

Teaching and Learning Policy

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Policy:	Teaching and Learning
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Synopsis:	This policy describes Bellerbys College approach to teaching and learning, based on core visions and principles
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Related documents:	<ul style="list-style-type: none"> • Bellerbys College Curriculum Policy • Bellerbys College Assessment Policy and Procedures • Bellerbys College Staff Appraisal Policy and Procedures • Study Group Capability Policy and Procedures • Study Group Staff Disciplinary Policy • Bellerbys College Attendance Policy and Procedures • Bellerbys College Behaviour Policy • Bellerbys College SEND Policy and Procedures • Bellerbys College Student Code of Conduct
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1. Introduction

Teaching and learning should be planned, delivered and followed-up in accordance with the values and principles outlined in this policy.

2. Policy aim

The aim of this policy is to outline Bellerbys College approach to and expectations for teaching and learning and the means by which it strives to achieve outstanding teaching and learning practices.

3. General principles underlying this policy

1. Bellerbys College academic staff share and uphold the values and principles set out in this policy
2. Academic staff receive training, guidance and support, enabling them to contribute to the provision of outstanding teaching and learning at Bellerbys College
3. Students are encouraged to behave in a manner that facilitates their learning, development and progression.

4. Bellerbys College purpose

Bellerbys College is part of Study Group and as such our policies align to Study Group's mission: to be the leading provider of international education, driving success for our students and partners.

Within this broad aim, our purpose is to enable students from all nationalities, backgrounds and abilities to reach their maximum potential, academically and as individuals, achieving the best possible examination results, progressing to the best possible universities and, as a result, building a successful and rewarding career in their field of choice.

Through innovation, diversity and breadth of programmes, outstanding teaching and learning, and global reach, Bellerbys College strives to transform the educational experience of every individual.

5. The Bellerbys College context

Bellerbys College students are international students aged 16 years and upwards, the majority of whom choose to come to the UK to continue their academic studies and progress to leading universities, in the UK or overseas. Our academic policies recognise the diversity of our student body and provide an effective operating framework to support and stretch our students.

Bellerbys College represents the first experience of UK education for many of our students and, as such, our teachers act as key role models in shaping a positive attitude to learning and subsequent success in higher education.

Programmes offered include academic programmes such as A level, Foundation, Pre-Foundation and International Year 1; as well as English language preparation for subsequent academic programmes.

6. Bellerbys College teaching and learning principles

Bellerbys College approach to teaching and learning is underpinned by the following overarching principles:

- Teaching and learning should be a professional, positive, engaging and rewarding partnership between students and teachers enabling students to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop skills in the subjects taught.
- Teachers should ensure that their students fully understand the learning objectives of their studies

at every stage. In turn, students should reflect on their own progress towards achieving their goals and share responsibility for their learning outcomes.

- Teachers should foster in students the self-motivation, application of intellectual and creative effort, interest in their work and the ability to think and learn for themselves so students become successful independent learners now and in preparation for life in higher education.
- Teachers of all subjects/modules should support the acquisition of English language skills and open cultural boundaries that may otherwise narrow students' approach to learning.
- Teachers should demonstrate good knowledge and understanding of the subject matter taught and approach teaching and learning with an open mind, actively seek new ways to motivate and engage students and utilise the technologies and other resources available to them to enhance the teaching and learning experience.
- Each and every student should be provided with the opportunities, resources and support they need to fulfil their academic potential.
- Teachers should be provided with the opportunities, resources, training and support they need to fulfil their teaching potential.
- Teachers are encouraged to be reflective, assessing their own performance and development needs, and to work together to share best practice and support each other's development.

