

Teaching & Learning Policy

**TEACHING AND LEARNING POLICY**

**PURPOSE**

***To ensure that all education students at CANTO Learning realise their full potential through the achievement of their EHCP (Education Health and Care Plan) targets, learning objectives and ultimately their programme aim.***

Students at CANTO Learning will be given equal opportunities to learn in order to achieve their full potential. Varied teaching methods and strategies will be used effectively and appropriately to accommodate differing learning approaches. It is the responsibility of all staff to ensure that all students are performing to their potential.

At CANTO Learning we believe in continually adapting the programmes we offer so they are tailor made to meet the specific educational, social, emotional and behavioural needs of each of our students.

Demonstration of positive progress for one student can look completely different for another, therefore we measure progress in areas specifically relevant to each student. This can include and varies from:

* Achieving a qualification in the many subjects we offer
* Achieving a higher level in Functional Skills than previously attained
* Realising an increased level of confidence that can enable a student to complete new elements in their learning than they were previously able to, e.g. the Speaking, Listening and Communication component in Functional Skills English
* Improving social skills and attitudes so that a young person begins to consistently attend a formal educational setting
* Increasing communication skills to enable a young person to engage with those around them
* Successfully completing a work/volunteering placement and moving into voluntary work or employment
* Achieving outcomes listed on their Educational Health Care Plan
* Improving attendance

By striving to support students in this way, we hope to give them a solid platform from which they can engage with their local and wider community. Be positive citizens in society, as well as develop the skills and knowledge to access further education or employment.

**AIMS**

* To provide a safe stimulating environment for all students and staff.
* To provide a broad, balanced and relevant curriculum that will motivate, engage and challenge students whilst also equipping them with the skills required for their future.
* To ensure that all sessions are differentiated and planned effectively to meet individual needs so that every student can make progress.
* To provide interesting, engaging, well-planned and well-delivered sessions for our students that challenge them.
* To ensure that every student has specific individualised EHCP targets to work towards in every session.
* To develop young citizens who are aware of British values within the context of a multi-cultural society.
* To facilitate progression by regularly assessing students and basing future planning on this assessment.
* To give students accurate feedback and to ensure they know their targets, so they can take as much control of their learning as possible.
* To maintain our observation schedule so tutors and support staff receive effective feedback on their sessions / support and so that we can monitor that learning is taking place in every session.
* To ensure that the teaching at CANTO Learning gives our students the skills to be as independent in their lives as possible.
* To develop pride in achievement and a desire to succeed.
* To develop imagination and creative abilities.
* To set high expectations for all students in order to raise their aspirations and attainment.
* To enable students to self and peer-assess and reflect on their learning through the use of clear learning objectives, expectations and shared outcomes.

**Planning and Preparation**

Tutors should plan sessions:

* Which allow students to progress in their learning.
* Where the objectives are stated clearly and are understood by students.
* With clear expectation for student engagement.
* Which use a clear structure, with planned opportunities for plenary, feedback and time to rectify errors, as appropriate.
* With an ethos of ‘its ok to make mistakes,’ but also clearly identifies and promotes the use of structured feedback to improve.
* Which use plenaries to summarise learning and help students to understand how to improve.
* That build on prior attainment and recognise the importance of progression and differentiation to meet a wide range of needs.
* Which allow students to develop and practice higher order thinking skills such as creativity, analysis, problem solving, critical thinking, decision making and application.
* Which are differentiated for varying needs by task, resources, outcomes and/or method.
* Which use stimulating resources, including dictionaries, thesauruses, visual prompts; as well as including use of ICT and e-learning, which are differentiated and scaffolded- appropriate to needs of individual students.
* Which consider the students’ Education Health and Care Plan outcomes and short steps.
* Which provide pace and challenge for all students, utilise student data to ensure that set work is personalised.
* Which use effective questioning, quizzing retrieval strategies, harness and apply disciplinary vocabulary, and effectively use knowledge organisers to direct and challenge students.
* Where British Values and Functional Skills are a key focus in every session.
* Which gives opportunities for reflection and evaluation.
* Which promote confidence, independence and communication/work skills.
* Which are engaging, fun and challenging.
* Which follow a scheme of work that are to be provided for each subject / qualification and discussed as a team during the teaching and learning meetings so that where possible cross curricular links can take place.
* Use group profiles to aid in the planning of sessions to meet need of individuals.
* Sessions should be planned to include relevant links to the real world.
* Work/ Volunteering placements should be planned to meet the individual needs of each student and be related to the skills they require so that they can gain relevant experience and find employment where possible.
* Engage and plan for others to deliver the sessions (e.g. other students, employers and outside agencies).

