



Teaching, Learning and Assessment Policy

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Introduction

The purpose of the policy is to set out the Teaching, Learning and Assessment strategy and to outline our commitment to providing high standards of education and training that meets both employers and individual needs as well as the company's own strategic priorities.

This policy highlights how Observations of Teaching, Learning and Assessment can be conducted across the business to increase the consistency of our delivery both in the training room and in the workplace thus ensuring our apprentices are receiving an outstanding experience.

Aim

Our aim is to provide a high-quality learning experience that encompasses, personalised learning, effective methods of assessment, and the use of technology that increases flexibility and opportunities for individual progression. This will be achieved by fostering positive working relationships with learners in a safe learning environment which is conducive to learning to meet their career aspirations.

Scope

The teaching, learning and assessment policy will aim to ensure that:

- All Tutors are appropriately qualified and experienced in their vocational areas that they teach and assess in.
- All observed delivery sessions are quality assured using a sound internal framework that mirrors the Ofsted Education Inspection Framework (EIF).
- The needs of individual learners are quickly identified, and information captured is used to inform personalised learning approaches to aid progress and attainment and, if required, additional support.
- Information learning technology is used effectively to enrich the learning experiences and working practices.
- Assessment of learner's performance and progress is timely, fair, consistent and reliable.
- Learners receive regular constructive feedback on their progress and they know how they might improve their performance with clear and measurable targets being set to challenge and extend learning.
- Learners receive help to develop their functional skills which is an integral element of the apprenticeship standards and frameworks.
- Teaching, Learning and assessment promote equality and diversity and enrich the learning experiences.

Key Responsibilities and Expectations

Planning Effective Learning

- Learning should be carefully planned and prepared for all training and assessment sessions, tutorials, master classes, workshops and for any learning that may take place. All planned activities must include clear and realistic learning outcomes that are recorded using the agreed standardised documentation.
- Training and assessment plans including planned outcomes **must** be explicitly shared with learners and if appropriate, employers.
- Learning outcomes should be differentiated when and where this is appropriate for individual learners.
- Training and assessment staff should be well prepared and should undertake appropriate staff development activities to ensure that their subject knowledge and training/delivery skills are up-to-date, relevant and, where appropriate linked to the programmes that they are delivering.
- Embed and exploit opportunities to address equality of opportunity and diversity issues in the planning and delivery of learning.
- Provide staff development focused on equality and diversity within teaching, learning and assessment, especially in relation to the promotion of British Values.
- Ensure all Tutors are working to reduce any achievement gaps between different groups of learners on their programmes and to take action to address these gaps.

Managing the Learning Environment

- All sessions must start and finish promptly.
- Registers must be taken at the start of each class training or delivery session.
- Sessions should have a clear structure and follow a well-documented training plan or lesson plan.
- Training/teaching should be creative, energising, motivational, varied and appropriate for the intended learning outcomes.
- Training sessions should build upon the learner's knowledge and skills and include recaps from the previous sessions.
- Each session or lesson should include regular learning checks using a wide range of strategies to reinforce learning at regular intervals.
- Tutors must create an atmosphere of mutual respect and trust that promotes anti-discriminatory practice.
- Tutors must ensure that their materials and resources are not discriminatory or stereotypical.
- Opportunities for the promotion of equality and diversity should be celebrated and integrated accordingly into training and teaching sessions including all assessment practices.

Driving Delivery

- Provide an effective observation process that is supportive and developmental based on the day to day experience of our learners and employer's needs.
- Promote a culture of sharing and implementing best practice through structured learning sessions, peer observation and reviews and also by showcasing best practice as part of CPD plan.
- Develop a focused CPD Programme that supports high quality teaching, learning and assessment practices.
- Ensure that all staff recruitment process focuses on appointing high calibre staff that can promote high quality learning and assessment practices to challenge and enrich learning.

Ensure performance management systems explicitly link with the staff appraisal system so that it supports the continuous improvement in teaching, learning and assessment.

