

1. Policy Statement:

The Curriculum, Teaching and Learning Policy is central to United Response – ROC College’s vision of providing high quality bespoke learning experiences in order to ensure that students are ready for their next stage in their lives. For all of our students, the next stage will take a different form, all curriculums are developed in a bespoke fashion based upon the individuals EHCP needs and aim to support them to access independent living, employment opportunities or further education experiences.

2. PEOPLE AFFECTED BY THIS POLICY

This policy is applicable to all employees, trustees, volunteers, the people we support, their families and advocates, partner agencies, contractors, suppliers, and associates.

3. OfSTED Compliance

This Policy supports compliance with the following Key Questions. The Service is:

This Policy supports compliance with the following key areas	Quality of Education	Behaviours and attitudes	Personal development	Leadership and management
	Y	N	N	Y

4. PROCEDURE (that all staff MUST follow)

4.1 Curriculum Purpose and the ROC College Model:

ROC College’s vision:

A society where everyone has equal access to the same rights and educational opportunities.

Our mission:

To provide high quality education in a safe, respectful and inclusive environment that builds a foundation for lifelong learning, independence and active citizenship.

To achieve our vision, we will:

- Deliver personalised and accredited learning programmes so students can transition smoothly into adulthood, employment and/or further education and achieve their learning goals.
- Develop independent living skills, provide therapeutic input, and build employability skills.
- Collaborate with local authorities and the local community where we deliver our learning. Our specialist learning hubs are based in the heart of local communities, so students are supported to thrive outside of the walls of a traditional specialist college model.

4.2 Curriculum Aims:

Our curriculum aims to provide high-quality teaching and rigorous assessment, enabling all students, including those with Special Educational Needs (SEN) and Education, Health and Care Plans (EHCPs), to access and excel in their personalised curriculums. We value the uniqueness of every young person, promoting respect for individual views and cultural diversity. Our curriculum specifically supports SEN students by:

- Developing and instilling transformational knowledge and skills tailored to each student's needs, ensuring they can exceed their personal experiences and challenges.
- Strengthening academic knowledge and cultural capital through personalised vocabulary development relevant to their age, stage of development, and individual learning needs.
- Shaping students' knowledge and character, preparing them for future adult life and facilitating their transition into independence, work, and active participation in the community.
- Achieving measurable progress for all students, with a particular focus on those with EHCPs, by setting realistic, personalised goals and providing the necessary support to meet these objectives.

4.3 Intent

At ROC College, our curriculum is designed to provide an inclusive, high-quality educational experience that empowers all students to reach their full potential. We are committed to delivering high-quality teaching and rigorous assessment, enabling every student, including those with Special Educational Needs (SEN) and Education, Health and Care Plans (EHCPs), to access and excel in personalised curriculums tailored to their unique needs.

We value the individuality of each young person and promote a culture of respect for diverse perspectives and cultural backgrounds. Our curriculum aims to:

- Develop and instil transformational knowledge and skills, ensuring that every student, regardless of their starting point, can transcend their personal experiences and challenges.
- Strengthen academic knowledge and cultural capital by providing opportunities for all students to acquire a broad and rich vocabulary suited to their age, stage of development, and individual learning needs.
- Shape students' knowledge and character, equipping them for future adult life, independence, and meaningful contributions to the workforce and society.
- Support SEN students with EHCPs by setting realistic, personalised goals and providing the necessary support to achieve measurable progress, thereby ensuring they thrive alongside their peers.

Through this intent, we aim to create a nurturing and dynamic learning environment that fosters growth, resilience, and a lifelong passion for learning.

4.4 Implementation

At ROC College, the curriculum implementation is driven by Quality First Teaching and personalised learning pathways, designed to meet the diverse needs of students. Staff are expected to maintain high expectations for both themselves and their students, conducting regular training sessions to inspire enthusiasm, develop pedagogical approaches and deliver accurate knowledge.

Lessons are designed with clear objectives and high levels of student interaction, utilizing diagnostic assessments to build on students' prior knowledge, skills, and experiences. Interactive teaching techniques, including Socratic questioning and peer discussions, are employed to foster dialogue and engagement. Staff develop sessions utilising pedagogical approaches developed during CPD sessions (appendix 1).

