



TEACHING, LEARNING and HOMEWORK POLICY

PRIMARY PERSON RESPONSIBLE FOR IMPLEMENTATION AND MONITORING OF THIS POLICY

JAMES EYTLE, BEVERLEY MELLON (PRINCIPALS)

LAST REVIEW DATE

March 2019

NEXT REVIEW

March 2020

Teaching & Learning

1. Quality of Teaching Staff

All teaching staff at Albemarle are specialists in their subject area, have at least a first degree from a UK or European university, a relevant teaching qualification and in most cases experience as examiners, being involved in the marking and setting of exam papers for exam boards.

Teaching staff are expected to deliver the course in such a way as to maximise the facilitation of learning, involving learners at every step, taking into account differentiation and tailoring their approach towards individual students.

2. Recruitment of Teaching Staff

Albemarle College is committed to maximising the academic potential of each student by providing an environment which facilitates the learning process. To this end staff recruitment is rigorous, with references checked and CVs verified and there is a stringent teaching test policy in place. All prospective teaching staff must undergo a teaching demonstration to senior members of staff, which must be comprehensively planned, professionally delivered and encompass the syllabus and assessment objectives provided by the Examination Board. Prospective candidates are then interviewed by the Principals who make the final decision following discussions with Heads of Departments as to their merits and suitability.

We deliver teaching of the highest quality, provided by professionals who are well qualified, fully trained and cognisant of the changing and developing education curricula on offer. Professional standards, regular reflection and excellent subject knowledge are mandatory requirements. Our teachers are experts in their field, with full and updated knowledge of their subject curricula and excellent skills in planning, delivery, assessment, differentiation, teamwork and collaboration to ensure the optimum student/ teacher relationship regardless of ability.

3. Learning Environment

All our students are entitled to the highest quality teaching and supervision. We expect all our students to develop respectful and comfortable relationships with their Curriculum Manager, Personal Tutor and subject teachers. Students must feel supported and safe, free to develop their skills and achieve their maximum potential without prejudice. The learning environment at Albemarle is positive, constructive and well monitored at all times, taking into consideration differing needs and abilities.

The College Library provides course-relevant study material, access to online platforms and guidance on university entry and careers, and is supervised by a librarian. Interactive whiteboards, fully functioning laboratories and computers/laptops/tablets are provided alongside high-quality interactive handouts tailored by teachers for each lesson. Students also have access to a Common Room for their sole use, with refreshments.

We provide a safe, comfortable learning environment which encourages communication and regular monitoring with feedback for constructive growth.

4. Learning Support

During the course of the academic year, staff may identify gaps in a student's skill set which may require further support.

Teaching staff and Personal Tutors may identify specific areas that may need learning support, such as

- help with written or spoken English including essay-writing skills
 - help with ancillary skills such as numeracy
 - help with managing special learning difficulties including dyslexia, dyspraxia and dyscalculia
- Reviewed March 2019

English: Students who require support with English may be advised to join an EAP class (English for Academic Purposes). Here staff will use students' written work from from their academic subjects and to help them to overcome subject-specific difficulties.

Extra time: The college has an in-house assessor for students with potential learning difficulties, particularly to establish if they qualify for extra-time in exams,

5. Homework Policy

Homework:

- a) Should be completed by the student themselves and not be copied or done by a private tutor or parent.
- b) Should be submitted ON-TIME
- c) Requires the co-operation of parents/guardians.
- b) Should be firmly rooted in current curriculum work.
- c) Should gradually increase in complexity and as the student progresses through their programme of study.
- d) Is more about quality than quantity.

The purpose of homework is to help students consolidate the learning process and once homework is marked, constructive feedback can then be given to a student to help them recognise areas for improvement.

Plagiarism:

Students must not plagiarise their homework. This means they must not copy work created by other people and attempt to present it as their own. This includes copying and pasting from the internet or textbooks or any other sources. Students must seek to rephrase the content found in their own words. Students must not allow home tutors to write their homework for them. Students and their parents/guardians must be aware that presenting plagiarised work is tantamount to cheating. Students caught plagiarising will face disciplinary sanctions which range from evening/Saturday study sessions to suspension.

6. Tutorial Policy

Summary

This policy details the academic review procedure which takes place at least once monthly in meetings between Personal Tutors and Students.

Detail

Monthly Mocks: Students are tested monthly in each of their subjects and the mock results are published on the college's web-based Information Management System (Griffin), the week after mock week.

Individual Learning Plans: Personal tutors review the mock performance individually with the student and set quantifiable targets for the student to reach by the time of the next set of monthly mocks.

Long Term Targets: Students identify what they want to achieve by the time they have finished their studies at Albemarle. These may be career ambitions or the wish to attend specific universities. This helps shape the context of their short-term goals.

Review of Previous Targets: Personal Tutors check to see whether the student has adhered to the last set of targets and may exercise the right to request from the Curriculum Manager the need to add study sessions if they have missed their targets.

Informing Curriculum Managers: Personal Tutors will raise with Curriculum Managers any issues which requires their attention or if any action needs to be taken. Issues here may be regarding change of subject choices or the need to add extra study sessions to a timetable.

Documentation: ILP's are uploaded to Griffin and a hard copy is placed in the student's file.

Welfare: Should any welfare issues arise during a PT meeting, the Personal Tutor will arrange for the student to have a meeting with the Welfare Officer.