Expectations of the Tutors

- To set high expectations and standards so that learners are stretched and challenged within their studies to achieve, make progress and succeed in their career aims.
- To provide customised and differentiated teaching, learning and assessment material to match each learner's needs and interests.
- Support the development of employability skills, personal, learning and thinking skills including independence in learning within the apprenticeship frameworks and standards and the core knowledge, skills and behaviours required for the role.
- Provide appropriate additional learning support to enhance progress and attainment.
- Ensure all learners where necessary, gain access to and achieve high quality English and Maths and ICT qualifications as part of their traineeship, study programme and apprenticeship training.
- Provide one to one support to help learners to achieve their learning goals.

Purpose

Every educational establishment has a responsibility to monitor the effectiveness of the service being provided for its learners. Our process has been designed to assure the quality of service provided and therefore is used as a means of looking for ways to continuously promote and ensure improvement.

Aim

- To acknowledge that Tutors are individuals and professionals with different needs and interests
- To consider that training together, passion for learning and reflective practice provides modelling and the basis for individual perception and insight
- To maximise individual growth through reflective practice and professional dialogue
- To provide time and support for growth and change across the business in relation to teaching and learning
- To encourage self-initiated professional development, whilst being supported with a comprehensive company CPD programme
- To develop an educational environment characterised by collaboration, cooperation, and communicating yielding a supportive, non-threatening environment to foster professional growth

Mindflex Psychology emphasise the importance that there is a systematic and coordinated approach to quality assurance of Teaching and Learning across the business.

Teaching and Learning Objectives

- To provide academically and vocationally rigorous, coherent but flexible courses, capable of stretching the abilities of the most able learners
- To create an environment for teaching and learning which makes the best use of the talents and abilities of staff and apprentices within the resources available - in particular by ensuring effective planning and coordination, by identifying and adopting the most effective methods for teaching and learning and by providing adequate infrastructure and support
- To foster a climate in which teaching is highly valued and in which pedagogic issues, such as the development of teaching and assessment methods, are the subject of regular, well-informed debate
- To monitor, maintain and strive to raise the standards of the teaching provision, to ensure that its apprentices are consistently offered the highest quality of education
- To provide an environment in which learners can develop personally and holistically, by offering them the opportunity to acquire a broad range of skills and to benefit from social interaction with staff and fellow learners

Developing Excellence

Continued improvements in Teaching and Learning will only be successful if self-evaluation or quality assurance of teaching and learning is planned for. As a business, it is imperative that delivery staff take greater responsibility for their own performance. The Education and Training Manager, will regularly review monitoring reports on the outcomes of observations and quality assurance of teaching and learning. Triangulation will be used to ensure there is an accurate understanding of an individual's performance over time. The triangulation will also be used as a means of identifying opportunities for the development of an individual's professional practice and pedagogy. The OTLA process will also be conducted as a means of identifying and optimising the skills and knowledge of staff across the business using appropriate tools, resources and equipment for sharing best practice across the organisation.

Monitoring

Monitoring is used to systematically check or scrutinising something for the purpose of collecting specified categories of data for four main purposes:

- To learn from experiences with the view to improving practices and activities in the future
- To have internal and external accountability of the resources used and the results obtained
- To take informed decisions on the future of the initiative
- To promote empowerment of beneficiaries of the initiative

Monitoring allows results, processes and experiences to be documented and used as a basis to steer decision-making and learning processes. Monitoring is checking progress against plans. The data acquired through monitoring is used for evaluation.

Evaluation

This process appraises data and information that inform strategic decisions, thus improving a project or programme in the future. Evaluations should help to draw conclusions about five main aspects of the intervention:

- Relevance
- Effectiveness
- Efficiency
- Impact

- Sustainability

Information gathered in relation to these aspects during the monitoring process provides the basis for the evaluative analysis. The evaluation process might be viewed as a series of cycles or a spiral, with each cycle leading the project to a higher level of achievement.

Who Does the Monitoring?

- All Tutors are expected to provide high quality teaching for their learners and apprentices and to be accountable for the progress these individuals make in their journey
- Managers are responsible for monitoring the quality of the teaching and learning within their profile, the impact that this has on apprentice progress and to offer support to develop individuals
- The wider team are responsible for monitoring the quality of teaching and learning across the business, the impact that this has on learner and apprentice progress and to identify where development and support is needed
- The Education and Training Manager, is responsible for monitoring the quality of teaching, learning and development across the business
- The senior management team have a statutory duty to monitor that the processes are in place and that all learners' need are being met.

