

AWARD-WINNING EDUCATION

HOPWOOD HALL COLLEGE

# TEACHING, LEARNING AND ASSESSMENT POLICY AND PROCEDURE

2024-2025



## Policy Cover Sheet

Please fill in the following details:

Policy Name	Teaching, Learning and Assessment Policy and Procedure 2024-2025
Version Number	V3
Policy Owner	Alison Loughnane
Release Date	02/09/2024
Policy valid for	1 year

Documents included:

Completed Checklist (below)	X
Policy text	X
Filled in EIA	X

All policies will be available via NetConsent. Does the policy need:

To be accepted on NetConsent by staff?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Made available on the website?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

### Policy Checklist

Have you completed the following tasks:

Used the Microsoft Accessibility Checker	X
Used formatted headings	X
Used Arial 12pt font	X
Included numbered paragraphs	X
Included page numbers	X
Included alternative text for all images which accurately describe what's in the picture	X
Checked for gender neutral language e.g. remove dinner ladies, workmen, he/she and replaced with servers, contractors, they.	X
Used the full phrase instead of the acronym at least the first time	X
Used the spelling and grammar check	X
Gained feedback from colleagues to ensure the policy is clear and accurate	X
Included any legal, social or organisational changes since the last policy review	X
Reviewed the connected policies to ensure they are still active	X
Filled in the change log	X
Listened to the policy using the accessible reader	X
Reviewed the policy flowchart	X
Informed the EDI Manager of upcoming policy deadlines	X

### Sign Off: To be filled in by the named person only

	Name	Date
SLT	Liz Duncan	15/09/2024
Corporation (if required)		
Trade Union		
EIA	Adam Carney	15/09/2024

Change log:

Version number	Changes description	Major changes? Y/N	Initiator	Rationale	Date of completion	New version number
N/A	Updated onto new template	N	Ashley Austin	Updated for 2022/23	10/08/2023	V1
V1	Update of terminology e.g. Scheme of Learning Section 4.4.5	N	Ashley Austin	Updated for 2023/24	04/09/2023	V2
V2	Guidance around AI use	N	Alison Loughnane	Updated for 2024/25	13/09/2024	V3

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## 1. INTRODUCTION

- 1.1. The policy aims to ensure that Hopwood Hall College is a vibrant learning community where learners are enabled to reach their full potential and to make their aspirations a reality. Teachers must be guided by the learners' changing needs – for innovative learning, workplace skills, personal development and capacity to learn.
- 1.2. This policy relates to all college staff engaged in facilitating, supporting and managing learning. All teachers and staff facilitating sessions are expected to refer to the policy and use it in developing teaching, learning and assessment practice that will ensure an outstanding provision for learners is provided.

## 2. SCOPE

- 2.1. The policy for Teaching, Learning and Assessment is the core policy of the college and informs high quality teaching, learning and assessment practice. Hopwood Hall College will provide a safe and stimulating learning environment with high quality teaching which fosters effective learning, pride in achievement and a desire to succeed.
- 2.2. All teachers and staff facilitating sessions are expected to refer to the policy and the Model of Teaching Excellence in developing teaching, learning and assessment practice that will ensure an outstanding provision for learners is provided.
- 2.3. This policy applies to all learning programmes offered through the College. Irrespective of: the type of learning environment, type of activity, place of delivery, learning environment, level or duration of the course.

### 3. AIM

#### **3.1. To ensure that teaching and learning at the College is inspirational and of the highest quality. Planning should evidence the use of the Model of Teaching Excellence:**

- 3.1.1. All learners having the opportunity to succeed and be empowered to fulfil their potential.
- 3.1.2. All learners having the opportunities to make progress relative to their starting points and learning goals by removing barriers and making reasonable adjustments.
- 3.1.3. Developing effective learning skills.
- 3.1.4. Placing the learners at the centre of the learning process.
- 3.1.5. Actively promoting equality and diversity of opportunity.
- 3.1.6. Raising the self-esteem and aspirations of all learners through mutual respect and tolerance.
- 3.1.7. Staff and learners have high expectations and work together to develop high levels of achievement and success.
- 3.1.8. Developing excellent employability skills as part of the curriculum.
- 3.1.9. Taking opportunities to develop maths, English and digital skills as appropriate.
- 3.1.10. Providing excellent progression opportunities.
- 3.1.11. Recognising and celebrating success.
- 3.1.12. Using assessment to provide effective learning opportunities through effective feedback.
- 3.1.13. Monitoring teaching using a robust and developmental lesson observation programme and other quality assurance measures

### 4. PROCEDURE

#### **4.1. Each curriculum area will provide:**

- 4.1.1. An induction 'The Big Welcome Week' for all learners and staff working in the area.
- 4.1.2. Learning through stimulating teaching structured around the Model of Teaching Excellence.
- 4.1.3. A clean, tidy and well-maintained environment.
- 4.1.4. A safe environment following College health and safety procedures.

