

City College Plymouth is singularly focused on creating the best outcomes for all of our learners and we recognise the crucial role of excellence in teaching, learning and assessment in enabling learners' to thrive. By fostering a supportive, inclusive and aspirational environment that embraces best practice in teaching, learning and assessment, we strive to continually improve the student learning experience leading to higher levels of student attainment and success.

In accordance with our mission "to be the South West's leading provider of innovative, technical and professional education and training by supporting partnerships for growth, raising aspirations and fostering wealth creation", the College is committed to delivering high quality learning opportunities for young people and adults and developing core skills which will drive enterprise and innovation to prepare learners for life, work and careers.

We will provide a high quality learning experience which is motivating, rewarding and aspirational within a College characterised by high energy levels, creativity, enterprise, innovation and high expectations both of ourselves and others. The College will deliver programmes which enable our learners to meet and exceed their aspirations, ensuring that each individual achieves to the best of their ability. We will provide a ladder of opportunity for all learners, enabling them to progress on to higher education and into employment opportunities.

Our core values mean that:

- we put our learners and our community at the heart of all that we do
- we foster excellence, innovation and creativity
- we celebrate diversity and inclusion and the breaking down of barriers to success
- we have high expectations of ourselves, our learners and our partners.

This strategy supports the College's Strategic Plan 2015 - 2020 and will contribute to the achievement of the College's principal strategic aims. We will ensure:

- We provide a high quality, motivating and attractive curriculum.
- Our courses are highly relevant, innovative and future-focused, shaped by the needs of employers and learners and delivered by staff that are passionate, knowledgeable and committed.
- We encourage all learners to set their goals high and we will support them to achieve their ambitions.
- Our curriculum goes beyond qualifications, giving learners the skills and qualities they need for long-term success in a global economy.
- All that we offer provides a clear line of sight to work.
- Innovative approaches to teaching, learning and assessment that inspire learners to exceed expectations.
- We provide learners with an enjoyable learning environment with facilities and opportunities to develop their knowledge and employability skills, ensuring best use of learning technology.
- We actively promote and enjoy an inclusive culture that demonstrates the integration of diversity, embraces British values, safeguarding and respect for everyone into each aspect of our work and learning.

## Introduction

City College Plymouth believes that effective teaching, learning and assessment are vital to a high quality learner experience and critical to learner success – the fundamental goal of the College. Ensuring a high quality learner experience and encouraging pride in achievement is directly linked to learners remaining on programme, enjoying their learning and achieving their qualification aims in a timely manner. The College strives to continually improve the student learning experience and secure continual improvement in teaching, learning and assessment.

This strategy outlines the cross-College approach to teaching, learning and assessment to ensure consistency of approach for all learners, as appropriate, relevant to their mode and level of study, and a framework for faculties to work within. The strategy also focuses on enhancing the individual learner's knowledge and skills that are critical for employment within a supportive and aspirational environment. The College recognises the crucial importance of work experience and essential skills, in particular English and mathematics, for the successful progression and achievement of our learners and the part these play in developing their life choices and enterprise and employability skills. We will deliver inspirational teaching that equips our learners with contemporary knowledge, understanding and skills, enabling them to be active learners, employees and citizens.

This Strategy is also directly supported by the learners' wider College experience and the College's learning environment; this includes key areas such as student services, access to learning resources, learning support, enrichment and employability.

### **The Teaching, Learning & Assessment Strategy will ensure that:**

- Individual learners' needs are identified and matched to the programmes of study / courses offered and teaching and assessment methods and resources will inspire and challenge all learners and meet their different needs.
- Initial assessment will be carried out prior to or during the induction period to determine the type of support needed, inform planning, monitor progress and, where relevant, determine the appropriate level English and/or mathematics (GCSE/functional skills) to be studied.
- Teaching teams will use differentiated approaches to the delivery of learning programmes to take account of the different backgrounds, abilities and levels of motivation within the student groups.
- Teaching, learning and assessment embeds and promotes equality, raises awareness of diversity and tackles discrimination, victimisation, harassment, stereotyping, radicalisation and bullying.
- It is consistent and complementary to all College policies and in particular to the Equality and Diversity Policy and Accessibility Commitment.
- A range of learning resources appropriate to student need is used to enhance the learning experience including the use of Technology Enabled Learning, emerging technologies and e-learning.
- Work based learning and work placements will be incorporated where appropriate to help develop employability skills and prepare learners for the world of work.

