

## BRAINTREE COLLEGE

### POLICY: LEARNING AND TEACHING

#### 1. SCOPE AND PURPOSE

This policy document sets out the College's aims and strategy for improving the quality of learning and teaching which will promote the raising of overall College success rates. It identifies how all students will be supported to achieve their full potential whilst providing equality and fairness for all students and not to discriminate on grounds of gender, mental status, race, ethnic origin, colour, nationality, national origin, disability, sexual orientation, religion or age. The College will ensure that it adds value to the performance of all students.

#### 2. AIMS

- 2.1 To work towards achieving above national average success rates across the full range of the College's work.
- 2.2 To meet the needs of our local community by offering a range of learning opportunities.
- 2.3 To promote a culture of excellence and success amongst all of our students.
- 2.4 To promote a differentiated approach to learning and teaching that supports the marginal performer and stretches the most able to achieve his/her full potential.
- 2.5 To add value to the performance and success of all students.
- 2.6 To make learning and teaching innovative and demanding to stimulate and challenge students to develop their skills.

#### 3. VALUES

##### 3.1 Learning and teaching

Students are at the heart of the College and the quality of learning and teaching is our first priority.

##### 3.2 Valuing the individual

The whole College community cares about the welfare, development and progress of each individual student. We manage this by the care and consideration that is given to the collective progress of groups and cohorts of students.

##### 3.3 Opportunities for all

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Encouragement will be given to enable all students to reach personal goals, targets and aspirations that they have set themselves, and been set, at the start of their programme.

## 3.4 **Developing the skills needed for further study and/or the world of work**

There is a strong focus on demonstrating, utilising and building the basic and key skills, competencies, characteristics and attitudes that students need to be successful in the College and in the wider world.

## 3.5 **Building confidence**

Staff are committed to building the aspirations, confidence and self-esteem of students.

## 3.6 **Working together and with others**

Although there is a clear focus on each individual, the College seeks to be a strong learning community where students not only learn and mature but enjoy themselves and have fun.

## 3.7 **Promoting equality of opportunity**

We have a commitment to the equality of learning opportunity available to students regardless of their background and/or 'starting point'.

## 4. **CURRICULUM MODELS**

Curriculum models deployed will :

- Ensure maximum success in terms of qualifications achieved and (where measures exist) value added;
- Ensure the development of necessary basic or key skills, competences, characteristics and attitudes needed for success;
- Develop a community of learning, collective learning and mutual support;
- Enable the College to play its part in being a vibrant community of students;
- Deliver strong value for money.

## 5. **LEARNING AND TEACHING STRATEGY**

The College will action plan to ensure that:

- Staff are appropriately qualified and experienced;
- High quality teaching and learning is being developed and shared;
- Curriculum models and delivery are carefully planned and communicated to students;

Agreed: SMT 2 May 2007  
Last Updated: 30 April 2007  
Next Review Due: April 2010  
Equality Impact Assessed: September 2007  
Responsibility: Deputy Principal – Teaching and Learning

Quality Assurance and Control/  
Learning and Teaching

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- Retention, achievement, success and attendance targets are set and monitored for each programme;
- Targets are set and monitored for each student using their Individual Learning Plan;
- Promotion of equality of opportunities and diversity;
- Staff work closely in teams to ensure they know each student, can track his/her progress and identify any support that may be needed;
- ICT is fully utilised to assess, track and monitor students; to inspire them and communicate with them;
- All students are appropriately assessed at entry and those needing support identified;
- Additional Learning Support is used efficiently and effectively to support those with additional needs;
- Quality assurance systems monitor and check that the strategy is being implemented;
- All full-time students receive tutorial support from pastoral tutors and part-time students receive an entitlement to tutorial support;
- Students are consulted and involved in the learning process with feedback sought regularly;
- Staff development is planned and used to improve the quality of teaching and learning, update vocational skills, and share good practice;
- All staff actively promote Equality and Diversity.

## 6. MONITORING AND REVIEW

The Deputy Principal – Teaching and Learning has responsibility for this policy document and will keep it under review. Changes will be made as and when considered necessary and, in any event, this document will be systematically reviewed at least once every three years and the College's Register of Policies and Procedures will be updated accordingly.