Students are encouraged to develop resilience and independence through opportunities for independent projects and problem-solving activities, supported by a positive reinforcement system that celebrates achievements. For students with Special Educational Needs (SEN) and Education, Health, and Care Plans (EHCPs), 1-1 learning plans are tailored to focus on numeracy and literacy within community contexts, emphasizing life skills and independence.

ROC College offers a range of qualifications, including Trailblazer Awards, and facilitates work experience placements, preparing students for adulthood and lifelong learning. The college also aligns its Careers Education, Information, Advice, and Guidance (CEIAG) program with the Gatsby Benchmarks, providing personalised guidance and engaging parents through information sessions. Professional development for staff, continual assessment of student progress, and strong community partnerships are integral to the curriculum's successful implementation. Through this comprehensive approach, ROC College not only prepares students for their next steps in education, employment, or independent living but also instils a lifelong love of learning.

4.5 Impact

At ROC College, the integration of pupil voice, parental involvement, and strategic partnerships plays a crucial role in shaping a responsive and dynamic educational environment. Our commitment to continuous improvement is reflected in our approach to curriculum planning, teaching, and learning progress, ensuring that all stakeholders have a voice in the educational journey.

Pupil Voice and Assessment for Learning (AFL)

Impact: By incorporating pupil voice into college improvements and curriculum planning, students become active participants in their education. This involvement fosters a sense of ownership and accountability, leading to more meaningful engagement and higher motivation. Continuous AFL assessment and the use of Daily Learning Plans, documented through our online student system, ensure that student progress is meticulously tracked against termly targets. This data-driven approach not only enhances student outcomes but also empowers learners to reflect on their achievements and set future goals.

Regular Area Reviews and Parental Engagement

Impact: Regular Area Reviews involving curriculum managers, leadership teams, governance, and external visitors provide a comprehensive evaluation of College Improvement Plans. This collaborative approach ensures that diverse perspectives contribute to strategic decision-making, fostering a culture of transparency and accountability. Termly updates for parents about their children's progress and attainment strengthen the home-college partnership, enhancing parental involvement and support for student learning.

CEIAG Programme and Strategic Partnerships

Impact: Working with our local Enterprise Co-ordinator, Benjamin Mitchell, and utilizing the Compass self-evaluation tool, we rigorously assess our Careers Education, Information, Advice, and Guidance (CEIAG) programme against the Gatsby Benchmarks. This collaboration ensures that our CEIAG programme is aligned with national standards and effectively prepares students for future career opportunities. By engaging students and parents in shaping the CEIAG programme, we create a tailored and responsive experience that meets individual needs and aspirations.

