



## POLICY STATEMENT

### Policy Title: Teaching, Learning & Assessment

#### Scope

In conjunction with the College's Teaching, Learning and Assessment Strategy, this policy applies to all staff, and key collaborative partners, directly involved in delivering the College's curriculum.

#### Statement

The College is committed to securing the continuous improvement of teaching, learning and assessment, providing an inclusive environment in which our learners are at the centre of all our activities; ensuring each individual achieves to the best of their ability. Learners' will experience high quality learning opportunities that inspire and challenge, meet their individual needs and abilities, the requirements of employers and other stakeholders, and provide opportunities for progression. Staff will foster good working relationships with and between learners and encourage all learners to be actively engaged and responsible for their own learning; developing core skills which will drive enterprise and innovation to prepare learners for life, work and careers.

#### Key Points

- Suitable programme information will be issued to all learners maintaining consistently high expectations of what each learner can achieve.
- Course Planner's, outlining teaching, learning and assessment activities, will be prepared before the start of the programme and shared with learners. Where relevant, English and mathematics, and other skills necessary to function as an economically active member of British society and globally are promoted.
- A class profile will be prepared for each group of learners to secure understanding of the group, outline the outcomes of initial assessment and support the planning of appropriate teaching, learning and assessment strategies to meet the needs of all learners.
- Lesson plans will be drawn up and followed based on the College standard pro-forma.
- Lesson plans will demonstrate and evidence how strategies for stretch & challenge, differentiation and checking of learning are embedded within the teaching and learning sessions.
- Lesson plans will demonstrate and evidence how learners are prepared for a successful life in modern Britain through embedding and promoting equality and diversity, equal opportunity, safeguarding and the Prevent Duty, the fundamental British values of democracy, rule of law, individual liberty and mutual respect and tolerance of those with different backgrounds, faiths and beliefs and sustainability issues within the curriculum.
- Lesson delivery will recognise, integrate and support the needs of individual learners and regularly check that learning is taking place.
- Information Learning Technology will be used, where appropriate, to enhance learning and support creativity and learning materials will be accessible through the College Virtual Learning Environment.
- Planning will ensure learner workloads are balanced throughout the year and reasonable.
- Work based learning and work placements will be incorporated where appropriate to help develop employability skills and prepare learners for the world of work.

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- Learners' work will be marked with constructive and positive feedback clearly structured to provide a focus on how to improve; returned in a timely manner in accordance with the College's Assessment Policy.
- Staff will accurately record and monitor learner progress and assessment decisions and keep a record of work covered in each lesson.
- Staff will be responsible for motivating students, setting and reviewing targets with learners and revising their Individual Learning Plans.
- Learners' work will be displayed and celebrated.
- Learning resources, whether held by LLRS or distributed directly, should be ready in advance of sessions and where produced internally, conform to good practice standards in equality and diversity.
- Staff will support students to achieve their goals and refer them to other staff and support services as necessary.
- Staff must respond promptly and appropriately to lapses in student attendance, punctuality, behaviour and application to their studies.
- Staff will challenge, report and document all inappropriate behaviour.
- Staff will be supported through continuous professional development, reflective practice, observations of teaching, learning and assessment and mentoring.
- Initial assessment outcomes will identify learners' support and additional learning needs quickly and accurately informing teachers of support needs and supporting the effective planning for learning support.
- Staff will engage with parents, carers and employers, as appropriate, to support understanding of how learners are progressing in relation to the standards expected and what they need to do to improve.
- Staff will be encouraged to recognise and celebrate good practice by sharing it with other related and unrelated curriculum areas encouraging the dissemination and development of innovative, inspiring and challenging teaching, learning and assessment.

**Author(s):** Quality Improvement Team  
**Enquiries to:** Teaching & Learning Coaches

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## POLICY GUIDANCE

### Policy Title: Teaching, Learning & Assessment

#### Context

This policy supports the College's Teaching, Learning and Assessment Strategy and the standards and practices identified in the College Vision, Mission and core values, College Charter and Strategic Plan. It identifies the College's commitment to fulfilling the requirements of the Learning and Skills Act and takes particular account of relevant legislation and Government Ministries.