**Delivery**

Teaching staff to ensure:

* Learning opportunities are practical wherever possible.
* Session pace is student specific.
* All language used is accessible to students – whether it is verbal, pictorial or signing, and wherever possible vocabulary is developed.
* Use topic/examples which are relevant and within students’ cognitive understanding
* Students to work both independently and collaboratively, and which contribute to knowledge and skills-engaged learning.
* Learning outcomes and EHCP target cards are to be discussed and on display in each session – with reference being made to them at the start and the end, in addition to throughout the session where relevant.
* To always set an example of appropriate behaviour in a learning environment, including language, dress code and professionalism in general.
* Positive behaviour management strategies and use of encouragement for students to achieve, include praise and rewards in accordance with policy.

**Assessment**

Staff should ensure:

* Initial assessments are ~~made~~ completed in every subject, with interim and summative assessments monitoring progress and informing future sessions (assessment stars, observations, testing etc)
* Assessment for learning forms the basis of every session. This assessment will take many forms but may include open and closed questioning, written assessments and observations.
* The EHCP tracking system is completed at the end of every session to enable staff to record student progress against the outcomes listed in their EHC Plans.
* EHCP targets are to be reviewed each half term and amendments made according to individual progress.
* Students receive feedback on progress during and at the end of every session, so they are actively involved in managing their learning. This feedback will be both verbal and written when appropriate.
* Assessment stars for each subject are completed 3 times a year (Initial, Formative, Summative) this will track progression of subject specific knowledge. These can be used to form part of the review process by the Leadership Team.
* BRAG document is updated termly to show current effort (by colour) and progress made (by number)
* Inform parents/carers and appropriate staff within college of students’ progress or underachievement.
* Display work completed by students.

**Learning Support**

should:

* Be aware of the specific learning needs of their students and support accordingly to maximise student engagement in learning.
* Work with tutors, job coaches and other staff to ensure students are best supported in their learning.
* Know individual student targets and plan to support their development

**LEARNING**

students should:

* Be prepared for sessions with the correct equipment.
* Make positive contributions to group discussions.
* Endeavour to achieve 5 behaviour points in each session.
* Have access to high quality materials, texts and learning aids.
* Take joint responsibility for improving their learning and completing set work.
* Ask for help if required.

**Continuous Professional Development**

Staff should:

* Continuously update their subject knowledge and teaching practice in line with current developments and initiatives.
* Discuss teaching and learning at Curriculum Meetings in order to share good practice.
* Plan their own CPD programme in conjunction with their Line Manager as a result of the Appraisal process.
* Participate in planned CPD, completing courses and other appropriate courses, as advised.

**Record Keeping**

(Refer to Records and Data Retention Schedule)

* Some evidence of student work is either to be displayed or kept on file.
* Accurate records of punctuality and attendance are to be kept for each session.
* Schemes of work to be kept on file for future planning and staff continual professional development

**Review and Evaluation**

A comprehensive review of teaching and learning takes place in accordance with the MER calendar in order to gain a snapshot of standards. Ongoing reviews, CPD and staff meetings take place to focus on particular issues or to support where the need for development has been identified.

