Teaching, Training, Learning and Assessment Policy

Policy name:	Teaching, Training, Learning and Assessment
Policy reference:	Pol-TLA-QA
Created by:	Director of Quality & Curriculum: Teaching, Learning & Professional Development
Approved by:	Assistant Principal: Quality & MIS
Date of last review:	September 2022
Date of next review:	November 2023
Revision number:	15

This document is available in other formats including audio, Braille and other languages. The same applies to all material which is referenced within in it. For further assistance, please contact the Quality Department on 01925 494280 or email quality@wvr.ac.uk

Contents

1. Purpose

The purpose of this policy is to ensure that the interests of our students remain our highest priority and that teaching, learning and assessment is at the heart of all the College's activities and meets National Standards and those set by Awarding Organisations. The overarching aim is to provide the highest standard of learning experience for all students.

2. Scope

This policy applies to all education programmes delivered by the College and applies to all employees and students.

3. Responsibility

Ultimate responsibility for this policy within the College lies with the Assistant Principal: Quality & MIS

4. Aims

- Ensure that all students receive the best possible learning experience which meets their individual needs.

- Support students to take responsibility for their own learning, helping them to become 'expert students' and to achieve their potential.

- Provide high quality assessment which leads to good or better outcomes.

- Ensure that Teaching, Learning and Assessment support the development of Maths and English and support overall achievement.

- Effectively promote Equality and Diversity and Fundamental British Values through teaching, learning and assessment.

- Develop a college culture whereby all teachers aspire to deliver ambitious learning programmes, supported by high quality Professional Development.

- Invest in staff by ensuring that the recruitment and retention processes are robust and effective.

- Ensure that Leaders and Managers, including Governors, place significant focus on continuously improving the quality of teaching, learning and assessment.

5. Intended Outcomes

The intended outcomes of this policy are as follows:

5.1 Ensure that all students receive the best possible learning experience which meets their individual needs.

- Ensure that high quality information, advice and guidance are provided to all students and that a comprehensive induction programme for all students is in place.

- Ensure that high quality information, advice and guidance are provided to all students in relation to their next steps, especially progression routes, which need to be well-signposted, accessible, walkable, interconnected and leading to a worthwhile destination.

- Treat each student as an individual and strive to offer an inspirational and challenging learning experience for all students.

- Ensure that timely and effective additional learning support is put into place to meet the needs of individual students.

- Focus on student-centred approaches to learning, ensuring that lessons are motivating, interesting and challenging, as well as meeting individual student needs.

- Develop Schemes of Learning that ensure the acquisition of specific knowledge and skills and that promote: Essential Digital Skills; Equality, Diversity and Inclusion, Fundamental British values, maths and English and employability skills as appropriate.

- Ensure that learning is effectively planned with a focus on support that is understood and achievable.

- Ensure that pastoral care and support services are available in order to safeguard and support students in achieving their learning goals.

5.2   Support students to take responsibility for their own learning, helping them to become 'expert students' and to achieve their potential.

- Ensure that each full time FE student is allocated a Progress Coach and Personal Tutor and that all apprentices and part time students are aware of the specific support available to them; and monitor regularly the use students make of this support

- Ensure that each HE student is allocated a Personal Tutor and that all students are aware of the specific support available to them; and monitor regularly the use students make of this support.

- Ensure that each student has access to an up-to-date and correct timetable.

- Ensure all full and part time students on substantive courses have an individual learning plan and actively participate in the process of establishing short, medium and long term targets and monitoring their own progress towards completion.

- Ensure that all courses are represented on LMS platform Google Classroom and that the content is in line with the prescribed Topic Structure and enables a level of flexibility for more long term online learning if required.

- Support staff members to develop their Digital skills so that they are confident in the use of new learning technologies and can embed Digital Skills effectively and smoothly in their everyday teaching and working.

5.3 Provide high quality assessment which leads to good or better outcomes.

- Ensure that a bespoke curriculum initial assessment is used effectively to identify clear starting points, inform pedagogical choices and set high expectations for all students.