#### **The further education and skills inspection handbook (August 2015, p42-43)**

In judging the quality of teaching, learning and assessment, inspectors **will** consider the extent to which:

- teaching and assessment methods and resources inspire and challenge all learners and meet their different needs, including the most able and the most disadvantaged, enabling them to enjoy learning and develop their knowledge, skills and understanding
- learners are supported to achieve their learning goals, both in and between learning sessions
- staff have qualifications, training, subject knowledge and experience relevant to their roles and use these to plan and deliver learning appropriate to learners of all abilities, reflect good industry practice and meet employers' needs
- staff identify learners' support and additional learning needs quickly and accurately through effective initial assessment, leading to the provision of high quality and effective support to help learners achieve as well as they can
- staff work with learners to ensure that teaching, learning and assessment are tailored to enable all learners to make good progress and prepare for their next steps
- staff assess learners' progress and performance and ensure that assessments and reviews are timely, frequent, fair, informative and reliable
- learners receive clear and constructive feedback through assessment and progress reviews and/or during personal tutorials so that they know what they have to do to improve their skills, knowledge and understanding to achieve their full potential
- employers, parents and carers, as appropriate, are engaged in planning learners' development; they are kept informed by the provider of each learners' attendance, progress and improvement, where appropriate
- teaching, learning and assessment promote equality, raise awareness of diversity and tackle discrimination, victimisation, harassment, stereotyping, radicalisation and bullying
- staff are aware of and plan for individual learners' diverse needs in teaching or training sessions and provide effective support, including making reasonable adjustments for disabled learners or those with special educational needs
- teaching promotes learners' spiritual, moral, social and cultural development
- teaching, learning and assessment support learners to develop their skills in English, mathematics and ICT and their employability skills, including appropriate attitudes and behaviours for work, in order to achieve their learning goals and career aims.

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## Supplementary Documentation

### Internal:

- Teaching, Learning and Assessment Strategy
- College Charter
- Student Guide
- Strategic Plan
- Equality & Diversity Policy
- Tutorial Policy and Procedure
- Student Disciplinary Procedure and Attendance/Achievement Policy and Procedures
- IQA of Assessment Centre Handbook
- Continuing Professional Development Policy
- Peer Observation Procedure
- Classroom Walkthrough Procedure
- Governor Learning Walk Procedure
- Quality Improvement strategy
- Guidance on the Quality Improvement Moodle site
- Guidance in the Teachers Space on Moodle
- Teaching, Learning and Assessment Forums – Terms of reference

### External:

- Overarching professional standards for teachers, tutors and trainers in the lifelong learning sector
- Race Equality impact assessment [www.equalityhumanrights.com/](http://www.equalityhumanrights.com/)
- Ofsted
- The UK Professional Standards Framework for Teaching & Supporting Learning in HE
- Common Inspection Framework
- Handbook for the Inspection of Further Education and Skills
- FE Choices
- Prevent Strategy – [www.gov.uk/government/publications/prevent-strategy-2011](http://www.gov.uk/government/publications/prevent-strategy-2011)

### Implementation

The Vice Principal – Curriculum and Quality is responsible for the implementation and monitoring of this policy.

Guidance can be found in the relevant policies and procedures listed above. All current guidance will be found on the intranet and on Moodle in the Teachers Space.

The processes involved will include:

- Changes in policy communicated to staff via the Staff Bulletin and College Management Teams
- Policies and procedures plus information and guidance for staff placed on the intranet and in the Teachers' Space on Moodle
- Staff development activities including staff induction to raise awareness
- Support and monitoring activities within the Quality Improvement Framework to facilitate implementation including reporting – (Programme Performance Reviews, etc)
- Review meetings at all levels will include implementation of policies and procedures

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### POLICY CONTROL

#### Policy Title: Teaching, Learning & Assessment

<b>Author(s):</b>	Quality Improvement Team
<b>Approving Body:</b>	Senior Leadership Team
<b>Monitoring Officer:</b>	Vice Principal, Curriculum and Quality
<b>Review &amp; Evaluation Body:</b>	Senior Leadership Team

#### Targets for Continuous Quality Improvement

- Ongoing reduction of inadequate observation grades
- Student Feedback on quality of teaching above national comparators
- Meeting Key Performance Indicators

#### Monitoring, Review and Evaluation:

This policy will be monitored and reviewed through:

- Observations of Teaching, Learning and Assessment (External, Internal, Peer)
- Curriculum Inspections
- Student Feedback
- Reports (Programme Performance Review, etc)
- Student Focus Groups in Faculties
- A review of Equality & Diversity comments made in Self-Assessment Reports
- Teaching, Learning and Assessment Forums and Groups

#### Equality & Diversity Impact Assessment

<b>Date of Impact Assessment</b>	18 June 2008
<b>Date of Publication</b>	

#### Dates of review:

<b>Issue Date</b>	2 <sup>nd</sup> November 2004
<b>First Review</b>	March 2006
<b>Reviewed on</b>	July - 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015
<b>Next Review due</b>	July 2016