



# Fairfield Farm College

## Learning Policy

<b>Policy number</b>	<b>New or Reviewed</b>	<b>Date of next review</b>	<b>Responsibility</b>
P006	September 2017	September 2019	Director of Education

To provide young people with opportunities to be successful and make a positive contribution within their community.

## **1. Philosophy Statement**

- 1.1. All staff including volunteers at Fairfield Farm College (FFC) are committed to making learning accessible to everyone by removing all barriers to learning and by exploiting the potential of new technologies and learning methods to create learning opportunities. FFC believes that:
- the design, content, delivery and assessment of the curriculum should meet the needs of all the learners in the College
  - no individual or group should receive less favourable treatment as a consequence of their disability, gender, age, colour, ethnic origin, culture, religious beliefs, sexual orientation or social and economic status (collectively known as protected characteristics)
  - Skills for Life learning/functional skills opportunities should be embedded in all aspects of the curriculum
  - the learner's learning experience should include support and guidance at a level appropriate to each individual
  - the organisation and management of FFC should reflect the learning needs of individuals
  - the resources and facilities provided should reflect the needs of the individual learners and be appropriate for the course being undertaken
  - there should be good links with the local community.

## **2. Staff Training**

- 2.1. The minimum qualification for tutors is a Certificate in Education (DTLLS) or equivalent (PGCE/BA.Ed/WBL Assessor Qualification) and for support staff an NVQ 3 in Supporting Education and Training or equivalent (e.g L3 Health And Social Care) All staff appointed without the appropriate professional qualification will be expected and supported to achieve the relevant qualification as soon as possible.
- 2.2. Specialist training and professional development will be offered through staff training days at the college using either internal expertise or external trainers. Staff will be encouraged to attend relevant external training courses. Staff who attend external professional training will be asked to cascade information to their colleagues either at staff meetings or staff training events.
- 2.3. FFC recognises the importance of all staff receiving training in key areas e.g. equal opportunities (including race relations), child protection, PROACT SCIPr, protection of vulnerable adults, first aid, basic food hygiene, health and safety, embedding skills for life/functional skills, specific disabilities, behaviour management and national initiatives. Managers will ensure that training in these key areas is offered through induction training and regular staff training events.

### **3. Learning in practice**

3.1. FFC is committed to learning and will seek to ensure that it offers:

- a safe learning environment
- equality of opportunity
- a 24 hour curriculum which meets the needs of its learners
- an Individual Learning Plan for each learner which will be regularly reviewed and updated
- adequate and appropriate support and resources for learners to achieve.
- well trained staff
- to review the quality of the courses provided and use the information gathered to improve the quality of the provision.

3.2. All staff, including volunteers at FFC will:

- promote and facilitate learning throughout the 24 hour curriculum taking into account the individual needs of the learners
- ensure that learning is planned and recorded effectively with reference to each learner's Individual Learning Plan
- embed skills for life/functional skills in all aspects of the curriculum at a level appropriate to the individual
- develop the curriculum to include national initiatives
- recognise the learning styles of individuals and adopt appropriate teaching methods
- encourage learners to transfer the skills they have learned across the curriculum to all aspects of their daily lives
- encourage learners to use the skills they have learned in real life work situations and work experience
- enable learners to learn independence and social skills through participating in a wide range of activities
- encourage learners to work collaboratively and to learn from each other
- ensure that no individual is treated less favourably on the basis of their minority ethnic group, race or colour, gender, age or sexual orientation
- ensure that all aspects of the curriculum promote equality and diversity and positive images of all racial groups
- accredit achievement, personal development and provide a foundation for further learning
- support learners to develop learning skills, to start to take responsibility for their own learning, to develop their confidence and self-esteem
- ensure that learners understand the rationale and processes of assessment
- provide stimulating, creative and enjoyable learning experiences which encourage learners to want to continue learning in the future
- ensure that learners are supported to follow an appropriate course of action if they have a concern or complaint.

#### **4. Principles**

4.1. FFC recognises that learners with learning disabilities learn best:

- through repetition
- in practical situations
- using real objects, materials and activities
- when they feel the task has relevance and real value
- when they are engaged and interested
- when they understand what they are doing and the reason why.

#### **5. Literacy, numeracy and communication**

5.1. FFC is committed to the development and delivery of high quality literacy, numeracy and communication skills for all learners. Therefore, FFC will:

- deliver skills for life and functional skills by embedding them in all areas of the 24 hour curriculum
- ensure effective on-going assessment of learner's needs
- ensure that skills for life provision are relevant for individual learners
- identify appropriate short term targets for each learner
- provide real life, functional skills for life training which will enhance learner's independence skills and prepare them for life after college
- enrol learners for whom gaining a literacy and/or numeracy and ITC qualification is an appropriate target
- provide speech and language therapy assessments and support when required
- provide literacy, numeracy and communication support for learners who undertake vocational qualifications at other colleges when required
- provide appropriate resources to ensure that skills for life are embedded throughout the 24 hour curriculum
- provide training and support for staff to embed skills for life/functional skills into the curriculum
- recognise that some learners lack the concept of symbolic representation that is essential to the development of reading, writing and numeracy and cannot make sustainable progress in this area
- recognise that for some learners increasing their communication skills will be the priority
- recognise that learners with a learning disability often produce a "spiky profile" assessment. This indicates that they are likely to have skills and abilities which vary across levels or milestones.

BY ORDER OF THE BOARD

**Graeme Athey**  
**Director of Education**  
**September 2017**