Teaching and Learning

Policy

Document Status	Live & Current
Document Type	Policy POL030
Version	2
Issue	3
Document Date	January 2025
Review Date	January 2026
Reviewer	Ashley Keilaus
Publication	Controlled Hard Copy and saved to server

1. SCOPE

This policy refers to all programmes of learning supported by Barfection Limited, including those funded or subsidised by the Education, Skills and Funding Agency and European Social Fund.

2. PURPOSE

The Teaching and Learning Policy and Procedure aims to ensure that teaching at Barfection is inspirational and of the highest quality.

3. KEY PRINCIPLES

- all learners having the opportunity to succeed and be empowered to fulfil their potential,
- placing the learner at the centre of the learning process,
- active promotion of diversity and equality of opportunity,
- the self-esteem and aspirations of all learners being raised through mutual support and commitment,
- all staff and learners having high expectations and working together to develop high levels of achievement and success,
- ensuring learners are retained and achieve their qualifications/programmes,
- developing employability skills as part of the curriculum,
- taking opportunity to develop Maths, English and digital skills as appropriate,
- providing excellent progression opportunities, to employment, apprenticeships, or further and higher learning,
- recognising and celebrating success, of both learners and staff
- using assessment to provide effective learning opportunities through feedback,
- ensuring levels of student satisfaction and learner voice feedback are high across all courses,
- using research to inform and inspire students,
- promoting a culture of academic challenge, scholarly activity, and research informed teaching,
- the subject expertise and pedagogic content knowledge of staff leading to excellent teaching and learning,
- actively promoting best practice in terms of embedding sustainability, particularly in the areas of resource efficiency, recycling, energy efficiency, use of renewable energy, conservation of natural resources, and welfare.

4. ROLES AND RESPONSIBILITIES FOR TEACHING AND LEARNING PRACTICE

Barfection will provide:

- An induction for all learners and staff who deliver teaching and learning
- A clean, tidy, and well-maintained environment
- A safe environment following health and safety procedures
- Access to resources that enable effective teaching, learning and assessment to take place and appropriate learning outcomes to be achieved
- A stimulating environment with displays of learners' work, research activity, posters, and relevant learning materials.
- A welcoming environment for all learners promoting equal opportunities
- Access and promotion of digital technology
- Curriculum delivery that provides interaction, flexibility and encourages a wide range of teaching and learning activities
- Opportunities for teaching and learning to be discussed and promoted with good practice and techniques being shared
- Information regarding learners with SEND and necessary adjustments, including access arrangements for assessments, to be shared with all members of the area team
- Appropriate Continuous Professional Development (CPD) opportunities for teaching staff.

Learning sessions at Barfection will:

- Show clear evidence of planning with learning outcomes appropriate to the level and used to monitor student/learner progress.
- Meet the needs of all individuals with, where appropriate, the full involvement of Inclusive Learning in the planning and delivery of the session,
- Meet all course / programme objectives and requirements,
- Build on learners' prior knowledge and understanding, using formative assessment to monitor progress and inform future learning,
- Have strong links between theory, practical and industry practices,
- Promote independent learning
- Be informed by current research and scholarly activity
- Have completed up to date Risk Assessments,
- Follow relevant procedures in relation to Health and Safety,
- Adhere to policy regarding safeguarding including the wearing of lanyards,
- Use findings from learner feedback to improve planning and delivery,
- Generate learner confidence through the sound subject knowledge of tutors.
- Use learning methods that inspire and challenge learners
- Actively promote the development of digital skills, Maths and English and British Values in lessons.
- Promote and demonstrate Equality, Diversity, and Inclusion
- Provide a teaching schedule that shows the outline plan for the module and provides opportunity for learners to plan,

- Promote the use of the VLE and other learning resources such as the library in the support of learning and the provision of additional learning opportunities,
- Provide opportunity for learners to take part in module/course evaluation surveys (learner voice) to provide effective evaluation and shape future improvements
- Promote best practice in terms of sustainability.
- Enable tutors to reflect on and develop their practice using the Education and Training
- Foundation Professional Standards for Teachers and Trainers in Education and Training and the United Kingdom Professional Standards Framework for Higher Education
- Include marking of assessments that is accurate, consistent, and diagnostic, identifies incorrect spelling and grammar and provides effective feedback that leads to improvements.

Barfection staff will:

- manage the learning environment in line with policies on attendance, discipline, and quality
- Registers will be completed for each timetabled session,
- Poor attendance and punctuality will be monitored, and action promptly taken
- Learners will be expected to use time effectively and take responsibility for their own learning in timetabled sessions
- Discipline issues will be dealt with promptly by staff with the appropriate reporting procedures followed