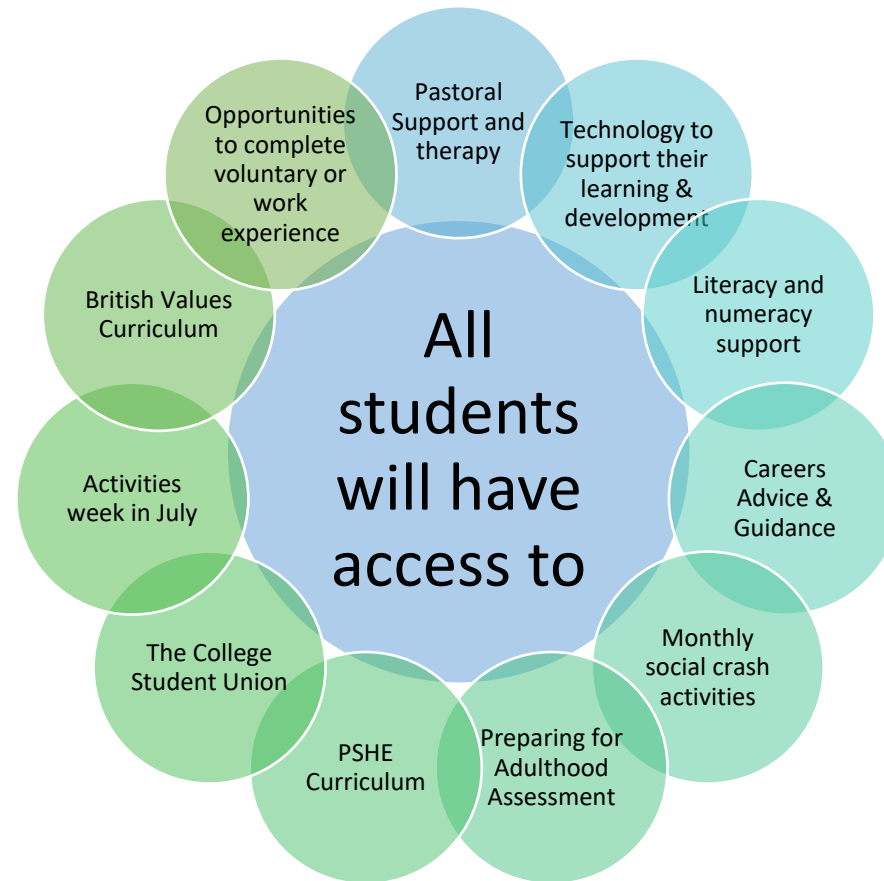
Feedback and Continuous Improvement

Impact: Weekly feedback sessions with the Curriculum Manager Team and Job Coaches allow for real-time evaluation of programme effectiveness, enabling agile adjustments to meet emerging needs. This iterative process promotes a culture of continuous improvement, ensuring that our educational offerings remain relevant and impactful.

Overall Impact

Through strategic stakeholder engagement and a commitment to continuous improvement, ROC College delivers a high-quality, tailored education that supports each student's journey. By integrating pupil voice, parental involvement, and strategic partnerships, we create a responsive and dynamic learning environment that prepares students for success in education, employment, and independent living.

4.6 Pathways



Pathway 1 Pathway to Next Steps	Pathway 2 Pathway to Lifelong Learning	Pathway 3 Pathway to FE	Pathway 4 Pathway to Work - Preparation	Pathway 5 Pathway to Work - Work Ready
<ul style="list-style-type: none"> •Bespoke 1-1 curriculum based on individuals needs and aspirations •Developing numeracy & literacy skills through community participation •Preparing for adulthood and independence •Access to bite-size qualifications and training •Opportunities to complete the ROC College Bronze, Silver or Gold Trailblazer Awards •Opportunity to complete at least 1 work experience placements •Opportunity to complete •Qualifications with OCN London and City & Guilds in line with career aspirations •Complete Functional Skills Maths/English or GCSEs •Exploring careers and interpersonal skills for work •Opportunities to engage in activities that support Health & Wellbeing •Opportunities to explore Independent Living, FE and Employment pathways 	<ul style="list-style-type: none"> •Bespoke 1-1 curriculum based on individuals needs and aspirations •Developing numeracy & literacy skills through community participation •Preparing for adulthood and independence •Access to bite-size qualifications and training •Opportunities to complete the ROC College Bronze, Silver or Gold Trailblazer Awards •Opportunities to engage in activities that support Health & Wellbeing •Opportunities to access supported day opportunities •Opportunities to explore Independent Living pathways 	<ul style="list-style-type: none"> •Small group learning focused on; exploring courses, colleges and working towards entry requirements •Opportunities to visit a range of local FE colleges •Opportunities to complete Qualifications with OCN London and City & Guilds in line with FE aspirations •Complete Functional Skills Maths/English or GCSEs •Opportunities to apply for courses with transition support provided by the Pastoral Team •Opportunities to engage in activities that support Health & Wellbeing •Opportunities to explore Independent Living pathways 	<ul style="list-style-type: none"> •Small group learning via our 'Preparation for Work' programme focused on; exploring careers and developing skills for employment •Opportunity to complete at least 2 work experience placements •Opportunity to complete Qualifications with OCN London and City & Guilds in line with career aspirations •Complete Functional Skills Maths/English or GCSEs •Access support from a trained Job Coach •Access to SpringPod and virtual Work experience •Access to Job Clubs •Exploring careers and interpersonal skills for work •Opportunities to engage in activities that support Health & Wellbeing •Opportunities to explore Independent Living pathways 	<ul style="list-style-type: none"> •1-1 Supported Internship Programme working with a Job Coach 2 days a week and a learning Mentor 1 day a week. •Opportunity to complete work experience (2 days a week) with the same employer •Opportunity to complete Qualifications with OCN London and City & Guilds in line with career aspirations •Complete Functional Skills Maths/English or GCSEs •Support applying for jobs and attending interviews •Support applying for apprenticeships •Opportunities to engage in activities that support Health & Wellbeing •Opportunities to explore Independent Living pathways

4.7 Accredited Learning

At ROC College, students have the opportunity to engage in accredited learning through a variety of courses offered by OCN London and City & Guilds. These courses provide a pathway to achieving qualifications across a spectrum of subjects, including Skills for Working Life, Employability Skills in diverse fields such as Catering, Childcare, Health & Social Care, and Hospitality, as well as Independent Living Skills and Functional Skills in Maths and English.

