

Learner Experience and Tutorial Strategy

2018/19

Providing outstanding support for students’ individual, social and

academic growth and goals

**Vision:**

To develop a Learner Experience System which fully supports and develops our students so that they can engage effectively with the world outside the college, their families and peers.

**Context**

The Learner Experience and Tutorial strategy has been developed to support the Programmes of Study that our students, who encompasse individuals from a diverse range of backgrounds, will need to meet the challenges and high expectations set for their learning. The strategy presents a choice of welfare and pastoral needs which will support and provide the equality of experience that is essential for every student across the college.

**We will achieve this by:**

* Ensuring the College provides high quality, impartial, accessible and professional IAG for all.
* Including both mandatory group tutorial and 1:1 time within a learners Programme of Study.
* Scheduling regular inspirational guest speakers to nurture and stretch the aspirations of our students.
* Training and developing an enthusiastic and passionate Learner Experience Team.
* Training and monitoring tutorial staff.
* Using Tutors and Learner Performance Tutors when and where appropriate.
* Offering varied enrichment activities that support curriculum subjects and promote deeper understanding of wider commercial and industrial contexts.
* Assessing and guiding all students prior to enrolment to ensure they are enrolled onto a relevant study programme and provided with appropriate support throughout their time at Gateway.
* Reviewing tutorial schemes of work, ensuring that they are designed by the Learner Experience Team with input from students.
* Safeguarding, Prevent and British Values are well embedded in both pastoral and academic delivery.
* Ensuring that all students have an entitlement to high quality careers guidance.
* Providing high quality support for all students who intend to apply to university/or for apprenticeships.
* Developing the tutorial system to support improved retention and promote high levels of achievement.
* Offer students a framework of support which draws upon a combination of both tutorial and specialist resources, from both within and outside the College.
* Provide specialised advice to particular groups of students e.g. for students with a disability, students in need of financial advice.
* Encourage greater independence as students mature and progress through their career at College.
* Support the students through recognition of the Student Executive Team in their work on behalf of the student body.

**Targets and Quality Assurance 2017/18**

* Attendance rates, whole college 90% (for individual targets see table below)
* The use of Student Surveys, Learning Talks, Focus Groups to show and measure an improving trend in students’ academic and tutorial experience.
* The creation of student class reps to facilitate and feedback learner views and concerns to Senior Leaders and Managers, and Governors.
* Increase the use of and number of social spaces and activities for students, available throughout the College.
* The provision and signposting of a multi faith room.
* The visual environment consistently reflects College values, including the use of noticeboards, TV screens, the entrance and foyer area of the college.
* Key tutorial topics and information relating to visits, employment and progression opportunities are accessible to all.
* Clear protocols and systems for the Student Code of Conduct are embedded, and students are given clear guidelines during tutorial and academic induction, and the regular inclusion of Principal Assemblies throughout the academic year to reinforce key messages.
* Improve students’ behaviour both outside and inside the college.
* All students will have a careers interview, and the opportunity to join the job club and receive vacancy updates.
* All students will receive appropriate support for the intended destinations from specialist tutors.

**Attendance Targets 2017-18/ 18-19**

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| --- | --- | --- | --- |
|  | 16-17 | 17-18 | 18-19 |
| AS | 91% | 93% | 95% |
| Vocational Y1 | 88% | 93% | 95% |
| A2 | 88% | 93% | 95% |
| Vocational Y2 | 87% | 93% | 95% |
|  |  |  |  |
| Level 2 | 85% | 88% | 90% |
|  |  |  |  |
| Level 1/Entry | 87% | 89% | 90% |
|  |  |  |  |
| English GCSE | 83% | 86% | 88% |
| Mathematics GCSE | 80% | 86% | 88% |
|  |  |  |  |
| English Functional Skills Level 2 | 82% | 85% | 86% |
| Mathematics Functional Skills Level 2 | 84% | 85% | 86% |
|  |  |  |  |
| English Functional Skills Level 1/Entry | 88% | 89% | 90% |
| Mathematics Functional Skills Level 1/Entry | 80% | 89% | 90% |
|  |  |  |  |
|  |  |  |  |
| Tutorial | 70% | 85% | 90% |
|  |  |  |  |
| College | 87% | 90% | 92% |

**Individual Learning Plans**

Gateway College recognises the importance of all students having an Individual Learning Plan (ILP). Effective ILP processes lie at the heart of high-quality provision and the aspiration to provide personalised learning for all students.

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| **Purpose**   |  | | --- | |  | |
| Although there may be common learning goals and methods of delivery for all students on a particular course, it is unlikely that all students have exactly the same learning styles, abilities, support needs, previous qualifications or experience. Individual learning plans form a 'route map' of how a student will get from their starting point on a learning journey to the desired end point. They should be individual for each student to reflect aspirations, aptitude and needs. An effective individual learning plan (ILP) is at the heart of learning, assessment, support and achievement. It helps the student to become an active and motivated partner in learning.   1. Every student will have an ILP, mapping the route from that starting point to the achievement of individual goals, based on their initial assessment and prior achievement. 2. ILPs are part of a negotiation with students, supporting them to contribute to their own learning plans and become independent students. 3. The ILP is a working document for checking progress against reviews or tutorial activities, amending targets and dates for actions to be achieved. 4. All ILPs will be in a common format on CEDAR. They will be live documents that are useful to the student, teachers and parents/guardians.   **The ILP will include:**   * The student’s biographical details and prior achievement; * Learning targets with outcomes and timescales, and details of how success will be determined (success criteria); * Details of the resources, support and guidance the student will use; * A record of how any additional support needs, identified by initial assessment, are to be provided for; * Plans for the next steps in learning and details of progression options and leaving information.   **Procedures**   1. All ILP monitoring and reviewing takes place within CEDAR. 2. The ILP process will commence at enrolment when student biographical, prior achievement and assessment data is collated. 3. Progress data will be reviewed by subject teachers and tutors on a regular basis. Some aspects will be monitored on a daily and weekly basis (e.g attendance), currently working at grades at the 6 points of grade collection throughout the year, but on a lesson by lesson basis at a local level. 4. The ILP will be focused on delivery of learning, assessment, support and target setting such that students can achieve their individual goals, e.g higher education, employment and work experience. 5. Target setting will be a vital part of the review process. Targets must stretch students and keep them focused on achieving realistic milestones. 6. Targets will be SMART (specific, measurable, achievable, realistic based upon prior performance and time related). 7. The student will be involved in all aspects of the ILP, understanding the reason for its contents and updating the plan with teachers and tutors as learning takes place and circumstances change. 8. The ILP will be a working document. Checking progress in achieving targets will be completed on a weekly basis during tutorial time, amending target dates as necessary. 9. The ILP will be used by tutors and the Special Educational Needs Co-ordinator to identify whether any additional support needs, identified by initial assessment, are being provided for and that they are being successful 10. Internal audits and reviews will focus on how well ILPs are being completed and how they may be improved in the future. Good practice will be noted and shared across the College. |
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