* All tutors are formally observed twice a year in line with the Monitoring, Evaluation and Review (MER) schedule by a member of the teaching and learning team. Tutors will receive verbal feedback the same day, when possible, with written feedback being given within 5 working days. Colleagues also observe each other’s teaching and give feedback as part of the Critical Friend Programme this will act as the 3rd observation.
* External observers may be included as part of the observation of Teaching & Learning process.
* Best practice to be discussed as a team during teaching and learning meetings with opportunities to share ideas and resources e.g., interactive resources, questioning techniques.
* Mentoring is accessible for tutors who require further development with planning/ inclusion /teaching and behaviour strategies.
* Student opinion on teaching is obtained through questionnaires / formal student reviews / exit passes / feedback cards / rating scales / discussion in IAG sessions / thumbs up – thumbs down / pictorial images / verbal feedback etc.
* Parent / carer feedback is obtained through online surveys and questionnaires / during formal student reviews and during progress evenings.
* Student Voice is obtained via questionnaire to all students and will be completed during keyworker time with support if needed.
* The Quality Assurance Lead reviews and evaluates learning progress in qualifications.
* The appraisal system allows for individual staff members to evaluate their own performance and signpost prospective CPD opportunities and requirements.

**MANAGEMENT OF THE ENVIRONMENT**

(Refer to Health and Safety Policy)

* The teaching environment at CANTO Learning is to remain clean, tidy and safe at all times.
* Teaching displays are designed to be inspiring and are not to contain any errors. All displays should be designed with a border, backing paper and are to appear on the designated boards. No display should be put directly onto any wall surface.
* All displays should contain key words to support the stretching and challenging of each student’s literacy skills.
* Rooms to have the appropriate level of lighting.
* Any damages to property to be logged with LT/SLT in order for this to be rectified.
* Learning walks are scheduled in the MER to monitor the learning environment across the CANTO premises. These will be completed by SLT and LT.

**MANAGEMENT OF RESOURCES**

* To be prepared in advance of sessions (where 1:1 sessions are concerned, this may fall under the responsibility of the support worker taking the session).
* Resources are differentiated to meet the specific needs of every student – including written materials and colour of paper for students with visual impairments or dyslexia.

**MANAGEMENT OF STUDENTS**

(Refer to Behaviour Policy)

* Students receive individual support where required. This may include but is not limited to; part-time hours to engage students back into education, individualised resources, fidget items, time out cards, timers or 1:1 sessions.
* Collaborative work is actively encouraged.
* Independent learning is facilitated where possible.
* See individual one-page profiles / behaviour plans for student specifics.
* Duty team to be used to support students that are disengaged in sessions this is after the tutor/support staff has tried to re – engage and has exhausted behaviour management strategies themselves.

**MONITORING OF TEACHING AND LEARNING POLICY AND STANDARDS**

* Through observations using the MER schedule, Critical Friend, Learning Walks and governor visits.
* By liaising with external consultants to develop observation and mentoring techniques.
* By monitoring student achievements and learning progress made.
* Through sharing of good practice with other SEN provisions to ensure training and strategies are in-line with OFSTED criteria and meet current demographic demands.

**Role of Trustees/Governors**

Trustees play a key role in acting as a critical friend by monitoring procedures and challenging strategic planning within Teaching and Learning. This will be done by:

* Monitoring the effectiveness of teaching and learning strategies in relation to student attainment.
* Ensuring that staff development and performance management policies promote good quality teaching.
* Monitoring the performance of college staff by scrutinising provision improvement planning and self-evaluation documentation.
* Engaging in systems and processes that enhance the quality of the curriculum and assessment.

**Role of Parents / Carers**

Parents/carers have a fundamental role to play in supporting their young adults to learn, by

* Attending annual review meetings.
* Attending Progress Evenings.
* Enabling their young adult to participate in as many college events as possible.
* Not taking time off during term time.
* Prompt effective communication with college regularly.
* Informing the college of all absences to minimise unauthorised absences and changes in personal information.

**Update list**

First version: July 2016 MH

Second version: January 2018 TM

Third version: July 2019 TM

Fourth version: August 2020 TM

Fifth version: January 2023 JB