Teaching and Learning Policy

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Version	**1**

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1. Aims

This policy aims to:

- Explain how we will create an environment at our college where learners learn best and love to do so
- Summarise expectations to make sure everyone is committed to achieving a consistent approach to quality first teaching and learning across our college
- Promote high expectations and raise standards of achievement for all learners in our college
- Involve learners, parents/carers and the wider college community in learners' learning and development.

2. Our Guiding Principles

At Liberty Training, we believe that everyone deserves a chance to better themselves. We help young people aged 16-25 develop vocational, employability and life skills in a fun and friendly way, using a combination of activities, hands-on learning, and unique teaching methods.

We have a relaxed atmosphere in our college, and our team aren't like traditional tutors - we are more like motivational speakers or support coaches. We don't just teach you the skills you need but are there to help and guide you in all areas of your life. Our experienced team are down-to-earth and approachable and support learners through their college life, making each step of the journey an enjoyable experience.

We understand that each of our learners is unique, and we respect and embrace their individual differences.

We have small group sizes with up to 8 in a group, depending on the needs of the individual learners. We offer bespoke curriculum packages to suit the individual learner.

We also embed 80 hours of work experience into our programme of study.

Learners learn best at our college when they:

- Have their basic physical needs met
- Feel secure, safe, and valued
- Feel a sense of belonging to the group
- Are engaged and motivated
- Can see the relevance of what they are doing
- Know what outcome is intended
- Can link what they are doing to other experiences
- Understand the task
- Have the physical space and the tools needed
- Have access to the necessary materials
- Are not disrupted or distracted by others
- Can work with others or on their own, depending on the task
- Are guided, taught, or helped in appropriate ways at appropriate times
- Can practise what they are learning
- Can apply the learning in both familiar and new contexts
- Can persevere when learning is hard
- Can manage their emotions if things are not going well
- Recognise that all learners make mistakes and mistakes can help us learn

3. Roles and Responsibilities

Teaching and learning in our college is a shared responsibility, and everyone in our college community has an important role to play.

As a college

We will:

- Support your wellbeing and safety by providing a safe, supportive and caring environment
- Help and encourage you to reach your full potential
- Monitor and update you on your progress
- Communicate any concerns about your attendance/behaviour/wellbeing with you, and respond to any concerns from your parents/carers
- Provide a broad and balanced curriculum that caters for all, including when delivered remotely
- Promote high standards of behaviour, and outline clear expectations in our behaviour policy so we can maintain a safe environment for all
- Set homework that supports the delivery of the curriculum and mark it where appropriate
- Offer opportunities for parents and carers to get involved in college life
- Communicate between home and college through notices, newsletters, text, email and the college website
- Respond to communications from parents in a timely manner, following college policies

This is how we will create the above conditions for learners' learning at all times:

3.1 Tutors

Tutors at our college will:

- Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards
- Actively engage parents/carers in their child's learning via newsletters, website, letters, termly parent feedback days and open days, including clearly communicating the purpose of home learning
- Update parents/carers on learners' progress termly, and produce an annual written report on their child's progress
- Meet the expectations set out in the employee handbook, curriculum policy, behaviour policy, contract of employment and other policies

3.2 Support Staff

Support staff at our college will:

- Know learners well and differentiate support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Use agreed assessment for learning strategies
- Use effective marking and feedback as required
- Engage in providing inspiring lessons and learning opportunities
- Feedback observations of learners to tutors
- Ask questions to make sure they've understood expectations for learning
- Identify and use resources to support learning
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners

- Meet the expectations set out in the employee handbook, curriculum policy, behaviour policy, contract of employment and other policies

3.4 Senior Leaders

Senior leaders at our college will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Hold staff and learners to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the college
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring
- Provide rigorous quality assurance of teaching and learning
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Promote team working at all levels, for example by buddying tutors up to support one another where appropriate
- Address underachievement and intervene promptly
- Meet the expectations set out in the employee handbook, curriculum policy, behaviour policy, contract of employment and other policies

3.5 Learners

Learners at our college will:

- Take responsibility for their own learning, and support the learning of others
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
- Attend all lessons on time and be ready to learn, with any necessary equipment for the lesson
- Be curious, ambitious, engaged, and confident learners
- Know their targets and how to improve
- Put maximum effort and focus into their work
- Complete home learning activities as required
- Meet the expectations set out in the Home-College Agreement, Code of Conduct and HEART core values

3.6 Parents and Carers

Parents and carers of learners at our college will:

- Value learning
- Encourage their child as a learner
- Make sure their child is ready and able to learn every day
- Support good attendance
- Participate in discussions about their child's progress and attainment
- Communicate with the college to share information promptly
- Provide resources as required to support learning
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning

3.7 Governors

Governors at our college will:

- Monitor that resources and funding are allocated effectively to support the college's approach to teaching and learning
- Monitor the impact of teaching and learning strategies on learners' progress and attainment
- Monitor the effectiveness of this policy and hold the Head of College to account for its implementation
- Make sure other college policies promote quality first teaching, and that these are being implemented

Please also refer to our home college agreement.

