

LEARNING AND TEACHING

Learning is the understanding and acquisition of knowledge sufficiently well to be able to use and apply it confidently and independently in a variety of appropriate situations.

Kingsbridge Community College definition January 2000.

1. Principles

Kingsbridge Community College has as its aim to 'be an outstanding learning community where individuals thrive'. The aim of our Learning and Teaching Policy is to promote a culture where high achievement, relative to ability, is the norm. As students progress through college, they are encouraged to take on increasing responsibility for their own learning and develop as emerging adults in a society that demands flexibility of attitudes and skills.

Our College aims also include key words which describe the qualities, attitudes and skills we wish our learners to develop – aspirational, creative, resilient, reflective, confident, responsible, dynamic, inclusive, global. Our policy on Learning and Teaching is framed to focus on these key attributes.

2. Learning Objectives

2.1. Our students:

ASPIRATIONAL:	have high expectations of themselves as learners understand that learning means taking the initiative and planning for success
RESILIENT:	recognise the need for perseverance, concentration and commitment
REFLECTIVE:	value thinking and reflection as key tools in extending and consolidating learning develop a critical approach to all information sources
RESPONSIBLE:	accept responsibility for their own learning while valuing the contribution of others
DYNAMIC:	have a positive approach to learning and can learn using a range of learning styles and strategies
GLOBAL:	understand that learning takes place in many contexts both within school and beyond understand the contribution made to learning by people from different cultures and countries around the world
CREATIVE:	are encouraged to use their brains and the skills they have developed creatively to extend their learning
INCLUSIVE:	work together co-operatively to extend their own learning and that of their classmates
CONFIDENT:	have the confidence to be a critical, independent learner and to thrive in the wider world beyond College

2.2. Our students develop the skills of:

- independent learning
- working cooperatively
- selecting and using appropriate resources, in a wide range of media
- critical research reading and selection of evidence from a broad body of knowledge
- effective and critical use of ICT
- presenting and communicating effectively the results of learning
- using teacher feedback to help in setting targets for themselves

3. **Teaching Objectives**

Effective learning follows from effective teaching. Our teachers help students to develop the attitudes and skills required for effective learning, recognising the differing needs of the full ability range of students.

In order to do this, our teachers:

- create a positive climate for learning
- have high expectations of both performance and behaviour of their students
- build positive student – teacher relationships
- challenge students of all ability levels
- value contributions and ideas from all students
- celebrate and reward individual and group achievement and effort
- give honest and critical feedback
- promote student responsibility and ability to learn independently
- encourage students to take pride in their work by displaying student work (of all abilities) to celebrate achievement and provide exemplar material

Skills

Teachers exploit their professional abilities to:

- enable all students to acquire knowledge, skills and understanding progressively
- challenge all students to work at a pace appropriate to their different abilities
- prepare lessons and clearly communicate learning objectives to all students
- explain how work will be assessed and involve students in the assessment process
- use a full range of dynamic teaching methods to meet the various learning styles of their students
- encourage the active and full participation of all students in the lesson
- set appropriate and regular homework
- mark work regularly and provide constructive feedback to students
- employ a wide range of teaching resources including ICT where appropriate

4. **Monitoring and Evaluation**

Evaluation of the learning and teaching policy takes place at a number of levels. Teachers evaluate the effectiveness of the learning and teaching policy through:

- their assessment
- feedback from students
- feedback from parents

- exam results
- the post-16 participation rate
- their professional discussions and performance management

Departments evaluate the effectiveness of the learning and teaching policy through:

- mutual observation and feedback
- reflective discussion at departmental meetings
- target setting within the team improvement plan
- self-evaluation through the team SEF

The College Leadership Team evaluate the effectiveness of the Learning and Teaching policy by:

- biennial team reviews to validate the self-evaluation process which includes lesson observations
- displays of work and the quality of the learning environment
- regular discussion at Heads of Department Meetings
- analysis of examination results
- annual discussion between Heads of Department and the Principal
- feedback from the biennial student, staff and parental questionnaire
- discussion of self-evaluation by the Governors' Learning Sub-Committee

5. Review of Policy

This policy is reviewed every three years by the Learning Committee of the Governing Body.

**Ratified by the Learning Committee of the Governing Body
25th January 2010**