Teaching and Learning Policy

Rationale

This policy explains how we teach and enable learning at Riverside Training. It describes the standards, procedures and techniques that both Learning & Development Coaches (LDCs) and learners can expect. The purpose of this policy is to ensure that LDCs know what we expect of them and that all learners know what to expect from their LDCs. It ensures that everyone knows our curriculum intent and that we can always maintain consistently high teaching standards and effective learning as well as a common and consistent approach to best practice in assessment.

Intent

To develop apprentices' understanding and implementation of Knowledge, Skills and Behaviours to unlock every learner's full potential and support career professional development.

Key Principles

Our approach to teaching and learning is underpinned by deliberate practice that allows an LDC to design their delivery, informed by the relevant data for each learner or cohort of learners.

- LDCs will be subject matter experts, presenting the key Knowledge, Skills and Behaviours clearly and promoting appropriate discussion about the subject matter they are teaching;
- LDCs will systematically check each learner's understanding, identify misconceptions and provide feedback to enable progression;
- LDCs will respond and adapt their teaching as necessary;
- LDCs will design teaching with a long term view to supporting each learner to remember key Knowledge, Skills and Behaviours for their sector and demonstrate their ability to apply this to their practice.

The teach sessions, assessments and resources should reflect ambitious intentions for the learner. These ambitions should support them to fulfil their potential and make progress throughout their course.

We believe that learners learn best when they:

- Are interested and motivated
- Achieve success and have their understanding systematically checked
- Are clear about expectations in their work and behaviour;
- Receive subject matter with clarity, enabling the identification and correcting of misconceptions
- Feel valued, secure and confident
- Have a safe environment to fail created for them
- Are challenged and stimulated by expert practitioners who respond to their progress
- Receive feedback about their performance both live and over time.

Delivering 'The Riverside Way'

All or some of the following techniques will be evident in a teaching session to provide the high quality and challenging teaching as standard at Riverside Training and LDCs will be observed to ensure that these techniques are being used.

Environment- Conducive for Learning

Clearly established routines should be evident. Learning objectives are shared and relevant to session, this could be through a Key Learning Question (KLQ) which provides a chance to practice regular assessment for learning throughout a session. The level and depth of response increasing with understanding of the topic. It may be used alongside learning objectives as a way of exemplifying progress or indicating the need for further input. The KLQ can be returned to during mini-plenaries or as a summative plenary to review the session. We believe this will create learners who are curious, eager and interested in understanding Knowledge, Skills and Behaviours.

Stretch and Challenge

This should be evident through content which is appropriate and stimulating. Activities in taught sessions will develop and extend the learner's understanding. Differentiated activities are used to support inclusive practice.

Effective Questioning

The LDC should use a range of questioning techniques to support the learner's development of required understanding. The learner could be selected by the LDC or volunteer answers. They should feel safe to contribute and share their understanding.

This is key to ensuring active participation. Thinking time should be built in and allow the learner time to formulate their thoughts. Effective questioning should be used to stimulate discussion and encourages the learner to reflect and/or develop their thoughts.

Progress

Taught sessions allow for learners to make progress in understanding or demonstration of Knowledge, Skills and Behaviours. Progress in comprehension is celebrated and the learner made aware. Learners may be given an opportunity to work independently or as a group task (for example in breakout rooms) to support progress in understanding. The timing of this will depend on the session and the work set. Learners will become active learners, and overall progress will be reflected through the Bud platform.

Constructive Feedback (Verbal)

Feedback is delivered in a constructive, encouraging way appropriate to each learner's needs and levels of confidence. Feedback is based on current, effective and appropriate assessment. Learners will be encouraged to respond, engage and make progress in response to LDC feedback. The use of a range of assessment techniques within a session allows an LDC to give live feedback on a learner's answer or work. The opportunities for live feedback should be deliberate and check for understanding. Feedback should involve detecting specific errors or distinguishing between completion of a task and excellence.

Functional skills

Functional skills should be embedded into delivery where appropriate. This encourages the learner to continue to develop their use of literacy and numeracy skills. Exemplary functional skills are role modelled by LDCs as an expectation. This modelling enables a learner to see what the outcomes look like, removing ambiguity. It enables the LDC to address common misconceptions and gives a basis for each learner to model their work upon. Support for functional skills is given by the LDC to learners where required, or referral to access specialist functional skills support through Riverside Training's dedicated functional skills team can be made.

Transferrable/Employability Skills

Transferrable and employability skills are referred to throughout taught sessions to highlight to the learners how the Knowledge, Skill and/or Behaviours being discussed is relevant to the workplace and to the learner's role. Taught sessions are linked to the employability requirements of the learner allowing the learning to be demonstrated in the workplace.

British Values, Equality & Diversity, Health, Safety, Wellbeing, Prevent and Safeguarding

British Values, Equality and Diversity will be embedded naturally into taught sessions. Taught sessions should also display elements of Health, Safety and Wellbeing. Safeguarding will be evident through the LDC's conduct towards learners and issues arising will be dealt with in accordance with Riverside Training's Safeguarding and Prevent Policy.

Monitoring Teaching and Learning

We recognise that evaluating and driving teaching and learning is important, both in ensuring learners receive high quality education experiences and that LDCs are able to develop as reflective, responsive practitioners. Each of the 'Delivering the Riverside Way' may not be evident when observing a portion of a teach session. Our aim is to ensure exemplary practice is evident through commenting on the elements observed and taking a long term and organisational view to securing 'The Riverside Way' as an expected standard.

At Riverside Training, the evaluating of teaching and learning is secured through stringent monitoring. Observations of teaching and learning will be carried out by our dedicated Quality Assurance team. Feedback through an 'Observation of Teaching and Learning' form will be given and 1-2-1 discussion will take place to provide an opportunity to celebrate success and provide guidance.

Monitoring & Review

This policy is reviewed annually

Current Review Date	July 2026
Next Review Date	July 2027

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