- All learners receive support throughout their study and are encouraged to actively engage with an Electronic Individual Learning Plan (e-ILP) to monitor their starting points and career goals, record assessment, set targets and monitor progress towards them.
- Staff engaged in the delivery of teaching and learning meet the requirements of professional standards and are provided with staff development opportunities to update professional skills, improve core skills and keep abreast of new developments in teaching and learning.
- Teaching and learning is assessed and evaluated every year to ensure it meets targets for improvement and learner success.
- Models of curriculum delivery maximise the efficiency and effectiveness of resources.
- Learners are inspired, challenged and motivated to fully engage with the learning opportunities presented through assessment that supports their future learning and progression.
- The Teaching, Learning and Assessment Strategy will be monitored through the College's Quality Improvement Framework.

**The strategy will be implemented through:**

- **Individual learners' needs will be identified and matched to the programmes of study / courses offered and teaching and assessment methods and resources will inspire and challenge all learners and meet their different needs.**
  - Advice and guidance about the match of provision to learners' needs will be provided in accordance with the College Admissions policy (in the case of higher education provision the College's HE Admissions Policy).
  - As part of the Admissions process the College will take account of prior learning, accrediting prior learning where appropriate, and identifying appropriate progression for individual learners.
  - Through open days, student recruitment processes, interviews and teacher contact there will be an assessment of learners' learning goals, the appropriateness of proposed provision and an assessment of how provision will meet individual needs.
- **Initial assessment will be carried out prior to or during the induction period to determine the type of support needed, inform planning, monitor progress and, where relevant, determine the appropriate level of English and/or mathematics (GCSE/functional skills) to be studied.**
  - Learners will receive an initial assessment prior to or at the commencement of their programme of study.
  - Outcomes will identify learners' support and additional learning needs quickly and accurately informing teachers of support needs and, where relevant, the appropriate functional skills level to be undertaken by individual learners.

- Throughout their studies learners will receive appropriate support to enable them to achieve targeted levels.
- Staff will be aware of and plan for individual learner's diverse needs in teaching and learning sessions and provide effective support and monitor progress made.
- **Teaching teams will use differentiated approaches to the delivery of learning programmes to take account of the different backgrounds, abilities and levels of motivation within the student groups.**
  - Previous learning experiences and outcomes will be considered and preferred learning styles will be recognised. All teams will ensure a differentiated approach to the curriculum offer and delivery of learning programmes.
  - Teaching, learning and assessment will be tailored to enable all learners to enjoy learning, effectively develop their knowledge, skills and understanding and make good progress.
  - Information about prior learning will be requested from learners and qualifications on entry will be recorded.
  - Teachers will recognise and value existing knowledge and skills, and have consistently high expectations of all learners' attitudes to learning and set learners challenging targets to achieve.
  - All learners will have the opportunity to develop skills in English, mathematics and ICT in line with College policy.
  - Teachers will employ a variety of learning activities to reflect different learning styles.
  - Teachers will monitor the effectiveness of differentiation strategies in achieving outcomes.
  - Talkback/Student surveys and focus groups will provide learners with opportunities to provide feedback on their experiences; responses to the feedback received will be published – *You Said, We Did*.
  - Teaching, Learning & Assessment observation feedback will provide teachers with an impartial assessment of the effectiveness of teaching, learning and assessment strategies.
  - Teachers will continue to develop teaching that demonstrates initiative and is inspirational and innovative.
  - Learning and teaching practices will be informed by reflection and educational scholarship.
  - All teaching staff will provide appropriate formative and summative assessment with feedback designed to support a student-centred approach and to motivate and encourage learners.