- 4.1.5. Access to resources that enable effective teaching, learning and assessment to take place and appropriate learning outcomes achieved.
- 4.1.6. A stimulating environment with displays of learners' work, research activities, posters and relevant learning materials.
- 4.1.7. A welcoming environment for all learners promoting equal opportunities.
- 4.1.8. A good range of appropriate and relevant materials and resources, including access to ILT facilities (where appropriate).
- 4.1.9. Curriculum delivery that provides interaction flexibility and encourages a wide range of teaching and learning activities.
- 4.1.10. Opportunities for teaching and learning to be discussed in appropriate meetings with good practice and techniques shared.
- 4.1.11. Information regarding learners with learning disabilities and difficulties and necessary adjustments including access arrangements to be populated on to ProMonitor and shared with teams.
- 4.1.12. Support improvement in teaching through staff engagement with Quality Advanced Practitioners, the Digital Learning Manager, the Teaching Technologist, and the Teaching and Learning Champions.
- 4.1.13. Continuous professional development opportunities for staff.

**4.2. All lessons are prepared and delivered to the highest standard following the Model of Teaching Excellence. Learning sessions at the College will:**

- 4.2.1. Show clear evidence of planning including a complete and comprehensive Scheme of Learning which is reviewed annually.
- 4.2.2. Have resources which are planned and prepared in advance of lessons in accordance with the Scheme of Learning & group profile. Have clearly stated curriculum intent and a Scheme of Learning that is comprehensively and logically sequenced and allows the building of skills, knowledge and behaviours.
- 4.2.3. Meet all course/ programme objectives and requirements.
- 4.2.4. Be well-paced and offer varied, active, interesting and challenging tasks.
- 4.2.5. Have strong links between theory, practical, industry practice and employability.
- 4.2.6. Have opportunities for learners to develop maths, English, social and employability skills.

- 4.2.7. Have high expectations of all learners who are encouraged to take responsibility for their own learning.
- 4.2.8. Promote independent learning through the Future, Aspirations and Skills Tutorial (FAST) sessions.
- 4.2.9. Follow relevant procedures in relation to health and safety and risk assessments.
- 4.2.10. Adhere to college policy regarding safeguarding including the wearing of lanyards.
- 4.2.11. Use findings from learner feedback/surveys to improve planning and delivery.
- 4.2.12. Generate learner confidence through the use of sound subject knowledge tutors.
- 4.2.13. Provide an assessment schedule/ Topic Outline that shows the plan for the completion of modules/ units.
- 4.2.14. Ensure tutors are in class (where possible at least five minutes) before the start of the lesson.

**4.3. Tutors and instructors will ensure that lessons focus on learner progress:**

- 4.3.1. Lessons are planned to ensure individual learner's needs are met and they are sufficiently stretched and challenged.
- 4.3.2. Using BKSB/Century tech/initial assessment results to plan and meet the individual needs of learners.
- 4.3.3. Recognise that individuals learn in different ways and at different speeds.
- 4.3.4. Allow the learner to be active and participate in learning.
- 4.3.5. Promote FAST sessions to meet learning objectives.
- 4.3.6. Extend the learning environment beyond the classroom by use of the VLE and itsLearning.
- 4.3.7. Use language that is accessible to learners whilst developing vocabulary appropriately.
- 4.3.8. Use appropriate group profiles, support plans and enrolment information to ensure all learners' needs are met when planning for learning.
- 4.3.9. Focus appropriately on the acquisition and development of learners' knowledge, skills and behaviours.

- 4.3.10. Engage learners to own their learning and support and encourage independent learning.
- 4.3.11. Build robust and appropriate tutor and learner relationships.
- 4.3.12. Provide opportunity for learners to take part in surveys (learner voice) to provide effective evaluation and shape future improvements.
- 4.3.13. Actively promote the benefits of industry practice and work placement opportunities.
- 4.3.14. Set clear, challenging academic SMART targets that lead to a successful outcome.
- 4.3.15. Actively promote the development of English, maths and digital skills.
- 4.3.16. Learners are given practical learning opportunities as appropriate.
- 4.3.17. Use effective questioning that engages ALL individual learners.
- 4.3.18. Use effective questioning that stretches learners by engaging them in knowledge recall and higher interpretive, analytical and evaluative skills.
- 4.3.19. Conduct teaching sessions at a lively pace without compromising in terms of content or learner understanding.
- 4.3.20. Tutors will praise and reward learners for progress, effort and the completion of tasks.
- 4.3.21. Include marking of assessments that is accurate, consistent and diagnostic, identifies incorrect spelling and grammar and provides effective feedback that leads to improvements.
- 4.3.22. Assessment grades will be recorded onto markbook at the time of returning to learners with feedback.
- 4.3.23. Encourage the use of technology, i.e. iPads, laptops and mobile phones to enhance the learning process. The use of technology will be managed appropriately. Explicit guidelines will be established on the acceptable use of technology in the classroom linked to College policy.
- 4.3.24. Learners are offered opportunities to participate in enrichment activities.
- 4.3.25. Learner progression is facilitated by high quality information, advice and guidance.
- 4.3.26.

