

iCollege

Alternative Education West Berkshire

Teaching and Learning Policy

Document Control

Document Name	Teaching and Learning Policy (<i>Awaiting governor approval</i>)
Written By:	Emma Douglas
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Version:	2
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1. Key Contact list
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3. Purpose
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5. Implementation
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1: Key Contact list

Headteacher	Jacquie Davies	01635 528048	jdavies@icollege.org.uk
AHT Curriculum and Achievement	Emma Douglas	01635 48872	edouglas@icollege.org.uk
Primary Curriculum Lead Practitioner	Siobhan Harvey	01635 877114	sharvey@icollege.org.uk
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2.Description	Framework for icollege to provide high quality teaching, learning and assessment to enable all learners to achieve their full potential
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3.Purpose	<p>iCollege is committed to providing high quality teaching, learning and assessment to enable all learners to achieve their full potential. This will be achieved through: high quality teaching and learning opportunities, rigorous assessment and feedback and the sharing of good practice.</p> <p>The teaching, learning and assessment procedures aim to provide an effective framework for the delivery of high quality teaching, learning and assessment.</p> <p>This policy relates to all iCollege staff engaged in facilitating, supporting and managing learning. It applies to all learning programmes offered through the icollege irrespective</p>
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	of: type of activity; place of delivery; learning environment; level or the duration of the course. This policy should be applied in conjunction with iCollege's Assessment, Feedback Recording and Reporting Policy.
4. Intention	<p>The Teaching & Learning policy's intention is to ensure that teaching at the icollege is inspirational and of the highest quality by:</p> <ul style="list-style-type: none"> • all learners having the opportunity to succeed and be empowered to fulfil their potential; • developing effective learning skills; • placing the learner at the centre of the learning process; • actively promoting diversity and equality of opportunity; • the self-esteem and aspirations of all learners being raised through mutual support and commitment; • all staff and learners having high expectations and working together to develop high levels of achievement and success; • developing employability skills as part of the curriculum; • taking opportunity to develop maths, English and (ICT) skills as appropriate; • providing excellent progression opportunities, • recognising and celebrating success; • using assessment to provide effective learning opportunities through effective feedback;
5. Implementation	<p>5.1 Each classroom/ learning space will provide:</p> <ul style="list-style-type: none"> • a clean, tidy and well-maintained environment; • a safe environment following i-College's health and safety procedures; • access to resources that enable effective teaching, learning and assessment to take place and appropriate learning outcomes to be achieved; • a stimulating environment with displays of learners' work, research activities, posters and relevant learning materials; • a welcoming environment for all learners promoting equal opportunities; • access to ICT facilities (where appropriate); <p>5.2 Curriculum meetings will provide:</p> <ul style="list-style-type: none"> • opportunities for interaction, flexibility and encourage a wide range of teaching and learning activities; • opportunities for teaching and learning to be discussed with good practice and techniques being shared, • information regarding learners with learning difficulties and disabilities and necessary adjustments, including access arrangements for assessments, to be shared with all members of the team; • support for teaching staff; • appropriate Continuous Professional Development (CPD) opportunities for teaching staff. • an opportunity to share and review policies. <p>5.3 Teachers will ensure that all lessons are prepared and delivered to the highest standard. Learning sessions at icollege will:</p>

- show clear evidence of planning including a complete and comprehensive scheme of work.(saved on sharepoint)
- have clearly stated intentions, outcomes and success criteria, appropriate to the level of the learners in the lesson and be able to be used to monitor learner progress;
- meet all course / programme objectives and requirements;
- build on learners' prior knowledge and understanding;
- promote independent learning where appropriate;
- be informed by current research and scholarly activity as appropriate;
- use findings from learner feedback to improve planning and delivery;
- generate learner confidence through the use of sound subject knowledge by teachers;
- wherever pedagogically possible, evidence more than one learning method;
- incorporate; IT, equality, diversity and inclusion, SMSC, maths, English and promote British Values;
- provide opportunities for a wide range of assessment opportunities.

5.4 Teachers will ensure that lessons focus on learner progress and :

- are stimulating, challenging and delivered at a suitable pace;
- meet the needs of all individuals;
- embed previous learning;
- provide opportunities for deep learning;
- involve all learners in a variety of activities over a period of time and avoid long periods of teacher-led activity;
- recognise that individuals learn in different ways and at different speeds;
- provide a range of activities and resources to meet different preferred learning styles over a period of time;
- allow the learner to be active and participate in learning;
- provide opportunities for learners to process new material, develop understanding and construct their own meanings;
- build robust and appropriate teacher and learner relationships;
- ensure that there are good quality learning resources including handouts, and IT resources;
- ensure that learning materials are free from stereotyping and present positive images in terms of gender, race and disability
- contain frequent checks on learning and understanding through formative assessment to include checks on learning gained in the previous lessons and provide linkage to follow-on learning opportunities;
- actively promote the development of English Maths and IT skills;
- provide opportunities for learners to express their opinions(learner voice) in order to provide effective evaluation and shape future improvements;
- use effective questioning that engages ALL individual learners, including questioning that stretches learners by engaging them in knowledge recall as well as higher level interpretive, analytical and evaluative skills;
- include marking of assessments that is accurate, consistent and diagnostic,
- identify incorrect spelling and grammar and provide effective feedback that leads to engagement, thinking and further improvement.

6. Associated Policies

Assessment, Feedback, Recording & Reporting Policy

7: Change Record

Version Number	Date Approved	MC Minute Reference	Description of Amendments	Review Date
1	6.3.18	TLC	New policy	Dec 2017
1.2	8.10.19	TLC	Review; dates and staff	Sept 2019
1.3	Dec 21	TLC	Admin changes only	Dec 21
2	18.06.24	Q of E (AWAITING)	Review and change of format	March 24

Keeping Children Safe in Education

All staff at iCollege take seriously their responsibility to protect and safeguard the welfare of children and young people in their care; this includes protecting children from maltreatment; preventing impairment of children's mental and Physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

Sign:		Sign:	
Jacqueline Davies		Maureen Sims	
Head Teacher		Chair of Governing Body	
Date:		Date:	