- **Teaching, learning and assessment embeds and promotes equality, raises awareness of diversity and tackles discrimination, victimisation, harassment, stereotyping, radicalisation and bullying.**
  - Equality and Diversity is embedded, promoted and celebrated through curriculum, tutorial provision and programmes delivered through the Student Journey Team and the **workspace**.
  - Learners are prepared for a successful life in modern Britain with the provision of an inclusive learning environment that promotes equality, diversity, equal opportunity and the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different backgrounds, faiths and beliefs.
  - Develop inclusive learning and assessment opportunities that meet the needs of diverse learners with staff quick to challenge stereotypes and the use of derogatory language.
  - Resources and teaching strategies reflect and value the diversity of learners' experiences and provide learners with a comprehensive understanding of people and communities.
  - Maintain and enhance the College's effectiveness of safeguarding practice, including the prevention of radicalisation of learners and compliance with the Prevent Duty with all teaching staff attending Prevent training.
  - Continue to be an exemplar of safeguarding and child protection in the sector and in Plymouth by further developing working relationships with partner providers and external agencies.
- **The Teaching, Learning & Assessment Strategy will be consistent and complementary to all College policies and in particular to the Equality and Diversity Policy and Accessibility Commitment.**
- **A range of learning resources appropriate to individual learning styles is employed including the use of Technology Enabled Learning, emerging technologies and e-learning to enhance the learning experience.**
  - A range of learning environments will be provided to encourage independent and flexible learning.
  - The Learning Resources Centres, base rooms and drop-in facilities will be available to provide learners with opportunities for independent study.
  - A Virtual Learning Environment (VLE) will be provided and be accessible to all learners via the intra/internet. The sufficiency and quality of sites and materials available will be regularly audited and the level of information, interaction and innovation will be monitored.
  - Provision will be made for up to date, well equipped and serviced facilities within classrooms, workshops and laboratories.
  - The development of partnerships will be sustained and further developed in order to provide access to state of the art facilities and keep abreast of

industry to ensure the curriculum is vocationally relevant and improves learners' employability.

- In accordance with the Technology Enhanced Learning Strategy, technology for learning within the College will be maximised with curriculum areas ensuring that learners have appropriate access to e-learning facilities to enable both formal in-class sessions and independent study to be supported through IT.
- Technology for learning will be employed to provide additional learning support for learners using purpose-designed software and other assistive technologies that support and enhance the learning process.
- Staff and learner IT skills will be audited, and training provided, so that the College makes the best use of its investment in TeL.
- Learning materials will be made accessible for all through the College Virtual Learning Environment (VLE), subject to licensing restrictions; embracing the concept of blended learning.
- **Work based learning and work placements will be incorporated where appropriate to help develop employability skills and prepare learners for the world of work.**
  - Teaching, learning and assessment will support learners to develop their skills in English, mathematics and ICT and their employability skills, including appropriate attitudes and behaviours at work.
  - Teaching and learning strategies reflect the Government's *Help Children Achieve More* Agenda in line with College policy.
  - Full time learners will be able to participate in a work experience component within their full time programme of study if appropriate.
  - Vocational skills will be developed through appropriate realistic working environments.
  - Work based learning will utilise the learners' experience in the work place as well as developing their skills and knowledge within the College environment.
  - As part of cross-college provision through tutorials, student services and the **workspace** programme of events, learners will have opportunities to participate in activities designed to enrich their learning experience.
  - Where appropriate, promote opportunities for community cohesion through engagement with local, national and global communities, issues and projects.
  - Learners will be encouraged to develop skills through learning outside the formal curriculum.
- **All learners will receive support throughout their study and will be encouraged to actively engage with an Electronic Individual Learning Plan (e-ILP) to monitor their starting points and career goals, record assessment, set targets and monitor progress towards them.**

- In accordance with the College Tutorial Policy all learners will be supported through their programmes of study.
- E-ILPs will form part of the monitoring of learning success, attendance and progression through the tutorial system and will be effectively utilised to provide realistically challenging targets for learners to work towards and to support plans for their next steps.
- As part of tutorial support and in conjunction with student services and the **workspace** and external careers advisors, teachers will deliver a programme of careers education and guidance which will support learners in making fully informed decisions about the progression opportunities open to them.
- Enrichment programmes across the College and within programme areas will be available to all and will form part of a programme for learners designed to enhance personal development, citizenship and skills relating to employability.
- The Student Journey Team, additional learning support and the **workspace** will continue to enhance the tutorial programme and embed English, mathematics plus wider employability, enterprise, equality and diversity and community cohesion within the curriculum.
- The inclusive learning environment will promote learners' spiritual, moral, social and cultural development.
- Through various initiatives learners will be encouraged and supported to keep themselves fit and healthy.
- **Staff engaged in the delivery of teaching, learning and assessment will meet the requirements of professional standards and are provided with staff development opportunities to update professional skills, improve core skills and keep abreast of new developments in teaching and learning.**
  - All staff have qualifications, training, subject knowledge and experience relevant to their roles and will use their expertise to plan and deliver learning appropriate to all learners reflecting good industry practice and meeting employer's needs.
  - In line with the requirements of professional standards all teaching staff will have or be working toward an appropriate teaching and/or assessor qualification.
  - All staff have a responsibility to update their knowledge and skills by:
    - undertaking appropriate vocational updating
    - engaging in educational scholarship
    - by participating in other training to support teaching as required.
  - All staff to evaluate and reflect on vocational and training activities as a tool to enhance their own performance and to share good practice; maintaining excellent subject knowledge that motivates and engages learners.