7. Bellerbys College approach to teaching and learning

Bellerbys College defines its approach to teaching and learning based on its visions, context and key principles, as follows:

7.1 Planning and tailoring

- Programmes that enable progression into higher education have been specially developed to meet the needs of the Bellerbys College student cohort.
- Content and delivery is planned at every stage, from a programme to an individual lesson level, to meet clearly defined learning objectives.
- Programme-level planning takes the form of a set of annually reviewed and updated curriculum policies, informed by the up-to-date curriculum and subject knowledge of academic managers and the outcomes of self-evaluation processes.
- Subject/module-specific planning takes the form of detailed schemes of work, which are adopted and updated by teachers individually throughout the delivery of each programme. In addition module specifications for externally accredited programmes are reviewed annually
- Schemes of work are well planned, include effective teaching methods, activities and management of class time and are tailored to meet the needs of each student group, including SEND.
- Class profiles show the educational background and culture, language ability, age-range and gender-mix of the students in the class. These are used to integrate aptitudes, needs and prior attainment of students into planning of lessons
- Teachers evaluate the academic ability of their students towards the beginning of their programme of study, using baseline academic data and the outcomes of cognitive abilities tests
- Teachers apply their experience and understanding of different learning cultures to plan lessons that engage and actively involve their students
- Students with special educational needs or disabilities (SEND) are identified and supported to meet individual needs.

7.2 Managing progress

- Using individual student profile reports and the results of cognitive abilities and/or English language tests as a means to determine academic targets, tutors meet with students regularly to monitor their progress during dedicated tutorial sessions. Targets are set as challenge grades, based upon the data + 1 grade. For A level these are reflected by grades. For foundation and IYOne these are by % decile.

- Teachers record attendance, homework, test and assessment marks for each student on an on-going basis
- The academic team monitor progress against targets termly to identify and address areas of concern to provide effective, relevant and timely learning support is provided as needed and promote areas of interest and ability, and motivate students to reach their academic potential
- Bi-termly progress meetings take place between the Heads of Faculty and Director of Curriculum.
- Tutors meet with students to discuss progress and students are actively encouraged to monitor and evaluate their own progress, using Individual Learning Plans and request additional help if they need it.

7.3 Delivery

- Teachers are expected to demonstrate good knowledge and understanding of the subject matter and use classroom resources effectively which are of good quality, quantity and range.
- Teachers introduce and employ a variety of teaching and learning methods and resources, both inside and outside of the classroom, to enthuse, motivate, challenge and involve students, including:
 - Experiential learning
 - Intelligent Questioning Techniques
 - Practical activities
 - Interactive seminar- and tutorial-style sessions
 - Use of other interactive methods/resources
 - Teacher-led lessons
 - Use of a Virtual Learning Environment and other media
 - Field trips and visits
 - Invited speakers/experts
 - Case study-based group work
 - Research-based assignments
 - Flip Learning
 - CLIL Strategy
- Students are made aware of the learning objectives to enable them to evaluate their own understanding and progress and identify when they need help or clarification. Learning objectives clearly distinguish the acquisition of subject knowledge from the development of learning and other skills
- Success criteria are clearly defined for the students, so that they know what they have to do in order to meet learning objectives and to achieve good homework and assessment outcomes
- Lesson content is reinforced through homework, key tests and provision of learning resources available to students outside of lesson time
- Teachers embed principles that support students' spiritual, moral, social and cultural (SMSC) development within their approach to teaching and learning , share a focus to reinforce and strengthen English language, numeracy, independent learning, communication and reasoning skills
- Teachers use effective strategies for managing behaviour and encouraging students to act responsibly
- Teaching does not undermine the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and does not discriminate students under part 6 of the Equality Act 2010
- Teachers meet the needs of individuals within class through differentiation and support.

7.4 Providing feedback

- Students receive regular and timely feedback on progress through dedicated tutorial sessions, and on assessments in accordance with Bellerbys College assessment policies and procedures
- Feedback addresses progress regarding the acquisition of subject knowledge as well as the development of key skills relevant to the learning process.

