

TEACHING, LEARNING and TUTORIAL POLICY

PRIMARY PERSON RESPONSIBLE FOR IMPLEMENTATION AND MONITORING OF THIS POLICY

JAMES EYTLE, BEVERLEY MELLON (PRINCIPALS)

LAST REVIEW DATE

July 2020

NEXT REVIEW

July 2021

Teaching & Learning Policy

1. Quality of Teaching Staff

All our staff have an appropriate level of subject knowledge, a first degree and a teaching qualification unless specifically arranged with the Principals ie NQTs or teachers in training.

Teaching Staff will be expected to deliver the course in such a way as to maximise the facilitation of learning, taking into account differentiation and non-native English speakers.

Supporting documentation:

- CVs of all teaching staff
- Employment contracts with full details of duties and responsibilities
- Sample lesson plans
- Schemes of Work
- Samples of students' work
- Samples of teachers' marking and comments

2. Recruitment of Teaching Staff

Albemarle College is committed to providing the very best education possible to all its students. To this end staff recruitment is rigorous, with references checked and CVs verified and a stringent teaching test policy in place. All prospective teaching staff must undergo a teaching demonstration, providing a relevant and current specification AS, A Level or GCSE lesson to at least two senior members of staff. This must be professionally delivered, comprehensively planned and encompass the syllabus and assessment objectives provided by the Examination Board specified. Teachers are appointed at the discretion of Senior Management following discussions as to the merits and suitability of the prospective candidate.

We plan to deliver teaching of the highest quality, provided by professionals who are well qualified, fully trained and cognisant of the changing and developing education curriculums 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 academic curriculums 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 tutors. Students must feel supported and safe, free to develop their skills and achieve their maximum potential without prejudice. The learning environment at Albemarle should be positive, constructive and well monitored at all times, taking into consideration differing needs and abilities.

The College Library provides not only course-relevant material but guidance on university entry and careers. Interactive whiteboards, fully functioning laboratories and student computers are provided alongside high-quality handouts tailored by tutors for the lesson. Students also have access to a Common Room for their sole use and a water fountain. We provide a learning environment which encourages communication and regular monitoring with feedback for constructive growth.

4. Learning Support Summary

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

Detail

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

- help with written or spoken English
- help with a re-sit of an exam unit
- help with understanding a topic area

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English: Students who require support with English may be advised to join an EAP class (English for Academic Purposes). Here staff will use written work from students from their academic subjects and help them understand alternatives in how their points can be expressed.

Re-Sits: Students wishing to re-sit a unit of the Legacy A levels may be advised to join a re-sit class where revision can be managed and past papers analysed. Heads of Department will request from the Principals the creation of such lessons.

Topic Area: If students require extra help, they can ask the relevant staff for help during breaktimes, or when they are available in the staffroom. Staff can also be asked for help when they are on duty during Evening Study.

Tutorial Policy

Summary

This policy details the monthly Tutorial procedure, which are the meetings between Personal Tutors and Students.

Detail

Monthly Mocks: Students are tested monthly for all subjects and the mock results are published on the Griffin system 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. Personal Tutors must make every effort to contact students to arrange these monthly meetings.

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 the 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 been missed

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 the Griffin website and a hard copy is placed in the Correspondence Files in the Front Office.

Welfare: Should any welfare issues arise, the Personal Tutor will arrange a meeting with the Welfare Officer.