

## WILL BE:

	Aspirational	Authentic	Resilient	Collaborative
AIMS	<p><b>Curious</b> Inquisitive &amp; Interested</p> <p><b>Progressive</b> Determined to succeed</p> <p><b>Future Focused</b> Line of sight to professional futures</p>	<p><b>Respectful</b> Inclusive &amp; Decolonised</p> <p><b>Employer Lead</b> Relevant &amp; State-of-the-Art</p> <p><b>Socially Intelligent</b> Self-aware &amp; Employable</p>	<p><b>Honest</b> Open, Transparent &amp; Clear</p> <p><b>Adaptable</b> Flexible &amp; Enthusiastic</p> <p><b>Pragmatic</b> Sensible &amp; Realistic</p>	<p><b>Connected</b> Work well with others</p> <p><b>Innovative</b> Creative &amp; Solutions-focussed</p> <p><b>Responsible</b> Takes Ownership</p>
TEACHING	<p>Teaching staff will design and plan curriculum delivery to focus on HOW learners will learn NEW knowledge, skills and behaviours as a central activity.</p> <p>All planned delivery will embed core skills including literacy, numeracy, digital and other transferable skills.</p> <p>NEWLY learnt knowledge, skills and behaviours will link directly to appropriate progression and teachers will help learners to understand how to prepare for their next steps.</p> <p>Teaching materials and activities will be designed with reference to Rosenshine's Principles of Instruction</p>	<p>Through schemes of work and lesson plans, teaching staff will endeavour to meet the needs of all learners, including those with High Needs, adopting guidance highlighted with the SEND Policy.</p> <p>Teaching materials and activities will be designed with a globalist view to challenge, assumptions from the past, regarding racial and civilizational hierarchy.</p> <p>Teaching materials and activities will be designed to match current vocational practice and linked to regional employment opportunities and occupational relevance.</p>	<p>Teaching staff will make clear to all stakeholders, through schemes of work and lesson plans, the NEW knowledge, skills and behaviours that will be learnt, in what order they will be learnt and why.</p> <p>Teaching staff will work with learners to thoroughly understand their prior knowledge and skills, and any gap in learning they may have,</p> <p>Teaching staff will plan and sequence teaching and learning activities to engage learners and help them to build upon their prior knowledge and skills, addressing any gaps or misconceptions that may persist.</p>	<p>Teaching staff will work closely with colleagues from the College's support functions (including LSWs) to ensure wrap around support for learner development.</p> <p>Teaching materials and activities will be designed to develop team-working and interpersonal skills.</p> <p>Teaching materials and activities (including homework) will be designed to encourage ownership over learning.</p> <p>Teaching staff will take will strive for personal growth, development, scholarship, experimentation and innovation.</p>
LEARNING	<p>Teaching staff will have high expectations and aspirations for what every learner can and should achieve.</p> <p>Teaching staff will support challenge within the curriculum by recognising that deep learning takes place over time and that learners need time to develop their learning and skills.</p> <p>Schemes of work and lesson plans will recognise that cognitive learning occurs when individual learners can find new explanations, adapt prior learning, or by linking concepts together or to real-world examples.</p>	<p>All staff will instil within learners the VACSR principles of assessment.</p> <p>Teaching staff will support learners to understand what it is to be authentic – to produce you own work, whilst embracing digital resources (including Artificial Intelligence)</p> <p>Teaching staff must have regard to any strategies contained within Section E of an EHCP. Section F describes the special educational provision that your learners need to meet their SEN.</p>	<p>All staff will deploy the College's Positive Behaviour Policy, not to focus on misbehaviour but to address it while maintaining continued learning for the whole class.</p> <p>Learning materials and activities will be designed to manage misbehaviour by enthusing and engaging learners.</p> <p>Learning materials and activities will encourage behavioural learning by repeating actions and activity, verbal reinforcement and incentives for learners to take part.</p>	<p>Teaching staff should develop materials and assessment activities which encourage both personal creativity and collaboration.</p> <p>Learning materials and activities will develop constructivism by helping learners to construct new ideas based upon their own prior knowledge and experiences, through collaboration problem-based learning, research, creative projects and group collaborations.</p>
ASSESSMENT	<p>Teaching staff will use assessment to understand each of their learners well.</p> <p>Teachers will aspire, through their planning, to help learners to deepen their newly learnt knowledge, skills and behaviours over time (and this will include asking learners challenging questions). Teaching staff will plan their questions to strengthen long-term memory.</p> <p>Teacher will plan progressive assessments which increase in levels of challenge over the course of a learner's studies.</p>	<p>Teaching staff will understand the importance of oracy to language development (the ability to express oneself fluently and grammatically in speech).</p> <p>Teaching staff will include all learners within their questioning and will plan learning materials and activities to improve confidence in expression and spoken literacy.</p> <p>Through assessment and questioning, teachers will support learners to understand the importance of oracy to employability.</p>	<p>When developing and administering assessment, teachers must help learners to manage uncertainty, cope with setbacks, embrace mistakes and challenge their understanding and beliefs. All staff will model how resilient people are able to make age-appropriate decisions about the things that affect them.</p> <p>All staff will familiarise themselves with College's Quality Strategy and embrace the opportunities for improvement through JLO's and Learning Walks.</p>	<p>All teaching staff will ask learners challenging questions, such as process questions (questions about the learning process, such as how a task is performed) and provide adequate thinking time before expecting an answer.</p> <p>Teaching staff will plan a varied range of formative materials and assessment activities.</p> <p>Teaching staff will strive to continuously develop and improve their questioning technique.</p>
FEEDBACK	<p>Teaching staff will ensure that all learners benefit from feedback (and corresponding targets) which clearly articulate precisely what individual learners need to do so that they may improve their knowledge, skills and behaviours, and the standard of their work.</p> <p>All learners must receive targets related to their progression and be signposted to activity to support them in taking their next steps.</p>	<p>All staff must ensure that learners receive feedback which is relevant to them: their starting points, their level of progress, their needs and any targets contained with their Education, Health Care Plan (Section E).</p> <p>Feedback to learners must stretch beyond task completion by helping learners to develop self-awareness of their employability.</p>	<p>All staff will provide learners with feedback that this transparent &amp; clear. Teaching staff will ensure that all learners benefit from feedback (and corresponding targets) which are SHARP (Specific, how, achievable, related/realistic and progressive). Teaching staff will ensure that learners act upon their feedback and that targets are reviewed regularly.</p>	<p>Feedback, target-setting and review must be treated as a triparty activity between the learner and their teacher and, as appropriate: their Parents, their Employers, their Coaches or their Learning Support Workers (LSWs).</p>