Tutors

Tutors are responsible for the effective teaching of their sector areas, evaluating the quality of teaching and learning and standards of apprentice achievements and setting targets for improvement.

This is achieved by:

- Evaluating the teaching of their sector area, the planning of delivery sessions and using this analysis to identify and share effective practice and to lead action for improvement
- Ensuring curriculum coverage, continuity and progress for all apprentices
- Establishing and implementing clear policies and practices for assessing, recording and reporting on apprentice progress, and setting targets for further improvement
- Analysing and interpreting data on apprentice performance against business expectations and other comparative data; setting expectations and targets and implementing actions for the achievement of individual learners and key groups (e.g. more able Apprentices, gender groups, those eligible for additional provision, ethnicity, prior attainment and SEND)
- Evaluating progress of teaching and learning targets in quality improvement plans, in line with the Business Quality Improvement Plan

Education and Training Manager

The Education and Training Manager, is responsible for overseeing the company's responsibility for;

- The development and oversight of teaching (planning and delivery)
- Assessment, including arrangements for EPA (formative feedback)
- Learning and progress of knowledge, skills and behaviours
- Attitudes to learning (Apprentice conversations and behaviour)

How Do We Monitor and Evaluate?

- Lesson observation and feedback
- Performance management observation
- Individual self-evaluation
- Lesson plan analysis – focus on Ofsted framework
- Monitoring the quality of extended learning
- Monitoring the quality of written feedback and assessments through work scrutiny
- Apprentice/Delegate Voice
- Staff feedback and evaluations
- Learning Walks

Evidence of Monitoring and Evaluation

Everyone involved in the delivery team will be expected to drive consistency of performance using a variety of measured methods. This could include, but not limited to;

- Lesson observation
- Work scrutiny
- Apprentice voice
- Lesson plan analysis
- Learning walks
- Team meeting minutes
- 1:1 notes
- CPD
- Data analysis of progress/ Analysis of internal mock examinations
- Analysis of external exam results
- Reviews of quality of assessment
- Trainer and mentor self-assessment
- Apprentice progress monitoring

Process

A range of observations, including formal and informal, will take place through any given academic year to ensure that there is appropriate and relevant monitoring and support for delivery staff.

What Can You Expect?

- Before conducting a formal observation, a 24-hour notice period will be provided. The member of the quality team who has planned to conduct the observation must contact the appropriate line manager between 8:30 – 9:30 am the day before the scheduled OTLA. It is their responsibility to inform the member of staff due to be observed and notify the observer if delivery is suspended. If an observation has been planned to take place on a Monday, then the call must be made by 4 pm Friday
- Formal observations will usually be no more than three hours per year unless a staff member receives a judgement of 'RI' or 'Inadequate'.
- Developmental work with other members of staff such as the quality team or peer observers will **not** count towards this total
- If there are concerns raised following the monitoring and evaluation process, further classroom observations will be arranged
- Information gathered during the observations will be used for a variety of purposes including informing business self-evaluations and business improvement strategies
- If the formal judgement shows that delivery standards are not met, the staff member in question can expect a follow-up observation within 6 – 8 weeks following the support from the team. During this time, they will also receive support from their line manager
- Oral feedback will be given as soon as possible after the observation and no later than the end of the day. It will be given in a suitable private environment and, where possible, will include their line manager. Written feedback will be provided within 24 hours of the observation taking place. Numerical grades will **NOT** be shared with individuals as the focus should be on the written feedback thus supporting staff development needs.
- It is expected that all delivery staff will be required to complete a self-evaluation of the lesson as part of the reflective process. This information will be used as part of the feedback session.

Informal drop-ins and Learning walks are an integral part of the business ethos in developing outstanding Teaching and Learning – these will not count towards the agreed formal timeframe for lesson Observations.