**4.4. Tutors and instructors will ensure the development of skills, knowledge and behaviour:**

- 4.4.1. Have a clearly and logically sequenced curriculum that scaffolds learning and helps learners develop their knowledge skills and behaviour over time.
- 4.4.2. Accurately measure progress against learning outcomes and provide good opportunities for learners to succeed.
- 4.4.3. Topic Outlines including assessment schedules are produced and shared with learners during learner inductions and placed on itsLearning.
- 4.4.4. Will use appropriate and various methods for assessing learners' work and progress.
- 4.4.5. Embed exam strategies which provide learners with the techniques and resilience to complete and pass examinations.

**4.5. College staff will be expected to manage the learning environment in line with College policies on discipline and quality:**

- 4.5.1. Registers will be completed within the first 5 minutes of the lesson.
- 4.5.2. Poor attendance and punctuality will be monitored and action promptly taken by their Progress Tutor, supported by the Attendance Coaches and Pastoral Welfare Officers.
- 4.5.3. Learners will be expected to use time effectively and take responsibility for their own learning in timetabled sessions and throughout the College.
- 4.5.4. Liaise with Progress Tutors and refer learners to the Pastoral and Welfare Team where appropriate.
- 4.5.5. Progress Tutors will be the effective link between the College, home and the employer that promote high expectations.
- 4.5.6. Disciplinary issues will be dealt with promptly by staff with the appropriate reporting procedures followed.

## 5. DOCUMENTS ASSOCIATED WITH THIS POLICY

5.1. Attendance Policy

5.2. Positive Behaviour Policy and Disciplinary Procedure

5.3. Quality Assurance Processes for the Improvement of Teaching & Learning

5.4. Equality, Diversity & Inclusion Policy

5.5. Assessment Policy and Procedure

If this document is required in an alternative format, please contact

[equiries@hopwood.ac.uk](mailto:equiries@hopwood.ac.uk)

## 6. APPENDIX 1: MODEL OF TEACHING EXCELLENCE

### A Model for Teaching Excellence at Hopwood

**Ready to teach - Being prepared for a lesson is essential for effective teaching and student engagement. A well-prepared lesson often results in improved learning outcomes as they are focused, well-paced, and effectively address the learning objectives, leading to greater student understanding and retention of the material.**

Plan and prepare the sequence of the lesson considering the needs of your learners and what adaptive approach you might need to take: Pre-planned resources, higher order questions and assessments resources to check learning and comprehension.

Evidence of planning refers to the documentation, materials, and resources that demonstrate a teacher's thought processes, strategies, and intentions in preparing a lesson

#### 1. Welcome and connect

**At the start of a lesson, it's important to create a welcoming and engaging atmosphere to connect with your students. A prompt start to sessions encourages learners to arrive on time and limits unstructured time and potentially disruptive behaviour. Here are some suggestions on how to achieve this:**

Ensure that all necessary resources, materials, and tools are readily available to support student learning. This includes textbooks, resources, technology, and any other materials that may be required for the lesson. Arrange a seating layout that facilitates active learning / group work.

**Entry Routines:** Meet and greet at the door, connect positively with the learners. Set expectations, challenge inappropriate behaviours, direct to seating plan. This communicates and supports a productive classroom (or workshop) learning culture. Supports students to transition quickly from a social to a work or learning mindset.

**Desk Work:** Learners complete a learning task, independent of the teacher, as soon as they arrive at their desks.

or a unit of instruction.

This evidence can come in various forms, including Lesson Plans, Topic outlines, Group Profiles, PowerPoints, resources, Nearpod, pre-planned questions, worksheets and awarding body SOW.

A bespoke set of HOW2 techniques will be created for each element. CPD will also align to each element

#### 2. Learning Outcomes

**Clearly communicate the learning objectives, expectations, and guidelines at the beginning of the session. Make sure students understand what is expected of them and how they will be assessed.**

Learning outcomes are essential in education as they clearly define what students should know, understand, and be able to do by the end of a course or lesson. They give the teacher the opportunity to share the 'why' of the session - sell the purpose and skills!