4. Planning

We believe in a broad and balanced curriculum where all subjects, skills and experiences are valued.
Our curriculum aims to develop learners':

- Spiritual, Moral, Social and Cultural development
- Personal independence
- Social skills
- Confidence in a range of settings to be able to progress into further education or employment.

We intend to furnish our learners with the education and appropriate qualifications to help them achieve their future goals.

- a curriculum that is ambitious for all learners
- a curriculum that is coherently planned and sequenced
- a curriculum that is successfully adapted, designed and developed for learners with special educational needs and/or disabilities
- a curriculum that is broad and balanced for all learners

Our focus is on learners gaining new knowledge, skills and understanding.
Lessons will be planned well to ensure good short, medium and long-term progress. Schemes of work will be detailed.

5. Learning Environment

When learners are at college, learning will take place in classrooms, our off site allotment or during trips and excursions.
These spaces will be kept safe, clean and ready for learners to use them.
They will be arranged to promote learning through:

- Clearly labelled, comfortable and attractive zones such as our Zen Zone and Chill Zone.
- Learners having a defined tutor space, where the majority of their learning takes place. For example the Yellow Room.
- Posters of material learners have previously learned about and can identify
- Accessible resources for learning such as books, worksheets, and other equipment
- A seating layout that allows everyone to see the board and participate
- Displays that celebrate and support learners' learning

6. Differentiation

Teaching and learning at our college will take the backgrounds, needs and abilities of all learners into account. We will differentiate learning to cater to the needs of all of our learners, including:

- Learners with special educational needs and disabilities (SEND)
- Learners with English as an additional language (EAL)
- Disadvantaged learners
- Learners that are most able
- Using support staff effectively to provide extra support
- Working with our SEND Co-ordinator (SENDCO) and Learning Support Co-ordinator (LSCO), our learners with SEND, and their parents to establish the appropriate level of material to support these learners to make good progress
- Using ability groupings for certain subjects where appropriate
- Providing writing frames and word banks

In accordance with our SEND policy, we aim:

- To identify learners with special/additional educational needs and disabilities as early as possible and ensure that their needs are met
- To have in place systems whereby tutors are aware of such learners
- To provide all our learners with a curriculum that is differentiated to their individual needs and abilities
- To have high ambitions and expectations for learners with special/additional educational needs and disabilities
- To be sympathetic to each learner's needs by providing a strong partnership between learners, parents/carers, local authority, and outside agencies
- To ensure all learners make effective progress and realise their full potential
- To ensure all learners take a full and active part in college life
- To create and maintain a college environment of positivity where all learners are taught to embrace and value difference
- To protect learners from the risk of radicalisation and extremism
- To ensure compliance with all relevant legislation connected to this policy
- To work with other colleges and the local authority to share good practice in order to improve this policy

7. Home Learning

Home learning, or homework, will support learners to make the link between what they have learnt in college and the wider world. It's most effective when done in a supportive, secure environment, with focused time set aside.

All home learning will be made available either sent home as a physical copy, or electronically via our MIS.

Home learning will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task.

Any necessary equipment or resources can be provided, loaned, or made accessible in some circumstances.

8. Marking and Feedback

Feedback will clearly explain to learners what they're doing well and what they need to do next to continue to improve their work. Marking will identify clear next steps for progression, often through posing questions or additional learning opportunities to cement or develop learning and understanding.

It will be given weekly, either verbally or in learners' books and on feedback forms.

Marking will be in different colours to identify progress and purpose of marking:

PINK – marking
LIGHT BLUE – re-marking
GREEN – Internal Verification

9. Assessment, Recording and Reporting

We will track learners' progress using a combination of formative and summative assessment. We will provide regular targets for learners, and take part in termly reviews of their learning, where they can track and monitor their progress. These will be shared with parents/carers at termly parent feedback days. At the end of the academic year, tracking will culminate in a full year report being sent to parents/carers.

