



# Teaching, Learning, and Assessment Development Policy

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<b>Approved by:</b>	GLT
<b>Date of Approval:</b>	29 June 2021
<b>Updated/amended and reason: (Legislative/cosmetic)</b>	19 November 2021
<b>Review Date:</b>	Annual
<b>EIA Date:</b>	26 June 2021

# TEACHING, LEARNING AND ASSESSMENT DEVELOPMENT POLICY 2021-2022

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# **TEACHING, LEARNING AND ASSESSMENT DEVELOPMENT POLICY 2021-2022**

## **1. Purpose**

Capital City College Group (CCCG) is firmly committed to transforming lives through exceptional education and training thereby ensuring all learners achieve their qualifications and have an outstanding learning experience during their time at the Group. The most valuable resource in any organisation are the staff.. Excellent teaching, learning and assessment are the most important influences on learner motivation and achievement.

The Group recognises the importance and value of the continuous development of outstanding pedagogy as a means to learners achieving success, including progression to higher levels of study, gaining employment and gaining promotion in employment.

The key aims of the Teaching, Learning and Assessment Development Policy are to:

- Foster a culture of creativity and openness in which all teachers and trainers will be enabled to become reflective practitioners, willing to experiment, innovate and further develop their pedagogical expertise
- Build a coaching culture in which teachers and trainers will have access to a personal expert practitioner, coaching, training and the ability to unlock their potential
- Provide a framework that enables all our teachers and trainers to develop their professional practice through a cycle of continuous improvement which involves agreeing developmental targets, supporting the achievement of targets through continuous monitoring and evaluation of professional practice and celebrating successes by sharing experiences and taking up further new challenges
- Ensure all our learners achieve exceptional outcomes with qualifications and grades that exceed their initial expectations and top-quartile value-added scores as well as to support progression to rewarding employment or higher-level courses
- Celebrate individual and team successes as a result of excellent professional practices.

## **2. Scope**

The Policy will apply to:

- All CCCG staff who deliver or support teaching, learning and assessment and all managers responsible for that delivery
- Quality improvement processes used to inform self-assessment to ensure that the college strategies are met
- Staff development processes used to inform training and development in line with individual Professional Development Review (PDR)

## **3. Policy Statement**

The College is committed to supporting and reviewing current teaching, learning and assessment practice and activity and has both a quality improvement and a quality assurance responsibility. The quality improvement aspect involves a holistic and developmental model at the core of professional practice.

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## 4. Quality Improvement of Teaching, Learning and Assessment

### 4.1 Scope

Each Teacher/Trainer/Assessor/Learning Support Assistant (the ‘teacher’ will have an expert practitioner of their choice and agreed by the Head of Teaching and Learning. The expert practitioner will support them to improve their practice using the “One Thing” improvement model.

Teachers are free to request any of the approved expert practitioners as their coach/mentor for the academic year or “one thing” cycle.

The open classroom model is a two-way process and requires engagement from teachers in their own development. Development of pedagogic practice is a continuous process and not one that teachers, trainers, assessors and learning support assistants can choose to disengage from or not take part in.

Those carrying out the classroom visits must be qualified teachers and have completed the college internal (or external) coaching and development training.

Classroom visits may also be carried out by practitioners or managers from a different department or curriculum area or by external consultants as part of curriculum reviews and quality improvement initiatives.

### 4.2 The “One Thing” Teaching, Learning and Assessment Improvement Cycle

Teachers will move through an annual improvement cycle known as the “One thing”. The cycle includes 3 separate stages:

Stages	Teachers’ Activity	Expert practitioner’s Activity	When	Expected Outcome	Co-dependencies
<b>Stage 1</b> <i>Reflection and selection of their “One thing”</i>	Teachers will reflect on their practice using the ETF standards and College reflection tools. They will then select “one thing” around teaching, learning and assessment as a development objective and set out a development plan with their expert practitioner.	The expert practitioner will meet with their teacher in the first half term to support the selection of teachers one thing (each teachers selection of “one thing”). They will then use a coaching ethos to support the teacher’s creation of their “one thing” development plan.	There will be 2 meetings with each teacher in term 1. First meeting in half term before the end of October. Second meeting to finalise the plans by end of term 1.	Teachers will have a “one thing” development plan ready to implement in term 2.	Expert practitioners will be allocated to teachers in September of each academic year. Teacher Improvement Managers (TIMs) will support expert practitioners’ work.

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Stages	Teachers' Activity	Expert practitioner's Activity	When	Expected Outcome	Co-dependencies
<b>Stage 2</b> <i>Supported Practice</i>	Teachers will implement their “one thing” development plan and meet with their expert practitioner on two occasions in term 2 to support the implementation. The teachers support activities may include but not be limited to: <ul style="list-style-type: none"> <li>• Classroom visits</li> <li>• Professional discussions</li> <li>• Feedback on materials</li> <li>• Learner feedback</li> </ul>	The expert practitioner will support the teacher’s development plan activities with 2 meetings in term 2. Support activities may include but not be limited to: <ul style="list-style-type: none"> <li>• Classroom visits</li> <li>• Professional discussions</li> <li>• Feedback on materials</li> <li>• Learner feedback</li> </ul>	There will be 2 meetings with each teacher in term 2. First meeting in half term before the end of February. Second meeting by the end of term 2.	Teachers will have implemented their “one thing” development plan and meet with their expert practitioner on 2 occasions.	
<b>Stage 3</b> <i>Share</i>	Teachers will collate their finding and reflect on the success of their development objective and learnings and prepare a presentation to peers.	The expert practitioner will meet with teachers in the first half term of term 3 and support their reflections and learnings.	There will be 1 final meeting with their expert practitioner in the first half term of term 3 and teachers will present their findings to their peers in the final half term of term 3.	Each teacher will have delivered their findings to peers in term 3.	Staff development day activities will include sharing activities. A range of peer sharing events will be planned in term 3 to facilitate these activities.

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## **5. Quality Assurance of Teaching, Learning and Assessment**

### **1.1 Quality Assurance**

The College has a quality assurance responsibility and does this through monitoring the quality of teaching, learning and assessment to ensure learners make or exceed the progress they are capable of.

There are four main teaching standards relevant teacher/LSA performance:

#### **Evidence of Planning**

- Learning is well- planned for the cohort and fits into a logical sequence planned to ensure cumulatively sufficient knowledge and skills are developed.
- Demanding and challenging work is set.
- Support staff facilitate learning to ensure all learners/students achieve as they should.

#### **Positive, motivational, and inspiring learning environment**

- High levels of attendance and punctuality
- High expectations set and applied consistently and fairly.
- Learners/students demonstrate appropriate knowledge, skills, behaviours, and aspirations for progression to work or further study.

#### **Development of knowledge, skills, and behaviours**

- Learners/students are given every opportunity to improve what they already know and can do and are given opportunities to learn beyond the confines of a specification.
- Wider skills development is well planned and executed and naturally occurring opportunities are maximised.
- Learners/students are supported to be made aware of their strengths and areas they need to improve and are confident about what they can do to improve and take the next steps in their education, employment, or training.

#### **Assessment**

- Assessment requires learners/students to use prior knowledge or skills to demonstrate connections with new knowledge or skills development.
- All learners/students are clear on the purpose of assessment activities; they are clear as to what is being assessed and how it will help them to improve.
- Understanding is checked systematically, and misconceptions identified and responded to with teaching adapted, as necessary.

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- In class assessment strategies are wide-ranging and varied and enable all learners/students to access them. They are rigorous and encourage learners/students to think and support with the development of long-term memory.
- In class feedback is clear and direct and written feedback is clear, focused and leads to action by learners to improve

## **1.2 Classroom Visits by Managers**

Classroom visits carried out by managers as part of the quality assurance process:

Teachers, Assessors, Trainers and Learning Support Assistants (LSAs) should usually expect 3 routine classroom visits throughout the year, unless there are concerns as outlined below in 1.2b and 1.2c the frequency of classroom visits will usually be:

- Term 1: 1 per half-term (2 class visits)
- Term 2: 1 per term (1 class visit)

### **Classroom Visit Notification**

Managers will give staff notice of the 3 days or 5-6 lessons within 1 week, in which they will have a classroom visit, by the Thursday, in the week prior to the visit.

For part time staff notice should be given by at least 2 working days in advance of the observation window. For example, if a member of staff does not work on Thursday or Friday, notice should be given by Tuesday in the week prior to the visit.

This notice allows time for Teachers to discuss with their manager any lessons in scope, that may not be useful to visit due to assessment activity or some other reason and also to identify lessons where they would like feedback on a particular activity or exercise.

The line manager may agree on which lesson or session to visit but has full discretion on which lesson or session to visit within the designated lessons in scope.

### **Duration of Visits**

Routine classroom visits will normally be of 15-20-minute duration.

### **The general themes for the three classroom visits are:**

**Visit 1:**–Learner starting points and progress made. Learning is well- planned for the cohort and fits into a logical sequence planned to ensure cumulatively sufficient knowledge and skills are developed.

**Visit 2:**–Development of knowledge, skills and behaviours for the stage of the programme.

**Visit 3:**– Learner progress and stretch and challenge

- a) Classroom visits will normally be carried out by Line Managers, Teaching Improvement Managers (TIM's) or the Head of Teaching Learning and Assessment who are qualified teachers and have had formal training in effective observation techniques. The teacher/LSA will be informed before the classroom visit if an observer will be someone other than their line manager, TIM, HoTLA. If the class visit planned is a joint visit, it should be mutually agreed with the teacher.

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- b) Managers will record all classrooms visits, as outlined in section 1.2, in ProObserve. If a classroom visit suggests that there are areas of concern that require improvement then a meeting should be held to discuss the developmental actions. Any concerns should be evidence based and clearly identifiable from such evidence. If it is deemed necessary an agreed programme of support will be put in place in consultation with the teacher. A timescale will be agreed with the teacher for the development actions to be achieved. Support will be reviewed and agreed (for example coaching, training, in-class support, mentoring, structured observations, visits to other classes, this list is not exhaustive), that will help address those specific concerns. Additional classroom visits would normally be included in the development action plan to support improvement. The agreed development plan progress will be overseen by the Head of Teaching, Learning and Assessment to ensure consistency and fair process.
- c) Where a teacher has concerns over a classroom visit carried out by a manager they should raise their concerns with the Head of Teaching, Learning and Assessment. The idea is to come to a consensus and have a professional discussion. Actions must be agreed if they are to be useful and are always around the interest of improving student learning. In the unlikely event that there is a discord in the perception or agreement of actions, the teacher/LSA can agree an additional visit, by another manager, or the additional input of the Head of Teaching and Learning. Classroom visits are also part of staff development which aid conversations around learning that are useful, provoke thought and support improvements.
- d) For the avoidance of doubt, where classroom visits show there are no concerns in regard to Teaching, Learning and Assessment, based on the ETF professional standards for teaching, no action plan will be generated for the teacher.
- e) Good and exceptional practice will be highlighted, shared and recognised.
- f) Peer observations within departments and across departments will be encouraged and supported.
- g) Regular departmental meetings that focus on pedagogical issues, led by teaching and learning expert practitioners and Teaching Improvement Managers (TIM's), will be carried out as routine in team meetings.

### **1.3 Structured Curriculum Reviews**

Additional to classroom visits, structured curriculum reviews will be carried out within the quality improvement cycle of the College. Structured curriculum reviews are based on risk and will not occur in all areas of the College within an academic year.

1. Be carried out with 1 week's notice
2. Be carried out over a maximum of 3 days
3. Include classroom visits (These will not be recorded in ProObserve)
4. No evaluation of individual teachers will be made during curriculum reviews
5. Be carried out once per year in any curriculum area
6. The outcomes of the review will be shared at team/departmental level
7. No individual feedback will be given unless the teacher/LSA request it.

## 6. Self-Reflection and Critique

Teachers, Trainers, Assessors and Learning Support Assistants have the option to electronically record their classroom lessons or lessons delivered on their chosen Blended Learning platform. Teachers, Trainers, Assessors and Learning Support Assistants can use this recording as part of a self-reflection or it can be sent to the Manager, Expert Practitioner, Teaching Improvement Manager, Head of Teaching and Learning or Peer for critique.

## 7. Performance Issues

Line Managers and teachers have the responsibility for the quality of teaching, learning and assessment within their area.

Where a teacher's performance falls below the minimum expected standard and requires improvement a developmental action plan with timelines will be agreed. This could include additional CPD, support to improve planning or assessment, peer observations and classroom visits.

