

# Teaching and Learning Policy

(Teaching, Assessment, Workbooks and Marking)



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## **Policy Statement**

Goode Teaching and Education Services is committed to providing excellent learning experiences for all of our learners. We believe that it is essential for learners to benefit from high-quality lessons, make good progress, enjoy lessons, become more confident, and eventually move into work successfully.

When learners have excellent learning experiences, they are more likely to attend lessons regularly. This is important because excellent attendance is key for progression as well as being a work based skill. When learners are present in class, they can participate in lessons, engage with their peers and tutors, and receive the support they need to succeed.

In addition to promoting excellent attendance, excellent learning experiences also help learners to develop the skills and knowledge they need to be successful in their future careers. When learners are engaged and motivated, they are more likely to learn and retain information. They are also more likely to develop critical thinking skills, problem-solving skills, and other transferable skills that are essential for success in the workplace.

We believe that all learners deserve access to excellent learning experiences, and we are committed to providing our learners with the knowledge, skills, and confidence they need to succeed in their future careers.

At Goode Teaching and Education Services, we provide excellent learning experiences by:

- Creating a positive and supportive learning environment
- Promoting and demonstrating British values
- Using a variety of teaching methods and activities to engage learners of all learning styles
- Providing opportunities for learners to work as a group and independently
- Differentiating instruction to meet the needs of all learners
- Assessing learner progress regularly and providing feedback to help learners improve

## **Lesson Expectations**

Lesson preparation

- The target vocabulary poster should be clearly displayed on a board. This needs to be referred to throughout the lesson so that learners can see what the work looks like as well as how it is pronounced.
- Equipment should be prepared before learners arrive. Laptops should be sufficiently charged and ready for use if applicable to the lesson. There should be plenty of stationery that is easily accessible. Chairs should be arranged around the table so that learners can see the screen, the tutor, the target vocabulary and the white board.

- Workbooks should be arranged and set out according to where the tutor wants the learners to sit.

#### Classroom environment

- To foster a positive and welcoming classroom environment, tutors should consistently greet learners with a warm smile and demonstrate genuine enthusiasm for their teaching. This approach will help learners feel valued, secure, and eager to engage in the learning process.
- Learners should be arranged around the table to suit the interactions that will optimise learning. British values and mutual respect must be displayed by both learners and staff at all times.
- Learners must only speak English in the classroom to ensure equality for all and to maximise the learning of English. Occasionally, learners may have to be reminded about this.

#### Teaching and Learning

As per tutor induction training, lessons are based on CLIL, Lexical approach and the incorporation of pluriliteracies.

- Session plans should be adhered to and studied prior to each lesson, allowing enough time to think about scaffolds that may be needed to allow all learners to access the lesson and make progress.
- Learners should be given maximum opportunities to use prior learning in lessons in order for language to embed and promote fluency.
- Videos should be used at the beginning of each lesson and must be played on the large screen.
- Target vocabulary should be explored at the start of each lesson. Learners should practice pronunciation and must be able to see the spelling of the words. Learners should be given the opportunity to explain their understanding and vocabulary should be explored in context. Attention to these words throughout the lesson is important and learners should be encouraged to use new vocabulary in context throughout the activities.
- Lexical chunks that are come across should be discussed with learners as some phrases do not translate across in their first language.
- Discussions and speaking tasks are an important part of language acquisition and tutors must manage and facilitate these well in order to give all learners the chance to participate and practice their skills.
- Tutors should demonstrate good modeling. This applies to all areas of language acquisition in speaking, listening, reading and writing activities.
- Learners should be given opportunities to form their own answers and not become reliant on copying the tutor's examples. Tutors should tailor scaffolding to suit all learners so that learners are challenged sufficiently. The work that the learners produce should not be identical, rather a variety of their own ideas and sentences.

#### Assessment for Learning

- Tutors should use assessment for learning (AfL) strategies throughout every lesson. We would expect to see the following strategies used in lessons:
  - Questioning: both closed and open questions to gain understanding and move learners forwards and address misconceptions.
  - Concept checking: make sure learners understand concepts before moving on.
  - Feedback: both verbal and written to inform learners of how to improve.
  - Self assessment: to gauge how learners feel they are doing.

#### Workbook expectations

- Learners to use black ballpoint pens in their work.
- Tutors to use purple pens
- Learners must date and sign the session log at the front of their workbook every lesson without fail.
- Learners to tick the self assessment face at the end of each lesson and sign next to it.
- Tutors to discuss lesson aims with learners and the tutor should sign next to each aim. Tutors must also put an S or an I next to each aim to show whether the learner achieved the aim mostly Independently or with Support.

#### Marking Policy

- Tutors to use purple pens in learner workbooks.
- Tutors to mark an 'S' or an 'I' next to their signature on the learning aims.

*'S' = Supported*

*'I' = Independent or minimal guidance.*

- Correct spelling errors with students using purple pen.
- Written tasks consisting of a small paragraph or more: advise on spelling and up to 3 grammar errors. Use a purple pen to correct with the learners.