10. Monitoring and Evaluation

We will monitor quality first teaching and learning in our college to make sure that all of our learners make the best possible progress from their starting points.
College leaders will monitor and evaluate the impact of teaching on learners' learning through:

- Conducting learning walks each half term.
- Reviewing marking and feedback through work scrutiny each half term
- Formal observations each term.
- Termly learner progress meetings
- Gathering input from the YPG
- Planning scrutinies

11. Review

This policy will be reviewed annually by the Senior Leadership team, or earlier if changes are required. At every review, the policy will be shared with the full governing board.

12. Links with other Policies

This policy links with the following policies and procedures:

- Behaviour policy
- Curriculum policy
- SEND policy and information report
- Equality information and objectives

Appendices

Emily Hollis September 2022

Observation Form

Staff name: _____ Date: _____

Job role: Observer name:

Staff present: _____ Group: _____

Start time: _____ End time: _____

Time	Activity	Impact
Literacy and Numeracy Development		
SMSC Links		

Strengths:
Next Steps:

	High expectations	Progress & outcomes	Subject Knowledge	Structured Lessons	Personalis-ation	Use of Assessment	Behaviour
Can coach others							
Coaching required							

Was the H&S of learners endangered? Y/N

Learning Walk

Staff name:		Date:	
Job role:		Observer name:	
Staff present:		Group:	
Start time:		End time:	

British Values	Promoted	Unseen	Problematic
Equality & Diversity	Promoted	Unseen	Problematic
Spiritual, Moral, Social & Cultural Development	Promoted	Unseen	Problematic
Core Goals	Promoted	Unseen	Problematic

Are learners on task?	Yes	No
"*What's the point*" displayed?	Yes	No
Are there clear assessment opportunities?	Yes	No
Is learning taking place?	Yes	No

Room ventilated	Use of equipment	Safe environment	Trailing wires

Good practice observed:

Next Steps:

Was the H&S of learners endangered? Y/N

Date	
Tutor	
Group	
Reviewed by	

	Name of Learner 1:			Name of Learner 2:			Name of Learner 3:		
Criteria	Developing	Secure	Strong	Developing	Secure	Strong	Developing	Secure	Strong
Is feedback in line with policy?									
Is there regular evidence of assessment of learning?									
Is there evidence of self or peer assessment?									
Do comments give learners specific information on how to improve their work/level?									
Is there evidence of learners responding to the comments of teachers?									
Is there evidence of Literacy marking?									
Strengths:									
Next steps:									

Home-College Agreement

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- Provide a broad and balanced curriculum that caters for all, including when delivered remotely
- Promote high standards of behaviour, and outline clear expectations in our behaviour policy so we can maintain a safe environment for all
- Set homework that supports the delivery of the curriculum and mark it where appropriate
- Offer opportunities for parents and carers to get involved in college life
- Communicate between home and college through notices, newsletters, text, email, Teams, and the college website
- Respond to communications from parents/carers in a timely manner, following college policies

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Parents/carers

I will:

- Make sure my child attends college regularly and on time. I will notify the college if my child will be absent
- Make sure my child is appropriately, according to the dress code, and brings the necessary equipment to college
- Support the college to make sure my child maintains a consistently high standard of behaviour
- Encourage my child to try their best so they can reach their full potential
- Communicate to the college any concerns that I have about my child that may affect their behaviour in college or ability to learn
- Make sure communication with the college is respectful, and that I make every reasonable effort to address my communications to the appropriate member of staff
- Understand that I should communicate with staff during core college hours, and although they may at times respond outside of those hours, I can’t always expect that
- Make sure that my child completes any homework on time and raises any issues with their teachers
- Read and follow the college’s policies
- Treat all members of the college community with care and respect
- Engage in parent meetings and work together with the college in order to achieve the best outcomes for my child
- Read any communications sent home by the college and respond where necessary

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Learners

I will:

- Arrive at college and my lessons every day on time and ready to learn
- Try my best to do my work and ask for help if I need it
- Do my homework on time and raise any issues with my tutors
- Speak to staff about any issues I'm experiencing that may affect my work or behaviour
- Speak staff about any concerns I have about my or other learners' safety
- Wear the correct college uniform, including my name badge at all times
- Bring to college all the equipment I need each day
- Treat all members of the college community with care and respect
- Understand and follow the college rules
- Look after college equipment, and show respect for the college environment and local community

Signed Parent/Carer:_____ Name:_____ Date:_____

Signed Learner:_____ Name:_____ Date:_____

Periodic learner feedback

Name: Work description:

Course: Tutor:

What went well?

How could you improve your SPAG?
Spelling, punctuation and grammar targets:

How could this be made even better?
Set targets to expand, develop and improve:

Tutor sign: Date:

Learner sign: Date: