

# Teaching, Learning and Assessment Policy and Procedure 2023/2024



## Policy Cover Sheet

Please fill in the following details:

Policy Name	Teaching, Learning and Assessment Policy and Procedure 2023/2024
Version Number	V2
Policy Owner	Ashley Austin
Release Date	01/09/2023
Policy valid for	1 year

Documents included:

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

Where should this policy be shared? All policies will be shared on the HUB.

The HUB	X
Net Consent	X
Website	X

### 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	05/09/2023
Corporation (if required)		
Trade Union		
EIA	Adam Carney	05/09/2023

## 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

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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 use it 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 by:**
  - 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 the 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 having 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 for all learners and staff working in the area.
- 4.1.2. Learning through stimulating teaching.
- 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 Advanced Practitioners, the Digital Learning Manager 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. 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.
- 4.2.3. 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.
- 4.2.4. Meet all course/ programme objectives and requirements.
- 4.2.5. Be well-paced and offer varied, active, interesting and challenging tasks.
- 4.2.6. Have strong links between theory, practical, industry practice and employability.
- 4.2.7. Have opportunities for learners to develop maths, English, social and employability skills.
- 4.2.8. Have high expectations of all learners who are encouraged to take responsibility for their own learning.
- 4.2.9. Promote independent learning through the facilitation of Directed Study Time (DST)/Future, Aspirations and Skills Tutorial (FAST) sessions.
- 4.2.10. Follow relevant procedures in relation to health and safety and risk assessments.
- 4.2.11. Adhere to college policy regarding safeguarding including the wearing of lanyards.
- 4.2.12. Use findings from learner feedback/surveys to improve planning and delivery.
- 4.2.13. Generate learner confidence through the use of sound subject knowledge tutors.
- 4.2.14. Provide an assessment schedule/ Topic Outline that shows the plan for the completion of modules/ units.
- 4.2.15. 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/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 DST/FAST sessions to meet learning objectives.
- 4.3.6. Extend the learning environment beyond the classroom by use of the VLE and its Learning.
- 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 learner's 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 as well as higher level 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 Promonitor at the time of returning to learners with feedback.

- 4.3.23. Encourage the use of technology, i.e. iPads, 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.

**4.4. 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 in a timely manner for each session.
- 4.5.2. Poor attendance and punctuality will be monitored and action promptly taken by their Progress Tutor, supported by the Retention and Improvement Officers 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. 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