



LIGHTHOUSE
FUTURES TRUST

Coaching and Learning Policy

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Member of staff Reviewing Policy: Head of Internships

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Next Review Date: May 2024

LIGHTHOUSE FUTURES TRUST

Coaching and Learning Policy

Lighthouse Futures Trust may be referred to in full or as LFT, the charity or the College.

1. Introduction and Objectives

- 1.1 The College is committed to providing equal access to the highest quality teaching, learning or training for all students and to ensure that the most effective methods and appropriate support are used to meet their individual needs.
- 1.2 This policy sets out the details of our commitment and applies to all academic staff, trainers and learning support staff.

2. Control

- 2.1 This Policy is controlled by the Board of Trustees who reserve the right to alter its provisions. It will be reviewed every 3 years.
- 2.2 The day-to-day implementation of the policy is delegated to the CEO and Senior Leadership Team.

3. Principles

- 3.1 It is the responsibility of all College academic staff, trainers and learning support staff to comply with the requirements of this Policy and for the Head of Internships to ensure it is fully implemented.
- 3.2 The College has a commitment to continuous learning and improvement. Accordingly, an inclusive learner, staff and employer feedback programme will form part of the College's self- assessment process. In addition, the Head of Internships and the CEO will agree a programme of interim and annual observation of coaching, learning and assessment reports.

3.3 Student Expectations

A student at Lighthouse Futures Trust can expect

- An appropriate and safe learning environment will be provided both on and off site with 21st century facilities at the College.
- A range of appropriate, current and high-quality resources to facilitate the learning process.
- A range of new and existing technologies used both on-site and via online platforms, as part of a Virtual Learning Experience (VLE).
- Equal access to teaching, learning and training for all learners.
- A positive, high quality learning experience underpinned by appropriate impartial information, advice and guidance prior to, during and on completion of the programme.
- An initial assessment that provides a sound basis on which to plan an appropriate programme of teaching, learning, training and assessment to meet the needs of all learners.

- To be involved in the planning and evaluation of their learning through developing individual learning plans with smart targets informed regularly by ongoing assessment and review, where appropriate.
- To receive clear and constructive feedback through assessment and progress reviews and/or during 1-1 meetings so that they know what they have to do to improve their skills, knowledge and understanding to achieve their full potential.

3.4 Diverse needs

- Learners with diverse needs (including learning, emotional and physical difficulties/disabilities) will be identified through the initial assessment and will receive timely support in and between sessions; this includes making reasonable adjustments.
- Teaching, learning and training will, with reasonable adjustments made, take account of the individual needs of learners through differentiated activities which inspire and provide stretch and challenge to enable all learners to reach their full potential.

4. **Approach to Coaching & Learning**

- 4.1 Coaching, learning and training activities will be planned in line with Awarding Body requirements for accredited programmes. They will be current in subject knowledge and skills, link to industry standards and meet agreed learning outcomes for all programmes.
- 4.2 The College will use an appropriate and balanced range of modern, creative, innovative, active and blended coaching, training and learning methods. These will be designed and delivered to maximise engagement, learning and assessment opportunities, as well as the achievement of learning outcomes for all programmes.
- 4.3 Coaching, learning and training will include regular formative and summative checks on learning with questioning designed to broaden participation, deepen and reinforce learning and check understanding.
- 4.4 Coaching, learning and training will support the College's Equal Opportunities policy; making use of learning resources and delivery methods which are free from stereotyping and are appropriate in style and language for the group and the subject; for example raise awareness and support cultural & linguistic diversity, tackle discrimination, victimisation, harassment, stereotyping, radicalisation and bullying, where appropriate.
- 4.5 Teaching, learning and training activities will provide opportunities to develop and embed English, maths, IT, study skills, promote spiritual, moral, social and cultural development skills including British Values, enterprise and innovation and sustainability; these will support the achievement of learning goals & career aims and prepare learners for their next steps.
- 4.6 The College's coaching, learning and training programme will provide opportunities for progression to both further learning and employment. There will be a specific focus on developing employability skills, including appropriate attitudes and behaviours for work and the expectation of 100% attendance and punctuality.
- 4.7 Coaching, learning and training activities will provide opportunities to develop and promote independence and enable learners to achieve their full potential through

motivational setting and monitoring of high but realistic targets as well as independent study.

5. Partnership working

- 5.1 Employers will be heavily involved in the design of relevant programmes, as guest speakers and through providing work experience, work trials and internships.
- 5.2 Where relevant (and with prior permission of each student), parents and carers will be kept informed of each student's attendance, progress and improvement, where appropriate.

6. Commitment from staff

- 6.1 Coaches, trainers and support staff will model appropriate positive behaviour and deal effectively with inappropriate student behaviour both in and outside of the learning environment, in line with the College's Positive Behaviour Policy.
- 6.2 The College will ensure that staff have the appropriate qualifications (or are working towards them) to train and support learning, in line with current professional guidelines and the College Staff Appraisal Procedure guidance.
- 6.3 Continuing professional development (CPD) activities for staff will provide for professional and subject specialist updating, through training, mentoring, peer support, collaboration with relevant external organisations or agencies, industrial links and sharing of best practice and will address the needs of staff and organisational priorities; staff will reflect on their practice to support the process.
- 6.4 Training and support will be given to those new to role, returning from a period of absence and in response to any development points identified through the College's formal observation of coaching, learning and assessment process; this will ensure high quality staff provide a high quality learning experience, with the College aim for all learners to make positive progress.