- Ensure that students engage wholeheartedly in the initial-assessment process so that the information it produces is reliable, valuable and valued by all.

- Monitor the development of students 'expert student' skills via the Skills Passport including Employability, maths, English, and essential digital skills.

- Ensure that assessments are well designed, build on prior knowledge and that students are fully aware of their progress and what they need to do to improve.

- Ensure that assessments are realistic, work-related, and appropriate to the vocational curriculum offer.

- Track progress effectively and ensure that students are supported to achieve in a timely fashion.

- Provide frequent, detailed and constructive feedback to students, especially information about how to improve.

- Ensure that assessment activities meet the needs of all students and are of a high quality, meeting external examiner expectations.

5.4 Ensure that Teaching, Learning and Assessment support the development of Maths and English and support overall achievement.

- Ensure that all students on a Study Programme, who do not already have a Grade C/4 in GCSE Maths and English, are working towards and subsequently achieve these qualifications within a time-frame which is appropriate for each student.

- Ensure opportunities for embedding Maths and English within vocational qualifications are maximised.

- Teachers and Progress Coaches should liaise regularly with GCSE Maths and English 'curriculum links' who are assigned to their areas in order to make the embedding process a joint effort.

- Ensure that spelling and/or grammatical errors are identified routinely within all assessed work and that teacher feedback and target setting support improvement in these basic skills

5.5 Effectively promote Equality, Diversity and inclusion and Fundamental British values through teaching, learning and assessment.

- Ensure that opportunities for promoting equality and diversity and British values are maximised within the teaching, learning and assessment of vocational qualifications.

- Ensure that students are prepared for life in modern Britain by: equipping them to be responsible, respectful, active citizens who contribute positively to society

- Ensure that learning materials and experiences develops students understanding and appreciation of diversity; celebrating what society have in common and promoting respect for the different protected characteristics as defined in law

- Ensure that teaching, learning and assessment is ambitious for all students including those with varied levels of SEND.

5.6 Develop a college culture whereby all teachers aspire to deliver good and outstanding lessons, supported by high quality Professional Development.

- Ensure that all staff are given the opportunity to discuss within communities of practice what outstanding teaching, learning and assessment 'look like' and are enabled to explore how to achieve the highest standard.

- Ensure that all members of staff, including support staff, have the relevant qualifications, training and experience to support high quality teaching, learning and assessment.

- Provide a high-quality, varied and relevant range of both internal and external professional development opportunities for both full and part time staff, including access to higher education qualifications, to enable staff to uphold the college's values and vision.

- Encourage and support innovation in teaching, learning and assessment by evaluating all interventions and by stopping the use of those that research has shown to be ineffective.

- Create an environment of trust and mutual respect, where staff feel able to experiment with new teaching methods and try out new ideas, sharing their successes and struggles with colleagues.

- Ensure that members of staff have the time and resources they need to deliver high quality learning experiences

- Invest in staff by improving working conditions, such as classrooms, teaching resources and the infrastructure needed to work in line with the flexible working guidelines

5.7 **Invest in staff by ensuring that the recruitment and retention processes are robust and effective.**

- Ensure the recruitment of the best possible teaching staff, including the establishment of a competitive pay scale.

- Ensure that comprehensive induction is planned and delivered to all new members of staff, including the identification of a subject specialist mentor and a Teaching & Learning Manager; and that training needs are regularly identified in order to support continuous improvement. Teachers have a dual professionalism: to be experts in their vocational or academic subject, but also in the teaching, learning and assessment of that subject.

- Ensure that partnership working with the Director of Quality & Curriculum: Teaching, Learning & Professional Development supports cross college improvement in teaching, learning and assessment.

- Introduce a reward and recognition strategy to support the recruitment, retention and promotion of high performing teaching staff.

- We understand the importance of listening and responding to the voices of our students, but we also appreciate the need to listen and respond to the voices of all members of staff, particularly in relation to taking on board the creative suggestions of teachers in order to move Teaching, Learning and Assessment forward.

