

GRANTHAM COLLEGE

TEACHING AND LEARNING STRATEGY 2010-13

Introduction

The purpose of the teaching and learning strategy is to outline Grantham College's desire and commitment to developing outstanding teaching and learning and to determine key priorities and critical success factors to secure this aim. Staff and learners all contributed to the development of the first teaching and learning strategy which has been successful in raising the quality of teaching and learning at the College. It is now time to review the initial strategy and ensure that the College has a clear direction for the next three years.

Key priorities

1. Ensure that all learners enjoy the best possible learning experience which meets their individual needs;
2. Listen to our learners, support them to take responsibility for their own learning and help them to become expert learners;
3. Develop a college culture whereby all teachers aspire to deliver good and outstanding lessons;
4. Invest in staff by providing a range of high quality CPD activities and encouraging the dissemination and sharing of good practice;
5. Continue to embed e-learning within the curriculum so that it is blended into all curriculum areas and all courses;
6. Champion the promotion of equal opportunities, diversity and inclusion.

Current position

The College has made significant progress over the last three years in improving the quality of teaching and learning. In 2009/10 the percentage of lessons assessed as being good or outstanding was 83% compared with 57% in 2007/8. The College was inspected by Ofsted in January 2010 and the quality of teaching and learning was assessed as good which was an improvement on the satisfactory grade given in the February 2007 inspection. This has been the result of hard work and commitment by teachers at the College.

Targets

Key performance indicators for the next three years are as follows:

Target area	2010/11	2011/12	2012/13
F/T learner satisfaction rating with teaching and learning	77	78	79
P/T learner satisfaction rating with teaching and learning	80	82	84
Percentage of good or better teaching	77%	81%	85%
Percentage of outstanding teaching	20%	22%	23%

These targets will be reviewed on an annual basis and amended if necessary.

Implementation

The College will strive to deliver its key priorities as follows:

Priority 1 Ensure that all learners enjoy the best possible learning experience which meets their individual needs

- Offer courses which best meet learners' needs;
- Treat each learner as an individual and strive to offer a personalised learning experience for all learners;
- Operate thorough and responsive pre-entry information, advice and guidance services to ensure that learners are placed on the most appropriate programmes for them;
- Assess the individual needs and learning styles of learners at the start of their programme;
- Endeavour to put into place any identified support needs for individual learners;
- Focus on learner rather than teacher centred approaches;
- Design interesting learning programmes that offer variety in teaching and learning styles and environments;
- Prepare schemes of work that ensure acquisition of specific knowledge and skills and that embed ILT, employability and functional skills opportunities and share these with learners;
- Ensure that each lesson is effectively planned with a focus on learning and with specific learning outcomes that are communicated to learners;
- Ensure that each lesson contains sufficient stretch and challenge, that lessons are motivating, interesting and, more often than not, fun;
- Secure the active participation of every learner in every lesson;
- Evaluate learning that has taken place in each lesson;
- Ensure that assessment opportunities are well planned and that learners are fully aware of these;
- Track learners' progress effectively and ensure that learners are supported to achieve in a timely fashion;
- Provide comprehensive and constructive feedback to learners so that they know how to improve;
- Ensure that all learning programmes are of a high quality and exceed external verifier expectations.

Priority 2 Listen to our learners, support them to take responsibility for their own learning and help them to become expert learners

- Allocate a personal tutor to each full-time learner;
- Provide each A level learner with a named academic tutor;
- Ensure that part-time learners are aware of the specific support available to them;
- Ensure all full-time learners and part-time learners on substantial courses have an individual learning plan and actively participate in this process;
- Communicate effectively with learners via a variety of media;
- Undertake satisfaction surveys with learners and take action as a result of learner views;
- Hold focus groups with learners throughout the year, when appropriate, and take action as a result of these meetings;
- Organise an annual student conference;
- Support learners as far as possible through difficult times to ensure that they finish their learning programmes in a timely manner and achieve their qualification to the best of their ability;
- Develop a tutorial module for full-time learners to help them to become expert learners.
- Provide specialist study skills support and dyslexia support to those learners who need it

- Encourage teachers and learners to discuss the effectiveness of different teaching and learning methods

Priority 3 Develop a college culture whereby all teachers aspire to deliver good and outstanding lessons