Our programs are designed to accommodate various learning levels, from Entry Level 1 to Level 3, allowing students to progressively build on their achievements and earn Awards and Diplomas. Beyond the classroom, students can participate in volunteer work and gain valuable work experience in areas of personal interest, helping them explore different career paths and make informed decisions about their futures after leaving college. This comprehensive approach ensures that students not only gain essential academic and vocational skills but also develop a clear understanding of their own preferences and potential career trajectories.

4.8 Non-Accredited Learning

Social Skills - Your curriculum will be delivered to you on a 1-1 basis. This ensures that the learning is focused on meeting your needs. However, we recognise how important it is to make friends at college. Once a month, we offer 'Social Crash' activities where you will be able to meet other students and have some fun. At the end of July, we have Activities Week where you will have a full weeks' activities timetable available to you. Some examples of activities over the past year include: Llama walking Bowling Theme parks Cinema Camping Paddleboarding S

Creative Skills - You will have opportunities to develop your creative skills and interests through accessing local clubs and groups or working with your 1-1 in your area of interest. You can access sessions in: Art Photography Drama

Physical Skills - At ROC College, we believe being fit and active is an important part of daily life. We also recognise that being fit and healthy supports you when you are in work. You will have opportunities to take part in a range sports and fitness activities, whilst learning about healthy eating and cooking nutritious meals.

Skills for an independent life: Students develop the skills that are essential to all of us to live independently and can achieve RARPAs. This includes healthy eating, budgeting, communication and how to travel independently and safety within the community. With the support of the College, you will be supported on your pathway as you navigate your own journey from young person to adult.

Pastoral Curriculums: ROC College is committed to promoting and supporting the positive mental health and wellbeing of all students. The College actively encourages the development of healthy relationships, personal responsibility and positive behaviour as well as an open and collaborative environment, so that its students may feel safe, supported and capable of realising their personal and academic goals. We have a team of Pastoral staff available across the college to support you on a regular or one-off basis. If you require further support, we are able to pay for you to access therapy in your local community or online. We are committed to finding the right therapy to meet your needs. This could include counselling, rewind therapy and life-coaching.

RARPA – Recording and Recognising Progress and Achievement – At Roc College, we offer a range of units known as RARPAs to support students with developing skills across a range of subjects. These units allow students to show progress, achieve and develop necessary skills in order to access accredited qualifications.

4.9 Pathway to Employment

At ROC College, the pathway to employment offers students numerous opportunities to engage in voluntary work and work experience in employment areas of their choice, helping them explore and identify jobs they find rewarding. Our dedicated team of Job Coaches and Tutors is committed to supporting students on their journey to paid work through various initiatives, including work experience, job clubs, and internships. For some students, we provide a one-year pathway to employment, beginning with a six-month traineeship that focuses on career exploration and developing essential skills for job acquisition and retention, such as CV-writing and professional conduct.

During the final six months of the programme, students participate in diverse work experience opportunities and receive support in applying for jobs. Should they secure paid employment, we ensure they have a job coach to facilitate their induction into the new role. Through this comprehensive pathway, ROC College equips students with the skills and experiences necessary for a successful transition to the workforce.

5.0 Supported Internships

At ROC College, we offer one-year internships for students who have a clear vision of their desired career path. We collaborate with local employers to secure placements and provide a dedicated job coach to support students as they 'learn on the job.' The primary goal of these internships is to help students upskill into their chosen roles and secure employment upon completion of the programme.

Our students have successfully undertaken internships in diverse fields such as administration, accounting, catering, and conservation, among others. Through these internships, students

gain invaluable hands-on experience, enhancing their skills and increasing their employability in their chosen industries.

5.1 Maths and English Qualifications (Functional Skills/GCSEs):

At ROC College, we believe that Maths and English are fundamental to both educational and personal development, as they are essential for functioning in everyday life and enhancing individuals' lives. Committed to providing quality Maths and English education, we support students' progression and achievement in their learning and development. Our strategy ensures that functional skills opportunities, as well as embedded numeracy and literacy, are tailored to students' needs and are effectively delivered and monitored. Many students also require these qualifications to access further educational opportunities.