- Students are given at least one academic report each term, which, in addition to showing assessment marks, include feedback from their tutor with regard to their perceived strengths and weaknesses and how they can improve progress and maximise their chances of progression.
- A student's Parent, guardian or agent will also receive these reports, subject to their preference in order to facilitate their involvement in the student's learning.

7.5 Learner support

Bellerbys College pastoral provision for students aims to ensure that they feel personally supported and have the networks and activities in place to make college life enjoyable, which in turn helps them to become independent, motivated learners capable of fulfilling their academic potential. For further information on pastoral provision, please refer to the *Safeguarding Policy*.

8. Supporting and developing Bellerbys College teaching and learning provision

8.1 Teacher support and development

Bellerbys College academic staff participate in a Continuing Professional Development (CPD) programme. Training and development provision is based on college-wide and individual/group needs. Individual needs are identified and recorded as part of lesson observation and peer support work and annual staff appraisal processes.

Academic staff participate in a peer support programme, consisting of a variety of activities and subsequent discussion of feedback and suggested approaches to development, facilitating the sharing of best practice throughout the staff.

Staff also have access to a virtual learning environment (VLE), called StudySmart, where teaching and learning documents and training materials are stored and shared.

Additional support is available individually to staff through regular meetings with their line manager and on-going annual staff appraisal activities.

8.2 Learning technology

StudySmart VLE is the Study Group platform that hosts student learning activities that are encouraged outside of lesson time.

Features of StudySmart include the ability to:

- Access lesson content as and when they need to, giving them more autonomy and control over their learning and ability to catch up with material they may have missed or wish to revisit
- Review learning outcomes and access extension activities, homework and coursework tasks
- Experience a wide range of multimedia web-based content, making courses richer, more engaging learning experiences.
- Access and explore a wide range of digital technologies and methodologies. For example, Flipped Learning videos created by teachers, with accompanying activities embedded into VLE courses.

8.3 The role of self-evaluation

Self-evaluation plays a key role in making meaningful and beneficial changes to our teaching and learning provision:

- Staff appraisal – academic staff participate in an annual cycle of prospective and retrospective appraisal activities which enable staff to identify their own development goals and line managers to become aware of any needs for improvement in performance.
- Lesson observation – lessons are observed internally and externally. Teaching standards are evaluated and any necessary development opportunities explored and agreed. .
- Programme evaluation – key programme parameters are measured to assess programme performance and identify areas for development work

- Soliciting student feedback – student opinion and feedback is surveyed at least once during their programme of study
- Soliciting staff feedback through results analysis and contribution to departmental evaluation and plans

9. Bellerbys College expectations of students and staff

In order that our visions and principles are upheld and teaching and learning practices are carried out in accordance with our defined approach, Bellerbys College has the following expectations of students and staff:

9.1 Expectations of Bellerbys College students

Students play a key role in their own learning and success and Bellerbys College expresses to students before and after arrival its expectations with regard to their responsibilities, behaviour and attitude throughout their programmes of study, as outlined below.

Students are expected to:

- Actively participate in and reflect upon their own learning and share responsibility for their progress and outcomes
- Strive to become independent learners
- Behave in a way that allows them and others to learn - listen when requested; allow others to speak and support them in expressing their views and ideas
- Demonstrate diligence, enthusiasm and a genuine interest in their studies
- Attend all classes and obtain authorisation in advance for any planned absence
- Arrive on time for lessons and other events associated with their studies, and bring with them any requested materials and equipment
- Ensure that they have access to learning resources they are responsible for sourcing
- Complete homework assignments themselves, on time and to the best of their ability
- Undertake class tests conscientiously
- Prepare for examinations and assessments to the best of their ability
- Adhere to all internal and external regulations regarding conduct in examinations
- Be co-operative and willing to participate in different approaches to teaching and learning
- Be prepared to study additional modules as required by university offers
- Interact with fellow students and staff to promote collective learning
- Provide feedback on their learning experiences by completing student surveys
- Treat learning resources, facilities and materials belonging to the college with respect
- Respect the diversity of cultures and backgrounds of fellow students and staff
- Show courtesy and consideration to fellow students and staff
- Dress appropriately in smart casual and inoffensive clothing when attending lessons