- Increase the number of lessons graded as outstanding;
- Expect all teaching staff to be members of the Institute for Learning (IfL) and to comply with their professional code of conduct;
- Provide a range of professional development opportunities, both internal and external, in order that teachers are able to meet their IfL CPD requirements;
- Encourage and support innovation in teaching and learning by recognising and facilitating the sharing of good practice;
- Create a learning community where all ideas are valued and where staff feel able to experiment with new teaching methods and try out new ideas;
- Endeavour to ensure that staff have all the resources they need to deliver good and outstanding teaching;
- Expect and support part-time staff to participate fully in the life of the college by attending appropriate meetings and staff development opportunities;
- Offer mentoring and coaching support to those staff identified as being able to benefit from it;
- Share good practice across curriculum areas and across the sector;
- Participate actively in peer review and development.

Priority 4 Invest in staff by providing a range of high quality CPD activities and encouraging the dissemination and sharing of good practice

- Ensure that training needs are identified and that staff are supported to continually improve;
- Make effective use of the Quality Learning Leaders to provide tailored support to help staff to improve their teaching
- Organise a variety of in-house staff development opportunities that meet the needs of individuals and curriculum areas;
- Enable staff to attend external CPD events and support the achievement of higher level, relevant qualifications;
- Encourage staff to visit other colleges and organisations to view best practice;
- Encourage staff to participate in peer review and action research projects and value their ideas and findings;
- Ensure that staff are provided with opportunities to return to industry to remain abreast of latest developments in their vocational field;
- Facilitate the development of Good Practice Groups.

Priority 5 Continue to embed e-learning within the curriculum so that it is blended into all curriculum areas and all courses

- Ensure that all schemes of work have e-learning opportunities embedded within them which will support differentiation and learner motivation;
- Ensure that all courses are compliant with the VLE strategy;
- Support staff to develop their IT skills so that they are confident in the use of new learning technologies and enabled to embed the use of ILT into the College culture;
- Organise a programme of CPD opportunities on ILT including individual support to promote innovation in the use of ILT;
- Continue to increase the number of classrooms with interactive white boards and encourage and support the use of them;
- Work with JISC to ensure that we remain abreast of new developments and initiatives;
- Develop the use of the intranet for both staff and learners;

- Increase the use of electronic methods of storing and sharing learning materials to support flexible working and learning practices;
- Develop the use of technology to enable and support work based learning;
- Pilot the use of e-portfolios in work based learning;
- Celebrate good practice in ILT by holding an annual ILT awards ceremony;
- Set up an ILT mentor scheme;
- Hold an ILT learning fair.
- Develop a reward scheme for VLE development.

Priority 6 Champion the promotion of equal opportunities, diversity and inclusion

- Value every learner and create a climate whereby each learner is respected, feels safe and happy;
- Ensure that learning materials are free from bias and stereotyping;
- Promote positive images in learning and marketing materials;
- Encourage both males and females to enter non-traditional subject areas;
- Ensure that equality and diversity is embedded within schemes of work;
- Measure the success of different categories of learners and take action to narrow any gaps;
- Act to prevent and deal swiftly with any incidents of bullying or harassment;
- Put specialist language support in place to help those learners for whom English is a second language;
- Ensure that other forms of additional support are put in place where necessary to enable each learner to reach their full potential;
- Provide a variety of assessment methods, where possible, to ensure that learners have maximum opportunity to succeed;
- Provide training for staff to increase their understanding of equality and diversity.

Evaluating the success of the strategy and monitoring the impact of actions

We will evaluate the success of our strategy in the following ways:

Improved lesson observation grades.

Improved ratings by learners in relation to teaching and learning.

Improvements in learner success rates at all levels and ages and in all curriculum areas.

Narrowing of achievement gap and satisfaction ratings between different groups.

All staff will have undertaken 30 hours CPD or pro-rata if part-time.

Increased use of information learning technologies evidence by numbers of course gained ILT awards

Improved ratings in the staff survey in relation to the sharing of good practice and CPD.

Monitoring the strategy

This strategy will be reviewed annually and progress against the key priorities reported annually to the Senior Leadership Team and Curriculum and Quality Group.

Targets will be reviewed and amended if appropriate. It is envisaged that there will be a need to add to the strategy from time to time to meet changing requirements and to ensure that it remains relevant and consistent with the aim of putting teaching and learning at the heart of everything we do.