City & Guilds Functional Skills are a suite of qualifications designed to improve practical skills in English and mathematics. They focus on helping learners develop essential skills applicable in everyday life, work, and education. The English Functional Skills qualification covers effective communication, including reading, writing, speaking, and listening, while the Mathematics Functional Skills qualification focuses on practical mathematical skills for everyday use, such as numbers, algebra, geometry, and data handling. These qualifications emphasise practical and applied learning through real-life scenarios, offering progression pathways for further study or career advancement. They are assessed through controlled assessments and online exams, ensuring learners demonstrate their abilities in practical contexts.

GCSE English and Mathematics are core subjects in the UK secondary college curriculum, essential for academic progression and future employment opportunities. GCSE English includes both English Language, which focuses on reading, writing, speaking, and listening, and English Literature, which involves studying novels, plays, and poetry. These qualifications require students to analyse texts, communicate effectively, and write for various purposes. GCSE Mathematics covers a range of concepts, including arithmetic, algebra, geometry, and statistics, with an emphasis on problem-solving. These subjects are assessed through written exams and are crucial for post-16 options, employability, and life skills. Both GCSE English and Maths are often prerequisites for further education and career opportunities in the UK.

5.2 Health and Safety

Embedding Health and Safety into OCN (Open College Network) Units involves integrating health and safety principles, practices, and responsibilities within the curriculum and assessment of OCN-accredited qualifications. This approach ensures learners not only acquire subject-specific knowledge and skills but also understand and apply relevant health and safety guidelines in their learning and professional environments.

Key aspects include incorporating health and safety content into curriculum design, ensuring learning outcomes and assessment criteria reflect safety principles, and promoting practical application through tasks like risk assessments. Additionally, the curriculum covers legislation and regulations, such as the Health and Safety at Work Act (1974), and industry-specific standards, fostering a sense of professional responsibility. The benefits of this integration include enhanced real-world relevance, accident prevention, compliance with legislation, and improved outcomes such as better attendance and productivity. Examples of embedding health and safety include construction units focusing on risk assessments and safe tool use, childcare units covering first aid and safeguarding, healthcare units addressing hygiene protocols, and hospitality units emphasizing food safety.

Overall, embedding health and safety into OCN units equips learners with the essential skills and awareness to work safely in their chosen fields, fostering responsible and safety-conscious professionals.

5.3 British Values

At ROC College, the curriculum actively promotes the five British Values: democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs. These values are woven into the fabric of daily lesson planning in a person-centred manner, ensuring they are relevant and meaningful to each learner. The college creates links to these values during curriculum lessons where appropriate and provides opportunities for students to engage in community activities.

This includes participating in local events such as supporting community initiatives at the library, church, Food Bank, and various charity endeavours. Furthermore, ROC College students take part in citywide activities, including Christmas events, musical and PE festivals, Holocaust memorials. National events like World Book Day, National Science Week, Anti-bullying Week, and Safer Internet Day are also integral to the college's approach, helping to instil a sense of responsibility and community engagement in students while reinforcing the importance of British Values.

5.4 Equality and Diversity

At ROC College, embedding Equality, Diversity, and Inclusion (EDI) within teaching, learning, and the curriculum is essential for fostering an inclusive educational environment that respects and values every student.

In teaching, inclusive pedagogy is implemented through strategies that address diverse learning needs, such as differentiated instruction, ensuring all students, regardless of background or ability, can access the curriculum.

Developing cultural competence among staff is crucial, enabling them to adapt teaching methods to be culturally responsive by incorporating relevant examples and materials. Bias awareness training is provided to help staff recognise and address unconscious biases, creating a more equitable classroom environment by being mindful of language and interactions.

In learning, encouraging diverse student voices through inclusive discussions and group work allows students to learn from each other's experiences. A safe learning environment is paramount, where students feel secure expressing their identities and opinions, supported by clear anti-bullying policies.

Diverse assessment methods accommodate different learning styles, providing feedback that supports individual growth and ensures fairness. Within the curriculum, representation is key, ensuring diverse voices and perspectives are reflected through texts and resources representing various cultures, genders, and historical contributions.

Encouraging critical thinking enables students to challenge stereotypes and explore EDI-related issues, fostering a deeper understanding of societal structures. Regular curriculum audits help identify and address gaps in representation or inclusivity, consulting with diverse groups and experts to ensure a comprehensive and balanced curriculum. Through these approaches, ROC College is committed to embedding EDI in every aspect of education, promoting a supportive and equitable learning environment for all.