Connecting learning outcomes to real-world applications helps students understand the practical significance of the knowledge and skills they are acquiring. This makes learning more engaging and meaningful for them.

You can revisit learning outcomes at points throughout the session to check understanding and assess learning.

#### 3. Review and Recap

**Recapping prior learning is crucial for building connections between new material and what students have previously learned. Here are some possible effective strategies:**

Ask targeted questions to ensure all learners have the chance to show their understanding. Use techniques like cold calling / mini white boards / pose, pause, pounce, bounce etc.

**Learning check:** Use a pre-assessment activity or quiz to gauge students' understanding of the previously learned material. This can help you identify areas where students may need additional review.

**Review key concepts:** Take some time at the beginning of each lesson to review key concepts from the previous lesson or unit. This can help refresh students' memories and provide a foundation for building new knowledge.

**Use graphic organisers:** Graphic organisers, such as concept maps or timelines, can help visually represent the relationships between prior learning and new material. Encourage students to fill in the organisers with relevant information to reinforce connections.

**Encourage discussion:** Facilitate group or class discussions where students can recall and share what they remember from previous lessons. Encourage students to explain concepts to their peers, which can help consolidate their understanding.

**Incorporate review activities:** Integrate review activities such as quizzes, games, or think-pair-share exercises that prompt students to recall and apply prior learning in a new context. This active engagement can help reinforce retention and understanding.

Use the retrieval practice templates to create engaging starters and recaps.

#### 4. Interactive Presentation

**In an interactive presentation, the audience is actively involved in the learning process, rather than being passive recipients of information.**

Interactive presentations can include elements such as polls, quizzes, Q&A sessions, hands-on activities, group discussions, multimedia content, and interactive features such as clickable links or animations. These elements help maintain the audience's attention, promote deeper engagement with the material, and enhance learning outcomes.

Use a variety of engaging teaching approaches and learning activities. Remember to embed English, maths, EDI and digital skills as appropriate. Refer to real world applications.

Plan some higher order questions to challenge all learners (Bloom).



Follow the QR Code to access the English and Maths Padlet

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## 5. Application

After teaching new skills, it is important to provide opportunities for students to apply and practise those skills in various contexts to deepen their understanding and mastery. Here are some examples of effective strategies for applying new skills in the classroom:

**Real-world projects:** Assign real-world projects that require students to use the new skills they have learned. This could involve solving a problem, conducting research, or creating a product or presentation.

**Role-playing:** Engage students in role-playing activities that simulate real-life scenarios where they can practise applying new skills. This could help them develop practical skills and build confidence in using them.

**Peer teaching:** Encourage students to teach and explain the new skills to their peers. This not only reinforces their own understanding but also allows them to practise communicating and demonstrating the skills to others.

**Reflection and self-assessment:** Have students reflect on how they have applied the new skills and assess their own progress. This can help them identify strengths and areas for improvement, promoting self-directed learning.

**Feedback and support:** Provide constructive feedback and support to help students improve their application of the new skills. Encourage them to seek help when needed and offer guidance on how to further develop their skills.

## Contact

e. [quality@hopwood.ac.uk](mailto:quality@hopwood.ac.uk)  
t. ext: 6991

### Quality Office:

Middleton Campus - Littleborough 103  
Rochdale Campus - A Block, 104A



Hopwood Hall College  
& University Centre

[hopwood.ac.uk](http://hopwood.ac.uk)

Hopwood Hall College | Rochdale Road  
Middleton | M24 6XH

t. 0161 643 7560 e. [enquiries@hopwood.ac.uk](mailto:enquiries@hopwood.ac.uk)

## 6. Learning Review

Reviewing learning outcomes is an essential part of the learning process as it helps reinforce concepts, clarify misunderstandings, and assess student understanding. Here are some examples of effective strategies for reviewing learning:

**Quizzes and assessments:** Use quizzes, tests, and other assessments to evaluate students' understanding of key concepts and skills. These assessments can take various forms, including multiple-choice questions, short answer questions, and hands-on demonstrations.

**Peer discussions:** Encourage students to discuss and explain concepts to their peers. Peer discussions can help reinforce learning by allowing students to hear different perspectives and explanations.

**Review games:** Incorporate review games such as Kahoot, or Quizlet into your lesson plans. Review games make reviewing learning fun and engaging for students.

**Concept mapping:** Have students create concept maps or diagrams to visually represent their understanding of key concepts and how they are connected. Concept mapping can help students organise information and identify relationships between concepts. (HOW2)

# Model for Teaching Excellence



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