



Teaching, Learning and Assessment Policy

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This document is issued and controlled by the Director of Performance and Development and can only be modified after proposed modifications have been accepted by the Company Directors.
The latest version will be maintained on the company S: Drive under Policies and Procedures.

Scope

The policy applies to all staff who deliver learning and assessment, regardless of the titles given to describe their role, such as assessors, tutors, technicians. This is not an exhaustive list, but indicates the types of staff affected.

Information

The strategies to develop support and achieve high-quality teaching and learning form part of the overall self-assessment and quality improvement processes. The data and information extracted from the observation of lessons, feedback from learners and reviews of documentation will be used to inform the annual self-assessment report for Learning Curve Group, and to shape development priorities.

The reviews of documentation will include all teaching and learning related documents including but not exclusively the following: learners initial assessment, learner/group profiles, schemes of work, session plans, learners files and marked work, records of work, individual learning plans, tutorial records, learner feedback assessment records, attendance, punctuality and retention data, achievement data.

The grades awarded to observed lessons and reviews of related data will be used to inform individual staff performance reviews. Staff learning and development will be actioned as a result of the individual performance reviews.

Purpose

The purpose of this policy is to ensure that:

- Staff have clear information, advice and guidance given with regard to Learning Curve Group expected standards of teaching, learning and assessment and the strategies that will be implemented to achieve these.

Exceeds or meets expectations for teaching, learning and assessment is the standard for all staff facilitating learning activities.

- Staff follow the 2014 Professional Standards for Teachers and Trainers in the education and training sector
- Each learner is supported to achieve their full potential whilst studying at Learning Curve Group, through this and our robust information, advice and guidance mantra
- Each learner's experience of learning is wholly positive

Policy Statements

Learning Ethos and Expectations

- Learning Curve Group is an inclusive institution which aims to meet the needs of learners and to establish an ethos based on an excellence within a safe, supportive learning environment.
- Learners will be at the centre of everything we do, and our expectations of them are high.
- Learning Curve Group match our individual learners' needs and the courses and support offered.
- Previous learning experiences will be considered, and all tutors will ensure a differentiated approach to the curriculum offer and delivery of learning programmes.
- A range of learning environments will be provided to encourage independent and flexible learning.
- Learning resources appropriate to learning styles will be employed and the use of technology will be maximised.
- Learning Curve Group based learners will be provided with a breadth of learning experience, incorporating the development of functional and a focus on personal development, behavioural and welfare.
- Learners will receive support, advice and guidance through their learning programmes.

Teaching and Tutoring

- High-quality teaching and learning is one of the most important influences on learners' achievement rates, and therefore Learning Curve Group is committed to the continuous improvement of the learner experience.
- Teaching and learning will focus on motivating learners and building skills.
- Learners will be set challenging targets to raise aspirations and ensure their potential is reached.
- Learning Curve Group will encourage all staff to reflect on their current practice, develop strategies to enhance teaching, tutoring, learning and achieve on result which is beyond expectations.
- Continuous professional development (CPD) events are held both internally and externally to remain competitive and consistent.
- The coaching team have a single focus to support our delivery teams in their professional practice and to provide every opportunity to develop their learners' skills and aspirations. Coaching support is available on a broad range of themes.
- The coaching and development cycle is companywide and is a tool to develop and measure impact.

Assessment

Assessment will take place regularly through any programme on a formative and a summative basis, and serves the following purposes:

- Assessing an individual's progress provides constructive feedback to identify future achievements and feed forward for future successes, so there will be every opportunity to stretch beyond the standards.
- Assessing an individual's performance allows formal grading and certification.
- Individuals who leave the course early will be accredited with partial unit achievement.
- Checking on learners' progress in a particular programme will help with informing the deliverer and managing distance travelled in relation to progress towards achievement.

The approach to assessment follows the following principles:

- Within any restrictions imposed by awarding organisations, the assessment process should always be appropriate for each individual learner.
- Learners will be made aware of the procedures for appeal against assessment decisions, both internally and externally.
- Formal assessment will always comply with awarding authority regulations, and adequate preparations for such assessment should be scheduled into every programme.
- Special assignment required to be applied for when appropriate through Awarding Body.
- Initial assessment will be carried out to determine any additional learning support needs and advice given.
- When receiving the portfolio from a learner, the centre should record who received the portfolio, candidate name, when the portfolio was received, assessor name and where it has been stored. When the portfolio is returned to the learner, it should be signed for. The centre must store all retained portfolios in a secure store.

In situations where a portfolio cannot be found, then a full investigation will be triggered by the Internal Quality Assurance (IQA). The External Quality Assurance (EQA) will be contacted for guidance, and at this time the Internal Quality Assurance will discuss the photocopied assessment evidence the centre holds on the candidate. It may be a requirement that assessment and/or evidence collection will need to be repeated.