5.4 Daily Lesson Planning

At ROC College, all staff working directly with students are expected to meticulously plan lessons using the Daily Learning Plans, aligning with each student's programme and Education, Health, and Care Plan (EHCP). This structured approach supports the delivery of high-quality teaching and learning by ensuring that key objectives are carefully planned. It enables educators to evaluate and implement effective teaching strategies, scaffolding, modelling, and resource allocation, all aimed at achieving exceptional student outcomes. By adhering to these plans, staff can tailor their teaching to meet the individual needs of students, ensuring a consistent and thorough educational experience that promotes optimal learning and development.

5.5 Teaching and Learning Monitoring:

At ROC College, the monitoring of teaching and learning is a vital process aimed at ensuring the delivery of high-quality education and fostering continuous improvement. This systematic

approach involves observing and evaluating the effectiveness of teaching strategies, learning environments, and student outcomes. A variety of methods are employed, including learning walks, lesson observations, and work scrutiny, allowing college leaders and educators to gather evidence to inform their practice. This process helps identify areas of strength and opportunities for development, aligning with college improvement plans. Effective monitoring requires clear objectives, regular scheduling, and a focus on minimising disruptions to teaching and learning. By engaging staff and incorporating their feedback, ROC College promotes a supportive culture of professional growth. It is essential to balance accountability with staff well-being, ensuring that monitoring activities contribute positively to college improvement without adding undue stress.

1. **Learning Walks**: These brief hub visits are designed to observe and gather evidence on specific aspects of teaching and learning, such as questioning techniques or the classroom environment, providing a broad view of educational practices.
2. **Lesson Observations**: These detailed evaluations focus on teaching methods, student engagement, and lesson delivery effectiveness in line with Daily Learning Plans, with feedback used for professional development.
3. **Work Scrutiny**: This involves examining students' work to assess learning quality and teaching effectiveness over time, identifying trends in student performance and areas for improvement.
4. **Pupil-Led Work Scrutiny**: Engaging students in evaluating their own or peers' work provides valuable insights into their understanding and the effectiveness of teaching methods.
5. **Subject Deep Dives**: These in-depth reviews evaluate curriculum implementation, teaching quality, and student outcomes in specific subjects, offering a comprehensive view of strengths and areas for development.
6. **Pupil Questionnaires**: Collecting feedback directly from students about their learning experiences provides insights into student engagement and areas where teaching practices may need adjustment.
7. **Quality Visits**: Area Quality Visits occur each term, led by the Deputy Head of Quality and Improvement. During these visits, comprehensive monitoring is conducted to assess the Quality of Education in accordance with the Ofsted Education Inspection Framework. Particular attention is given to ensuring a clear learning journey is evident, aligning with the Intent, Implementation, and Impact guidance. Additionally, other aspects such as safeguarding practices are reviewed. Following the visit, the area Curriculum Manager participates in an Area Review with the Senior Leadership Team

and, occasionally, the Governance team to assess and identify key actions. These identified actions are then followed up during the subsequent Quality Visit, ensuring continuous improvement and accountability.

5. 6 Roles and Responsibilities

At ROC College, multiple roles are integral to the teaching and learning cycle, with a strong emphasis on meeting the specific needs of SEN (Special Educational Needs) students.

The Senior Leadership Team (SLT) plays a crucial role in the strategic monitoring of teaching and learning. The Head Learning Mentors/Tutors is responsible for providing strategic direction and setting the vision for this monitoring process, ensuring it aligns with the Quality Improvement Plan (QIP).

Supporting this vision, the Head and Deputy Head of Quality and Improvement lead and compile improvements and initiatives to form a cohesive Self-Assessment Report (SAR) and QIP, often spearheading initiatives related to SEN provision and maintaining consistency and quality across the college.

The Internal Quality Verifier supports the Head and Deputy Head of Quality by ensuring compliance with exam board requirements and conducting practice observations to provide staff feedback for further development to benefit student progress.

The Curriculum Lead provides leadership support to the Curriculum Managers team, focusing on specific teaching and learning aspects such as curriculum adaptation for SEN students and pastoral care. They also support geographical areas with key actions following Area Quality Visits, ensuring the Curriculum Management team leads observations and offers targeted staff development for inclusive and effective teaching approaches.