For information on student behaviour and disciplinary procedures, please refer to *Bellerbys College Promoting Positive Behaviour Policy and Student Disciplinary Policy and Procedures and Code of Conduct*

9.2 Expectations of Bellerbys College staff

Staff are informed that they are expected to:

- Understand and uphold Study Group values and Bellerbys College key teaching and learning visions, principals and approach
- Be familiar with all college policies and procedures and apply them consistently and fairly
- Follow and uphold the Staff code of conduct.
- Be helpful, approachable and supportive, and investigate and understand their students' needs
- Model the behaviour that they expect from their students
- Treat all students in a manner that reflects the independent and responsible learners they are supporting them to become
- Be informed about the students they teach, understand their goals and work with them to set challenging learning targets
- Ensure that their subject and curriculum knowledge is up to date and that they keep abreast of key developments in the UK education sector
- Create and update schemes of work and plan their lessons to meet the varying needs and backgrounds of their students
- Actively promote and be involved in SMSC and enrichment activities
- Prepare and arrive on time for all of their lessons
- Clearly communicate and define to the students the intended learning outcomes for each lesson
- Support students' development of English language, communication, learning and enquiry skills
- Build students' confidence and ability to engage actively in their learning through varied teaching and learning practices, listening to their ideas and positively affirming their contributions
- Differentiate as appropriate in terms of support given to individual students working towards common learning objectives. Mark work and provide constructive feedback in accordance with relevant assessment policies and procedures
- Promote independent learning, students' responsibilities within the learning process, and student self-reflection and progress monitoring
- Participate in CPD and peer support activities and share best practice with colleagues
- Be positive and supportive in their attitude to fellow members of staff
- Be vigilant and report any academic concerns to the Programme Manager and Welfare via Progresso.

10. Blended learning overview document

In line with ongoing issues due to the pandemic, at Bellerbys Colleges we have looked at the needs of students in order to decide on the most appropriate form of academic delivery.

Although we have Study Group approval for on campus delivery for 2021-22; we are in the position for September and going forward into the rest of the academic year where some students may be unable/unwilling to travel to the UK to engage in face-to-face learning. This means that we need to ensure that however we deliver the programme (either face to face or remotely) that there are equal opportunities to achieve the Programme and Module learning outcomes and that common quality standards are set for delivery and assessment for all students.

A blended delivery approach is the first step in assuring that all students have access to all relevant resources, support and feedback.

We have started by ensuring that modules to be delivered to September start students are being developed to meet the Study Group VLE delivery framework requirements. We have had staff working on these modules in preparation for this event and will continue to work on developing resources to meet the criteria for the rest of the programme.

The requirement to ensure that both synchronous and asynchronous activities can provide students the opportunity to make/demonstrate progress in their modules, which can be tracked and feedback given to ensure equality of access/opportunity.

This should also enable us to achieve continuity of delivery regardless of various issues related to the pandemic, for example: quarantine, isolation, local lockdowns etc.

Secondly, we have reviewed the assessment expectations for each of the modules and the overall programme to ensure that it meets the requirements for completion of the Foundation programme during disparate delivery. This has generally meant that we have amended assessments to be coursework based to remove the need for invigilated tests/exams. It is vital that any changes still allow students to show that they can meet the learning outcomes of both the modules and the programme. This is something that we have previously been advised by Lancaster (our validating partner) in the programme review that would be an improvement to the Bellerbys Foundation programme.

Opportunities for quality assurance of delivery and support will be taken throughout the academic year to ensure that consistency is achieved for students. These will include: Lesson observations (both face to face and remote), ongoing student work scrutiny and provision of relevant CPD.

Throughout the year student feedback will be sought, which will also be used to make amendments/improvements to the blended delivery model.