If teachers/LSAs engage in the support and development options, there is absolutely no reason why they, their students and anyone else who sees them teach would not see an improvement in the quality of their practice. The strategy and process implemented is supportive and developmental and the quality improvement team are committed to supporting all teachers, support staff and managers to improve their practice. A refusal to engage with the process however is quite different to someone who wants to and is actively seeking to improve.

## 8. Feedback

Those carrying out the classroom visits will provide timely feedback, during the session itself if possible, or within 36 hours that will include indications of improvements in practice, where they are required, and any further development opportunities for discussion.

Where improvement is required, a development action plan with SMART targets and review dates will be agreed between the manager and the Teacher, Trainer, Assessor or Learning Support Assistant. This should be recorded in ProObserve within 5 working days.

## 9. Quality Assurance/Moderation of the Process

This will include:

- Feedback from teachers and managers about their experiences of the coaching model
- Periodic desk-based moderation of the quality of feedback and development plans
- Teaching Improvement Managers' moderation activity

## 10. Key Roles & Responsibilities

The “One Thing” approach provides the teacher with a developmental framework to help them to develop their professional practice and teaching skills. This process follows the coaching model that links clearly into Teacher/Trainer/Assessor/Learning Support Assistant’s reflection and staff development.

The developments in professional practice are evaluated through the Professional Standards of the Education and Training Foundation (ETF), Ofsted Education Inspection Framework for Further Education (EIF) programmes and the Office for Students (OfS) Teaching Excellence and Student Outcomes Framework (TEF) as well as the Quality Assurance Agency (QAA) Quality codes for Higher Education (Advice & Guidance) for Teaching & Learning, and Assessment for Higher Education (HE) programmes.

For the definition of this policy the “teacher” is the Teacher/Trainer/Assessor/Learning Support Assistant and “the Expert Practitioner” is the person working with the teacher on their development.

### **The Teacher, Trainer, Assessor and Learning Support Assistant will:**

- Deliver high quality teaching, learning and assessment to all learners
- Identify areas for development as part of the Professional Development Review (PDR) meetings
- Fully engage in the “one thing” developmental process
- Continuously update a development plan to improve aspects of their practice with their expert practitioner
- Address agreed actions throughout the developmental process in a timely manner and undertake required and relevant CPD
- Teachers/Trainers/Assessors and Learning Support Assistants may also become Expert Practitioners to support colleagues following training.

### **Expert Practitioners will:**

- Support, guide and motivate the teacher to take the time to self-reflect and further develop their teaching skills and pedagogy. This provides the teacher with the opportunity to own, drive and take responsibility for their own professional practice
- Meet with teachers on five occasions through the academic year and carry out the duties as laid out in the quality improvement model
- Attend coaching training as required for the role.

### **Managers will:**

- Be required to carry out quality assurance classroom visits in their curriculum area for Quality Assurance purposes
- Support teachers in identifying areas for development as part of the Professional Development Review
- Use classroom visit information to identify and provide appropriate individual staff development and support

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- Use classroom visit information to identify and provide appropriate team staff development and support
- Ensure all Teachers, Trainers, Assessors and Learning Support Assistants have an ongoing development plan that is regularly reviewed.
- Monitor progress and timeliness against teachers' development plans to ensure these are on track
- Monitor fair distribution of classroom visits amongst their staff
- Attend and engage with relevant training

### **The Head of Teaching and Learning and Teaching Improvement Managers will:**

- Be required to carry out approximately an hour per day of classroom visits across all curriculum areas as part of the process and for quality assurance purposes
- Devise and organise observation and coaching training for all Managers/Expert Practitioners
- Monitor the quality of the development plans and their impact on improving professional practice
- Compile overall reports for the College, each School and each Curriculum Area by level and age group for use in quality reviews and self-assessments
- Devise cross College CPD plans and opportunities for development that addresses common themes for development identified
- Provide the Vice Principal Curriculum with the classroom visit information required to identify and provide appropriate staff development and support.
- Manage and liaise with managers with regards to the allocation of Expert practitioners
- Manage the selection and workload of Expert Practitioners

### **The Vice Principal will:**

- Present the findings of the classroom visits to the Corporation, SMT, Curriculum & Learner Experience Group and any relevant bodies
- Use information from the classroom visits to provide appropriate staff development and support.

## **11. Review**

This policy and the associated procedures will be reviewed on an annual basis, or in the light of any statutory changes from Ofsted, QAA or other bodies.