Curriculum Managers are tasked with monitoring teaching and learning within specific phases or programmes, ensuring they address the diverse needs of SEN students. They conduct observations, review student work, and provide feedback to staff. Specialist Subject Leaders concentrate on the quality of teaching within their areas, such as life skills or vocational training, reviewing curriculum delivery and student outcomes while aiding staff to enhance engagement and success.

Learning Tutors engage in self-evaluation and peer observations to reflect on and improve their teaching practices, collaborating with leaders to implement feedback and enhance student learning experiences. Learning Mentors play a vital role by providing insights into student engagement and learning, assisting in implementing strategies to address areas for improvement, especially for students requiring additional support.

The Education Committee provides oversight, ensuring that monitoring activities align with the college's strategic goals and SEN priorities. They review reports and meet with leaders to discuss progress and challenges specific to SEN provision.

External Advisors, such as Educational Consultants or SEN Advisors, offer an external perspective by conducting independent evaluations and recommending improvements.

Each role contributes to a collaborative effort to monitor, evaluate, and enhance teaching and learning within the SEN college. Clear communication and a shared understanding of responsibilities are essential for the success of the monitoring process, ensuring all students receive the support and education they need to thrive.

5.7 Legislation and Guidance

1. **Education and Skills Act 2008:** This act raised the compulsory education age to 18, ensuring that students remain in education or training until this age. It impacts curriculum planning and the range of courses offered by FE colleges.
2. **Further and Higher Education Act 1992:** This act established the framework for FE colleges in England, providing guidelines on governance and funding, which indirectly influences curriculum and teaching approaches.
3. **Equality Act 2010:** This act requires FE colleges to eliminate discrimination, advance equality of opportunity, and foster good relations between different groups. It impacts curriculum design to ensure inclusivity and diversity.
4. **Apprenticeships, Skills, Students and Learning Act 2009:** This legislation outlines the responsibilities of FE colleges in delivering apprenticeship training, impacting curriculum and teaching strategies.
5. **Ofsted's Education Inspection Framework (EIF):** While not legislation, the EIF provides guidance on how FE colleges are assessed in terms of the quality of education, behaviour and attitudes, personal development, and leadership and management.
6. **The SEND Code of Practice:** This statutory guidance outlines the duties of FE colleges in supporting students with special educational needs and disabilities (SEND), influencing curriculum accessibility and teaching methods.
7. **Safeguarding Guidance (Keeping Students Safe in Education):** Although primarily aimed at colleges, this guidance also applies to FE colleges, ensuring that safeguarding is a key aspect of teaching and learning environments.
8. **Technical and Vocational Education Act 2017:** This act supports the implementation of technical education reforms, such as T Levels, influencing the curriculum offered by FE colleges.

5. Contacts

If you have any queries or concerns regarding this guidance, please contact the relevant person.

SUBJECT	CONTACT	TELEPHONE
Clarification on points of policy	Natasha Irvine	01803 868550
Document Owner	Natasha Irvine	01803 868550

6. Related links

INTRANET ADDRESS FOR THIS GUIDANCE

POLICIES, FORMS AND DOCUMENTS	LEGISLATION

7. Document Control

VERSION	DATE OF ISSUE	DATE OF NEXT REVIEW
1	29.11.2024	29.11.2025

Appendix A

PEDAGOGICAL PRINCIPLES TO SUPPORT TEACHING & LEARNING

Students learn most effectively when they connect new knowledge and skills to what they already know, and successfully retain that new knowledge.

To achieve this, effective teaching involves the following:

- Challenge and inspiration
- Explanation
- Modelling
- Questioning
- Feedback
- Deliberate practice
- Positive and effective learning climates and relationships
- Developing long term memory

<u>Principles</u>	<u>Active Ingredients</u>	<u>Description</u>	<u>Research</u>
Increase helpful challenge	Cognitive challenge is embedded in the curriculum and lessons	Willingham’s definition ‘Memory is the residue of thought’ means we remember what we think about. Curriculum choices and tasks should challenge students to think hard about the things we want them to remember. In other words, it should aim to impose germane cognitive load: thinking devoted to the processing, construction and automation of schemas. Lessons that do not impose genuine challenge are less likely to help	Willingham (2009) Why Don’t Students Like College Sweller (1988) Cognitive load during problem solving: Effects on learning

