitioners and external consultants to raise standards and aspirations amongst all staff within the Supported Learning Section Area.
- 1.5 Ensure that a rigorous tracking of performance and Self-Assessment is implemented and that action is taken against all areas of underperformance.

2. Staff demonstrate high expectations, enthuse, engage, support and motivate learners so that they learn and make progress. All opportunities to stretch and challenge learners at all levels are taken.

- 2.1 Staff should present themselves as outstanding role models and experts in the field of Supported Learning to learners and be the driving force which motivates learners to be the best they can be.
- 2.2 Learners' progress should be reviewed regularly and new and challenging targets set to ensure a high level of pace and progress with their learning.
- 2.3 Clear and ambitious learning targets should transparently extend learners beyond their expectations.

3. Active and inclusive learning encompassing Equality and Diversity are promoted throughout the curriculum.

- 3.1 Highly effective lesson planning ensures that learners progress through a balanced delivery linking theoretical and practical sessions which have a clear focus on learning through experience.
- 3.2 Well-structured and effectively planned Schemes of work should ensure that no opportunities are missed to promote positive attitudes towards Equality and Diversity within the curriculum delivery.
- 3.3 Equal importance is to be given to the embedding of Equality and Diversity within the learning and assessment experience.

4. Exciting, dynamic and well planned curriculum which provides clearly structured opportunities for assessment and progression.

- 4.1 Ensure that assessment calendars are published for all courses and that all learners are clear as to submission deadlines and when opportunities for assessment and feedback will arise within their Supported Learning course.
- 4.2 Effective oral and written feedback is to be given on a timely basis to all learners with clear guidance as to what further work could be undertaken to assist improvement and progression.
- 4.3 Planned sessions should provide opportunities for all learners to have their progress assessed and additional targets set, including 'soft targets' to be set and managed by LSP's.

5. Teaching and Learning is delivered in the context of progression and employment opportunities in order that learners are clear about the next steps in training, education and employment.

- 5.1 Schemes of Work and Lesson Plans should be designed to identify opportunities for learners to expand their experience and knowledge in the context of the world of work, across all Supported learning levels and pathways.
- 5.2 Learners should be provided with the opportunity to identify and undertake periods of learning within a real work environment that is relevant to their own identified career aspirations – including the Supported Learning Café on the main site
- 5.3 Schemes of work should clearly signpost elements of the course which allow learners to develop their own personal, social and professional employability skills and knowledge.
- 5.4 Tutors should work alongside college support services to provide effective programmes of support which assist learners with Special Educational Needs to identify clear pathways of progression into higher levels of education or employment subsequent to completing their studies.

6. Teaching develops literacy and numeracy skills, independent and lifelong learning to support the achievement of learning goals.

- 6.1 All learners should be provided with the opportunity to raise their levels of Literacy and Numeracy to the best that they can achieve.
- 6.2 All courses should have a clear strategy which ensures the development of Literacy and Numeracy skills for all learners, in context, embedded within their Supported Learning programmes.

7. Support Learners through the provision of timely and impartial advice and guidance, thorough Initial assessment and provision of a diagnostic experience for all learners.

- 7.1 From open days and promotional events through to interview and enrolment, the recruitment process should enable the provision of impartial advice and guidance in order that the college supports the learner in matching their aspirations to the appropriate provision within the Supported Learning Section Area.
- 7.2 All learners are to be offered the opportunity of initial assessment to assist the matching process.

7.3 All potential learners for Supported Learning courses will be provided with a tailored transition programme to enable a full effective application and enrolment process.

7.4 All learners are to be offered taster opportunities through, Summer Schools and induction experiences, including events held at the Supported Learning Café on the main site.

8. Learning support needs are identified in a timely manner for all learners including those with learning difficulties and/ or disabilities and appropriate support is provided for all.

8.1 The effectiveness of learning support provided is to be regularly reviewed and provision adjusted in the context of learner progress.

8.2 Teachers and Learning Support Practitioners should collaborate to devise effectively planned sessions which maximise learning opportunities for all.

8.3 Best use is made of ILT and assistive technologies to support all learners.

9. Teaching and Learning is to be delivered by highly qualified staff.

9.1 An effective recruitment process facilitates the opportunity to employ staff with high levels of skill, knowledge and expertise within the Special Educational Needs /Supported Learning field as well as the teaching profession.

9.2 An outstanding provision of prioritised staff training and development ensures that all staff keep up to date with contemporary practice within the Supported Learning field of work and meet IFL CPD professional requirements.

9.3 The improvement and development of Teaching and Learning is the highest priority for the college and is supported by weekly Directorate management training, an annual staff conference and a robust Teaching and Learning observation Quality Assurance process.

10. Provision and effective use of outstanding resources and facilities to drive up standards in Teaching and Learning.

10.1 Ensure effective use of devolved budgets and capital spending schemes to provide the most up to date equipment and facilities possible for modern Supported Learning.

10.2 Ensure the capital build scheme delivers a high tech, industry standard environment for all learners in the Supported Learning Section Area.

10.3 Ensure appropriate and effective use of ILT is deployed within the Supported Learning Section Area.