All awarding organisations require centres to retain records for a minimum of 3 years to make them available for certification queries. These records should be scanned and contain details of Learner, Assessor, IQA, enrolment and registration. These records should be supported by the assessment records and verification documentation. Portfolios should be returned to the learner following the EQA's and Examiner's visit. Copied assessment records will be retained by the Centre.

Professional Standards 2014

<http://www.et-foundation.co.uk/supporting/support-practitioners/professional-standards/>

Values and attributes

Teachers and trainers are reflective and enquiring practitioners who think critically about their own educational assumptions, values and practice in the context of a changing contemporary and educational world, drawing on relevant research as part of evidence-based practice.

Professional behaviour

They act with honesty and integrity, to maintain high standards of ethics and professional behaviour in support of learners and their expectations.

Dual professionalism

Teachers and trainers are 'dual professionals'; they are both vocational/subject specialists and teaching experts, committed to maintaining and developing their expertise in both aspects of their role to ensure the best outcomes for their learners.

Professional values and attributes

Develop your own judgment of what works and does not work in your teaching and training

1. Reflect on what works best in your teaching and learning, to meet the diverse needs of learners
2. Evaluate and challenge your practice, values and beliefs
3. Inspire, motivate and raise aspirations of learners through your enthusiasm and knowledge
4. Be creative and innovative in selecting and adapting strategies to help and guide learners to learn
5. Value and promote social and cultural diversity, equality of opportunity and inclusion
6. Build positive and collaborative relationships with colleagues and learners

Professional knowledge and understanding

Develop deep and critically informed knowledge and understanding in theory and practice

7. Maintain and update knowledge of your subject and/or vocational area
8. Maintain and update your knowledge of educational research to develop evidence-based practice
9. Apply theoretical understanding of effective practice in teaching, learning and assessment drawing on research and other evidence
10. Evaluate your practice with others and assess its impact on learning
11. Manage and promote positive learner behaviour
12. Understand the teaching and professional role and your responsibilities

Professional skills

Develop your expertise and skills to ensure the best outcomes for learners

13. Motivate and inspire learners to promote achievement and develop their skills to enable progression
14. Plan and deliver effective learning programmes for diverse groups or individuals in a safe and inclusive environment
15. Promote the benefits of technology and support learners in its use
16. Address the Mathematics and English needs of learners and work creatively to overcome individual barriers to learning
17. Enable learners to share responsibility for their own learning and assessment, setting goals that stretch and challenge
18. Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support progression and achievement
19. Maintain and update your teaching and training expertise and vocational skills through collaboration with employers
20. Contribute to organisational development and quality improvement through collaboration with others

Staff have appropriate skills and expertise to provide good-quality teaching, learning assessment, and information and support services for each learner

- Learners understand how well they are progressing towards their learning goals and what they need to do to improve.
- Those with a legitimate interest, such as employers or parents, are clearly and regularly informed about student progress.
- Feedback on marked work should be given within appropriate time limits and in accordance with the assessment schedule where applicable.
- Give choices about the next stage of their education, employment and offer impartial career's advice and guidance.

- Instill employability skills, along with personal development, so that learners are prepared to respect others and contribute to the wider society and life in Britain.
- Understanding how to keep themselves safe, spot potential risks and keep healthy emotionally and physically.
- Understand risks: abuse, sexual exploitation and extremism, including when using the internet and social media.
- To inspire self-confidence, self-awareness and understand how to be a successful learner.
- Through following guidelines for behaviour and conduct, how to manage their own feelings, behaviour and the ability to relate to others.

Learners receive help to develop English and Mathematics skills to support the attainment of their main learning goals.

- Learners' progress in English and Mathematics is monitored and reviewed with them.
- Learners' work is marked carefully with correction of spelling, grammatical errors and inaccuracies.
- Learning Curve Group have specialised tutors/staff to work with and keep those who need additional support engaged and motivated.

Learning, teaching, training and assessment promote equality and support diversity.

- Staff use materials and teaching methods that are sensitive to, and promote, equality of opportunity.
- Staff maximise the opportunities in sessions and within all learning contexts to promote equality of opportunity and diversity.
- Lesson plans and schemes of work demonstrate how staff will promote equality and support diversity.
- Staff attend scheduled events to maintain knowledge levels, share ideas and continuously improve embedding skills.

Learning, teaching, training and assessment advocate e-safety.

- Ensuring that all learners and staff are equipped with the knowledge and skills to safeguard themselves online.
- Ensuring that all people who work with learners/young people have access to good quality procedures and effective training to safeguard anyone at risk through online activity.

Supporting documents:

Awarding Body Guidance

Teaching and Learning Strategy and Development Plan

Tutor and Assessor Handbook