		students retain information.	
Reduce unhelpful challenge	Staff aim to identify and reduce unhelpful challenge	Building on the point about challenge above, it is possible to create an unhelpful level of challenge: challenge that actually impedes learning. Poorly designed instructional materials – materials that are confusing, distracting or irrelevant – impose this kind of unhelpful challenge (called ‘extraneous cognitive load’). The curriculum can help to reduce extraneous cognitive load by clarifying key concepts.	Sweller (1988) Cognitive load during problem solving: Effects on learning
Explicit instruction	Staff explanations are purposeful, clear and unambiguous	Explicit instruction is not ‘lecturing’ or ‘excessive Learning Mentors/Tutors talk’. It involves planned Learning Mentors/Tutors explanations, extensive practice, and independent work. Commonly explicit instruction includes: <ul style="list-style-type: none"> • teaching skills and concepts • in small steps; • using examples and nonexamples; • using clear and unambiguous language; • anticipating and planning for common misconceptions; • highlighting essential content removing distracting information 	Rosenshine (2012) Ten Principles of Instruction Allison and Tharby (2015) Making Every Lesson Count Kirschner et al. (2006) Why Minimal Guidance During Instruction Does Not Work

Scaffolding, worked examples and concrete examples		A worked example is a step-by step demonstration of how to perform a task or solve a problem. This guidance – or scaffolding - can be gradually removed in subsequent problems so that students are required to complete more problem steps independently. Learning Mentors/Tutors can alternate concrete examples (e.g., word problems) and abstract representations (e.g., mathematical formulas) to help students recognise the underlying structure of problems.	Deans for Impact (2015) The Science of Learning Rosenshine (2012) Ten Principles of Instruction
Modelling	Students are explicitly taught how to learn.	Modelling should be used to make implicit, expert thinking explicit. Strategies include: verbalising their metacognitive thinking ('What do I know about problems like this? What ways of solving them have I used before?') as they approach and work through a task.'	EEF Metacognition and Self-Regulated Learning guidance report (2018) – see Recommendation 3 for a modelling framework
Questioning	Learning Mentors/Tutors and students ask questions to: assess understanding and the	Ask a large number of questions and check the responses of all students (Show Me) Ask questions which focus on the salient elements in the lesson; avoid questioning students about extraneous	Rosenshine (2012) Ten Principles of Instruction

	effectiveness of instruction, practice retrieval, develop understanding challenge and extend Learning promote metacognitive thinking.	matters. Ask 'why' and 'how' questions so that students elaborate on existing knowledge Depending on the stage of instruction, questions can focus on lower cognitive levels (recall questions) and higher cognitive levels (questions that require students to manipulate previously learnt material).	
Feedback	Feedback should aim towards (and be capable of producing) improvement in students' learning.	<p>Effective feedback tends to:</p> <ul style="list-style-type: none"> • be specific, accurate and clear (e.g. "It was good because you..." rather than just "correct"); • compare what a learner is doing right now with what they have done wrong before (e.g. "I can see you were focused on improving X as it is much better than last time's Y..."); • encourage and support • further effort; • be given, sparingly so that it is meaningful; • provide specific guidance on how to improve and not just tell students when they are wrong; • be supported with effective professional development 	EEF Teaching and Learning Toolkit

<p>Self-testing and Retrieval practice</p>	<p>Lessons provide opportunities for recalling information. The testing effect is used to help students store knowledge in long term memory. Note: the terms are often used synonymously, though retrieval practice is perhaps the better term since it more accurately describes the process.</p>	<p>For ideas about ways to implement retrieval practice - Tom Sherrington. 10 Techniques for Retrieval Practice – Learning Mentors/Tutorshead</p>	<p>Sherrington (2019) Rosenshine’s Principles in Action</p> <p>Jones (2019) Retrieval Practice Research & Resources for every Classroom</p> <p>Dunlosky et al. (2013) Improving Students’ Learning with Effective Learning Techniques</p>
<p>Dual-coding</p>	<p>Combine words with visuals. (Firstly, we remember pictures better than words. Secondly, we process verbal and visual information through separate channels – hence it is ‘dual coded’. Providing information in two formats increases the chance of recall.)</p>	<p>Dual coding is especially helpful for novice learners. Dual coding can help to make schema explicit - and show where new information belongs in an existing schema. Timelines, graphic organisers, diagrams, cartoon strips and infographics are commonly used examples of dual coding.</p>	<p>Caviglioli (2019) Dual Coding with Learning Mentors/Tutors</p>

