



**CALLINGTON COMMUNITY COLLEGE**

# **POLICY FOR LEARNING MODULES**

## **Statement of purpose**

Learning Modules promote different styles of learning, making students aware through group work, circle time, dance, circus skills and drama that learning can be developed and extended outside traditional classroom methods.

In the learning modules students are made aware of the eight conditions for student aspirations, particularly 'Fun and excitement', 'Belonging', 'Curiosity and creativity'.

Aspects of work-related learning form the basis of 'Citizenship' in Year 7, 'the Real Game' in Year 8 and 'Self-awareness and Decision-making' in Year 9.

## **Aims and Objectives**

The aims of the learning modules are to improve students' awareness of how we learn, making learning accessible to all. Students will experience teaching and learning in different contexts and settings concerning co-curricular issues relating to their personal development and awareness of their role in the community.

The objectives are to engage students in the visual, audio and kinaesthetic learning styles that each of us use in different contexts, to allow students to evaluate their own learning and extend learning beyond the curriculum.

## **Action Statements**

- a) Learning modules are delivered in 6-12 week sessions and are standalone units.
- b) Each module should have explicit learning objectives.
- c) Students should experience a distinct learning style in each module.
- d) The modules should enrich and extend the national curriculum by promoting awareness of how we learn.
- e) Students will have experience of creative and problem-solving activities and should gain confidence in their learning capabilities.
- f) Students should learn to view themselves as valued members of a group and of the college.

- g) Students will develop a growing sense of themselves as citizens of a national and international community.
- h) The modules enhance self-esteem and self-awareness.
- i) The module should encourage reflection and participation in group work.
- j) The development of group work skills should encourage learning to work co-operatively and effectively for a common goal.
- k) Students will gain experience in peer and self assessment, evaluating their own progress in learning.
- l) Students will also be encouraged to develop their learning skills through formative assessment.

## **Staffing**

Specialist staff from other departments should be made available to the modules where possible. Staff can expect support, materials and programmes of study to be supplied for the modules. Staff will be expected to prepare lessons appropriately and to attend occasional administrative meetings.

## **Assessment and reporting**

As already proposed in action statements k) and l) students perform peer and self assessment. Peer assessment is a part of group working skills. Self assessment will develop from peer assessment and should be recorded on self assessment worksheets.

The method of reporting to parents has yet to be determined but may be considered as part of the PSHE record.

## **Management**

The learning modules should be co-ordinated and managed by one person who should communicate regularly with his/her colleagues and who should offer support through lesson observation and the departmental review process.