



FAREHAM COLLEGE

Teaching & Learning Strategy

Audience	Student
Requirement	Strategy
Policy Owner	Director of Quality & HE
1st Delegation	TSCQ
Last Delegation	Corp
Review Cycle	Every 3 years
Last Review	March 2022
Due for Review	March 2025

AIMS

- 1. To improve the standards of teaching and learning through careful assessment and evaluation to ensure it meets or exceeds targets for improvement and learner success.**
 - 2. To accelerate improvement through rigorous quality assurance systems, including the Observation of Teaching and Learning.**
 - 3. To ensure the highest standards of support for all students by continuing to enhance the tutorial programme and embedding English and mathematics within the curriculum.**
 - 4. To deliver a blended learning experience for all learners.**
 - 5. To implement robust and effective staff development opportunities that equip teachers with the highest levels of professional and core skills as well as an enthusiasm to keep abreast of new developments in teaching and learning.**
 - 6. To develop and enhance the provision of learning opportunities and teaching practices.**
 - 7. To actively seek learner voice to inform strategic decision making and operational management processes and influence and shape own learning experiences.**
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- 1. To improve the standards of teaching and learning through careful assessment and evaluation to ensure it meets or exceeds targets for improvement and learner success.**
Teachers will:
 - set high expectations at each point of contact and embed them in all programmes from induction to achievement;
 - motivate and inspire learners and create an aspirational learning environment;
 - track the progress of each learner from their starting point, and build on and extend learning through a challenging, varied and engaging sequence of learning experiences;
 - use frequent formative and summative assessment to check and track learning and provide accurate, constructive and challenging feedback;
 - negotiate and review academic targets with learners on a regular basis;
 - strive to ensure each and every student makes progress beyond their expected target grade given their starting points;
 - promote English, Mathematics, equality and diversity, transferrable skills, digital literacy, fundamental British Values and Prevent through teaching and learning in planned and responsive ways that prepare learners to successfully integrate themselves into the modern employment market; an inclusive approach to all learners will underpin the learning culture, and potential learning gaps will be monitored and closed.
 - 2. To accelerate improvement through rigorous quality assurance systems, including the Observation of Teaching and Learning, by:**
 - ensuring that each teacher has a qualified understanding of their strengths and weaknesses, and clear, constructive actions for development;
 - analysing key themes for development in observations across the provision such as learner progress, equality and diversity, English and mathematics, value added;
 - effectively use developmental, walkthrough and peer observations to underpin a positive culture of continuous professional development;

- identifying and sharing areas of good practice;
- validating the judgements of the observation team through external standardisation and internal moderation;
- tracking progress against observation actions through appraisal and, where necessary, implementing performance management measures;
- using the observation process to ensure rapid development of significant weaknesses;
- assessing teachers' effectiveness through a range of key indicators including observation, outcomes, appraisal and the learner voice;
- implementing effective training programmes to address individual needs as well as cross-college themes.

3. To ensure the highest standards of support for all students by continuing to enhance the tutorial programme and embedding English and mathematics within the curriculum. Teachers will:

- use prior attainment, screening results, diagnostic information and ongoing reflection to plan and deliver teaching, learning and support that meets each learner's needs;
- embed the development of English, Mathematics and IT throughout the curriculum in a way that prepares learners to enter employment, further or higher education with confidence and effective employability skills;
- monitor learner progress closely so that appropriate and timely interventions in the form of information, advice or guidance from internal or external referrals can support learning effectively;
- plan with Study Facilitators and coaches to ensure support for learners is targeted, appropriate and designed to develop independence;
- use the tutorial programme to monitor academic and pastoral targets, the development of employability skills, and careers guidance and planning.

4. To deliver a blended learning experience for all learners with the minimum expectation that:

- learning will be extended via a virtual learning package and other learning technologies suited to the subject area;
- teachers will regularly review industry standard IT to ensure learning is current;
- teachers will continue to review and enhance delivery platforms to aid work based delivery models for apprenticeships
- learners will be encouraged to bring their own devices for use in activities;
- teachers will use AV apparatus to enrich the learning experience;
- responsive IT support will enable learners and teachers to maintain a rapid work rate;
- learners will develop experience with standard business software as part of their employability development;
- teachers will actively promote the development of industry relevant digital literacy of their learners through natural development within the curriculum;
- work experience, industry placement, trips and visits will give learners contact with current industry standard IT.

5. To implement robust and effective staff development opportunities that equip teachers with the highest levels of professional and core skills as well as an enthusiasm to keep abreast of new developments in teaching and learning. Teachers will:

- hold a recognised teacher training qualification or be working towards one;
- be qualified in mathematics and English at Level 2, or be working towards them;
- maintain Continuous Professional Development as a teacher and a subject specialist;
- seek professional updates and current industrial experience through training, practitioner activity or work placement;
- address developmental issues arising from observation, and reflect on that development in CPD records and through appraisal;
- innovate and take risks, supported by the Curriculum Area Manager, the TLQ team, the LineManager and the resources available;
- share good practice by participating in Teach Meets and Peerobservations;
- develop their digital literacy including industry related digital skills, ensuring these remain current.

6. To develop and enhance the provision of learning opportunities and teaching practices, so that every student is enabled to develop as an independent learner, study their chosen subject(s) in depth and enhance their capacity for analytical, critical and creative thinking.

- The College will articulate and implement a strategic approach to learning and teaching and promote a shared understanding of this approach among their staff, students and other stakeholders.
- Learning and teaching activities and associated resources will provide every student with an equal and effective opportunity to achieve the intended learning outcomes.
- Learning and teaching practices are informed by reflection, evaluation of professional practice, and subject-specific and educational scholarship.
- The College will ensure that everyone involved in teaching or supporting student learning is appropriately qualified, supported and developed.
- The College will collect and analyse appropriate information to ensure the continued effectiveness of their strategic approach to, and the enhancement of, learning opportunities and teaching practices.
- The College will maintain physical, virtual and social learning environments that are safe, accessible and reliable for every student, promoting dignity, courtesy and respect in their use.
- Every student will be provided with clear and current information that specifies the learning opportunities and support available to them.
- The College will take deliberate steps to assist every student to understand their responsibility to engage with the learning opportunities provided and to shape their learning experience.
- Every student will be enabled to monitor their progress and further their academic development through the provision of regular opportunities to reflect on feedback and engage in dialogue with staff.

To actively seek learner voice to inform strategic decision making, operational management processes and influence and shape own learning experiences.

- The College will ensure that comprehensive processes are in place to gather feedback from learners and other service users via regularly planned learner voice, surveys and other means.
- The College will analyse any emerging themes gathered through the learner voice and use this information to make change where appropriate.
- The College will engage with learners in meaningful and constructive consultation to ensure that learners are fully involved in the assessment of policies and procedures required by Equality and Diversity legislation mechanisms.
- The College will ensure that learner voice is fully embedded in all quality assurance processes.
- The College will seek the views of all full time, part-time, apprentices, traineeships and HE learners throughout their college course.
- The College will discuss all relevant policies and procedures with student groups and note taken of the feedback.
- All activity associated with the quality cycle, including the monitoring of performance must involve learners as appropriate, to maximise the impact of their feedback, ideas and suggestions.
- All staff associated with the business functions within the College should take into account the views of students wherever appropriate.