- All teaching staff to maintain a continuous professional development portfolio which provides evidence of activities undertaken, including the four strands of mandatory training and personal reflection to improve practice.
- All staff are determined that learners will achieve well.
- **Teaching and learning is assessed and evaluated every year to ensure it meets targets for improvement and student success.**
  - Curriculum Inspections will be carried out by a team of external curriculum specialists, current Ofsted inspectors and a current HE Reviewer who will be shadowed by members of the internal lesson observation team. The approach closely replicates current Ofsted practice, but also addresses any specific issues the College may wish to incorporate into the process.
  - Aims of the curriculum inspections are:
    - To provide support for curriculum teams to improve success rates.
    - To provide an in-depth assessment of the quality of teaching, learning and assessment with clear guidelines as to what actions are required to improve performance and success.
    - To validate the self-assessment reports produced within the programme areas.
    - To bring about improvement by identifying outstanding practice, strengths, areas for improvement and making recommendations for improvement.
  - The Curriculum Inspector / Reviewer will provide useful verbal and written feedback on all aspects of teaching, learning and assessment observed. Feedback will be given to individuals following a lesson observation and to the whole course team at the end of the inspection.
  - All teaching staff will receive support from their line managers, Teaching and Learning Coaches and/or other appropriate staff to secure continuous improvements in teaching, learning and assessment practice.
  - Observed good practice will be disseminated across the college, via mechanisms such as faculty Teaching, Learning and Assessment Forums and the online 'Teachers Space', and where practicable staff may be asked to observe colleagues or visit other institutions where good practice is exhibited.
  - All teaching staff are required to participate in Peer Observations in accordance with the College's Peer Observation procedure.
  - College teaching and learning session 'Walkthroughs' will also provide invaluable feedback to secure continuous improvement.
  - Underperforming staff will be supported through an action plan which may result in further observations to monitor continuous improvement.
  - A percentage of joint observations will be undertaken and there will be a system of moderation in place to ensure consistency of observations across the college.

- **Curriculum Planning and models of curriculum delivery will maximise the efficiency and effectiveness of resources.**
- **Learners are inspired, challenged and motivated to fully engage with the learning opportunities presented through assessment that supports their future learning and progression.**
  - Assessment undertaken in accordance with the College's Assessment Policy and, where applicable, the College's HE Assessment Policy.
  - Assessment must be planned to provide formative and summative opportunities and should reflect all aspects of a course or programme of study.
  - Learners' progress and performance must be regularly assessed, ensuring that assessment and reviews are timely, frequent, fair, informative and reliable.
  - Learners will be provided with clear learning outcomes and/or criteria for success.
  - Every programme will have a clear schedule outlining when and how assessment will take place, which will be shared with learners.
  - Learners receive clear and constructive feedback through assessment and progress reviews and know what they have to do to improve skills, knowledge and understanding to achieve their full potential.
  - Assessment feedback must be provided in a timely manner and clearly structured to provide a focus on how to improve. Effective feedback raises aspiration and empowers learning.
  - Assessment provides a basis for reflection and dialogue between staff and learners (emphasising the importance of 'assessment **for** learning', as well as 'assessment **of** learning').
  - Assessment feedback should reflect the high expectations of what each learner can achieve.
  - Accurate and detailed recording and tracking of assessment decisions and learner achievement.
  - Learners are encouraged to use their assessment feedback to develop, consolidate and deepen their knowledge, skills and understanding.
  - Employers, parents and carers, as appropriate, are engaged in planning learners' development, kept informed of each learners' attendance, progress and achievement.

- **The Teaching, Learning & Assessment Strategy will be monitored through:**
  - The Quality Improvement Framework
  - Quality and Performance Reporting and Improvement
  - Key Performance Indicators
  - Talkback/Learner Voice
  - Academic Board
  - Stakeholder feedback

This Strategy will be reviewed in July 2016