5.8 **Ensure that Leaders and Managers, including Governors, place significant focus on continuously improving the quality of teaching, learning and assessment.**

- Ensure that teaching, learning and assessment are central to self-assessment and quality improvement planning at qualification, curriculum and whole College levels.

- Ensure that staff performance management systems are effective in improving teaching, learning and assessment, including robust systems for tackling underperformance and supporting the development of 'outstanding teachers'.

- Enhance the link between learning visit action plans and staff appraisal by specifically focusing on the quality of the feedback which should explain how members of staff can improve their teaching.

- Involve ELT and SMT in the quality assurance of teaching and learning including learning visits.

- Ensure that the quality of teaching, learning and assessment is monitored closely by Governors, ensuring that Governors have sufficient knowledge and information to ask challenging questions in order to raise standards.

- Senior managers need: to provide the physical and intellectual spaces for teachers to grow professionally; dedicated time for collaboration; and ensure that Teaching, Learning and Assessment are a standing item on all agendas.

- Teachers need help to connect their practice with the growing knowledge base on Teaching, Learning and Assessment.

6. Procedures and Guidelines

In order to achieve the College aims, the following procedures, documents and guidelines have been identified:

- Student Induction
- Tutorials
- Assessment
- Work Experience
- English and maths
- Internal Quality Assurance
- Teaching and Learning Strategy
- Digital Strategy
- Quality Assurance of Teaching, Learning and Assessment
- Examinations
- Controlled Assessment
- Additional Learning Support
- Student Disciplinary
- Student Attendance
- Student Involvement
- Cheating, Collusion and Plagiarism
- Recognition of Prior Learning
- Reasonable Adjustment and Special Consideration
- Assessment Appeals
- Internal Validation and Approval of New Courses
- External Verification and Quality Monitoring by Awarding Bodies
- Qualification level review and quality improvement action planning
- Information, advice and guidance
- Monitoring of 'at risk' students
- English Marking Guidance

7. Monitoring

ELT monitor performance as part of the Performance Management cycle.

All course teams should hold regular course team meetings with common agendas prepared centrally to ensure a consistent and comprehensive approach to course team leadership.

All qualifications should carry out regular review and self-assessment leading to a rigorous and target driven quality improvement action plan, progress against which is monitored and updated on an on-going basis. Key performance data and

other evidence such as EV reports and student feedback must feed into this process.

All qualification reviews should feed into the College's self-assessment process and contribute to the appropriate curriculum area self-assessment report.

All curriculum area self-assessment reports will contribute to the College Self-Assessment Report.

All HE qualification reviews should feed into the College's Self Evaluation Document.

All self-assessment reports including the overall College self-assessment report will be subjected to validation/moderation.

The Corporation Board should receive information on the college's provision through the following routes:

- It should receive and agree the College self-assessment report (FE) and Self-Evaluation Document (HE).

- It should receive performance monitoring reports on the quality of teaching, learning and assessment.

E&D Impact Assessment

Policy Title:	Teaching, Training, Learning and Assessment

Identify the Key Stakeholders:	Staff Students

	Key Characteristics	Impact
What is the impact on the following:	**Age**	(1) A positive impact is intended and very likely
	Disability	(1) A positive impact is intended and very likely
	Sex	(1) A positive impact is intended and very likely
	Racial group	(1) A positive impact is intended and very likely
	Religion and belief	(1) A positive impact is intended and very likely
	Sexual orientation	(1) A positive impact is intended and very likely
	Gender re-assignment	(1) A positive impact is intended and very likely
	Pregnancy and maternity	(1) A positive impact is intended and very likely
	Marriage and civil partnership	(1) A positive impact is intended and very likely

		Please tick		
Have any additional safeguarding risks been identified?	Yes	☐	No	☑
Any major changes or adjustments required:	Yes	☐	No	☑
Stop and remove:	Yes	☐	No	☑

Actions to be addressed:

Action	To be completed by	Target Date	Completed (Y/N)

Validated by the Equality & Diversity Committee   **Date:**

**If applicable, actions completed and validated by the
Equality & Diversity Committee**   **Date:**