Protocol

- Observers will have the appropriate experience, skills and training to conduct observations
- At an observation, a quiet introduction should be made to the trainer or mentor, the observer maintaining an unobtrusive position. The apprentice(s) should be advised of the role of the observer
- The following documentation must be available for the observer to review as part of the observation; SOW, lesson plan and group profile that clearly identifies differentiation and intervention planned for individual learners
- Workplace observations will be conducted for training, assessment or skills development sessions only. For workplace observations, the following documentation must be available for the observer to review; delivery plan and assessment documentation
- Where possible, the observer will ask for a period of 10-15 minutes to gather apprentice voice or talk to the employer. This should occur after the observation has taken place but before feedback
- If for whatever reason the observation wasn't able to take place, a new appointment must be rescheduled within 1 month
- It is the manager's responsibility to ensure the action plan written following the observation is followed through and should form part of the trainer/ learning support coach monthly performance reviews

All observation documentation will be available on the share drives. In all observations, observers will:

- Seek to follow the agreed process and procedures using the relevant OTLA documentation
- Use the criteria provided by the common inspection framework to inform a judgement on performance
- Be polite, supportive and courteous to teaching staff and apprentices; as unobtrusive as possible and not participate in learning sessions in any way (unless to intervene on health and safety grounds)
- Consistently focus on the impact of teaching, assessment and resources on learning
- Seek to ensure that the organisation's safeguarding and equality and diversity expectations are satisfied.

Developmental observations

All staff involved in the delivery of teaching, learning and assessment may request a developmental observation. These observations are ungraded and could take place at any point over the year. The observations will focus on supporting and improving teaching, learning and assessment within curriculum areas and will also identify good practice to be shared across curriculum teams. Developmental observations may also form part of an

individual action plan following a formal observation. The duration of developmental observations will vary according to individual circumstances.

Peer Observation

The Education and Training Manager should assist Tutors in taking part in peer observations where possible. This enables delivery staff to informally, but systematically, observe peer delivery.

Staff participating in this activity are expected to reflect on their learning from observing good practice and to identify how their delivery skills will develop as a result.

As good practice, operations managers should encourage all staff to complete at least one peer observation a year. Peer observations are ungraded.

Learning Walks

The purpose of introducing learning walks is to maintain and improve our quality of teaching, learning and assessment. Delivery staff are all subject to announced observations, however to improve consistent, learning walks will provide weekly opportunities for managers and IQA's to 'drop into' delivery and provide informal feedback.

Training of observers

The training of observers is a critical factor in the success of the observation programme by ensuring that those observing delivery are both competent observers and are following the agreed approach to the process.

Training for observers to become part of the observation team will include:

- An introduction to both the Education Inspection Framework (EIF) and FE Inspection Handbook and the application in the context of both Young Peoples Learning and Adult Learning;
- Training on the use of observation paperwork, gathering evidence, classroom protocol, giving feedback to staff, grading; practical activities involving classroom observation.

Once the Education and Training Manager is satisfied with a trainee observer's competence, s/he may be included as an active observer. Mandatory refresher / update training will be provided to cover changes to the observation protocol, and in general to remind the team of the responsibilities of the role.

All observation team members (where applicable) should observe a minimum of three classes per year. In addition, all observers will be expected to attend at least one standardisation meeting each year.

Teaching and Learning Programme

Identification

Tutors will be identified as needing support ('coaching') via the following procedures:

Methods of Identification

- Lesson observations: If a member of staff has a 'Grade 3 or 4' lesson observation, the tutor will enter 'coaching'
- Staff who receive a 'grade 3 or 4' during their first OTLA observation will automatically enter 'coaching'
- Consistent complaints from apprentices or employers: 'consistent' would mean more than 3 in a single academic year (from separate sources)
- Manager recommendation: If the Tutors line manager is unhappy with the performance of the member of staff then they can invoke 'coaching'
- Tutors who are identified (or who volunteer) will be kept confidential; only the Education and Training Manager will be aware that a member of staff requires coaching

Support Measures

The coaching programme is based on the GROW model of coaching which involves key listening and questioning skills, mentoring and team coaching.

- **Goal** – defining what you want to achieve
- **Reality** – exploring the current situation, relevant history and future trends
- **Options** – coming up with new ideas for reaching the goal
- **What/who/when** – deciding on a concrete plan of action

The following steps will be put in place to help the member of staff consistently raise the standard of their teaching. The coaching programme should occur over a period of 10 weeks (maximum).

Benefits to Individual Apprentices and Staff

- Learners benefit from enhanced motivation; better organisation and questioning skills; and an increased choice of learning strategies
- Staff develop self-confidence; an increased willingness and capacity to learn and change; enhanced knowledge and understanding; a wider repertoire of teaching and learning strategies; and increased confidence in the power of teaching to make a difference