

Teaching, Learning and Assessment Policy

This policy is to guide the process of continuous improvement in teaching, learning and assessment at the college.

Who does this policy apply to?

This policy applies to all curriculum and support staff working at the College, engaged in the learning process.

Policy Statement

We are committed to improving the quality of our provision. Our aims are:

- To constantly seek to raise standards and assist students' academic and personal development, by supporting them in becoming more independent and resilient
- That all staff understand the importance of varied teaching, learning and assessment strategies and how best to implement them in lessons
- To ensure that teaching at the college has a positive impact on our students, with an ever increasing percentage of 'Outstanding' learning experiences

The college will

- Implement a thorough quality cycle
- Implement a rigorous self-assessment process
- Ensure a suitable continuous professional development programme is available to all staff
- Deliver high quality programmes that comply with the requirements of Awarding Organisations and Ofqual
- Embed effective policies and procedures
- Performance manage poor quality teaching, learning and assessment

Why do we need this policy / background information?

The policy commits us to maintain and improve the quality of teaching, learning and assessment through the processes of continuous improvement and quality assurance. The objective is to embed effective quality processes that are rigorously implemented, in order to develop and maintain a culture of continuous improvement.

The policy supports the college vision of transformation through skills and knowledge.

The college is committed to delivering high quality qualifications that meet the requirements of awarding organisations. Internal quality assurance, standardisation and moderation procedures are in place to maintain assessment, consistency and quality throughout the college.

Roles and responsibilities

All staff involved in delivering teaching, learning and assessment activities must:

- Plan lessons in order to allow all students to make sufficient progress
- Track and monitor student progress and ensure all full time courses on Promonitor markbook or other agreed system
- Use valid and reliable assessment methods to ensure students receive regular, relevant and timely feedback on assessed work
- Set and review academic targets that ensure progress
- Communicate and maintain high expectations of all students, at all times including regular references to target grades
- Review student retention, achievement, success and destinations and action accordingly
- Review teaching, learning, resourcing and assessment and action accordingly
- Identify clear strengths, weaknesses and take appropriate actions
- Provide a summary course review at the end of each course
- Provide effective and appropriate teaching, training and support for students
- Undertake appropriate development and training
- Offer flexibility within schemes of learning, to include all students at all times and to ensure courses fulfil individual needs
- To ensure minimum expectations are met for subject Moodle pages
- Follow all student policies where required
- Ensure students participate in all elements of the Student Voice including student surveys

Working with academic support staff

- Delivery staff should provide academic support staff with the scheme of work in advance of lessons
- Delivery staff should advise the academic support staff of what is required for the students to progress to the next level
- Regular discussion of student progress and wellbeing should take place
- Delivery staff should offer academic support staff appropriate guidance on their role within lessons
- Academic support staff should share their in-depth knowledge of the student being supported, particularly if progress differs significantly across the curriculum
- Be aware of specific support needs
- Ensure effective use of Promonitor where required

Leaders and managers must

- Self-assess their area of provision and contribute to the college self-assessment report.
- Develop and monitor improvement plans for their area and contribute to the whole college improvement plan
- Conduct appraisals with all their staff, ensuring that clear targets are set and progress against targets is measured

- Establish induction and mentoring arrangements for all new staff or for staff with new responsibilities
- Maintain and review high standards in the curriculum
- Track in-year progress including attendance, retention, achievement and high grades

Quality Department

- Manage the annual quality cycle
- Monitor awarding organisation reports and support curriculum actions where necessary
- Manage the complaints process
- Manage and report on student/employer survey processes and support action accordingly
- Manage the Teaching, Learning and Assessment Review process
- Take a lead role during external inspections
- Manage the Teaching and Learning Coach Team
- Maintain an up to date awareness and understanding of the external landscape in order to contextualise progress and inform improvements
- Identify and adapt external good practice and innovation and share within the College
- Manage the quality review process and support curriculum interventions where required
- Drive and support improvements in digital learning
- Ensure a relevant and inspiring continuous professional development programme
- Lead on the promotion of equality and diversity across College

Liaison with external agencies (where applicable)

- Awarding Organisations
- Ofsted
- Ofqual
- JCQ
- QAA/OFS
- External / Internal Auditors
- Employers and Employers Advisory Boards
- Local Partnership Boards
- Subcontractors
- Local Authorities

Links to College values and other College policies

- College Strategic Plan
- Staff and Student Codes of Conduct
- College Self-Assessment Reports
- Area Self-Assessments
- College policies and associated documentation
- Handbook for TLA Review
- Improvement Plans

Who needs to understand this policy and how will they know about it?

The following training and awareness will be put in place:

Who?	How?
Students, parents, carers and employers	Policy available on the college website
College managers	Include in SLT team brief
All teaching staff	Policy available on the college website and mybpc, shared via SLT team brief
Business Support staff who interact with students	Policy available on the college website and mybpc, shared via SLT team brief

Bournemouth and Poole College Date September 2018 Function Equal Opportunities
<p>This policy has been examined for equality impact, i.e. the impact that this policy will have on different groups of current or potential learners, service users and staff taking into account the protected characteristics of the Equality Act 2010 (age, disability, gender, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sexual orientation).</p>
<p>1. If equality impact analysis is not relevant to this function, give reasons and proceed to section 5 below.</p>
<p>2. In what ways could this function have a negative impact on any of the groups above? What actions have been taken to eliminate these? This policy could have an impact on persons with sight impairment or additional needs in terms of access. Policy offered in alternative format on request.</p>
<p>3. In what ways could this function have a positive impact on any of the groups above? How will this function be used to eliminate discrimination, advance equality of opportunity and foster good relations between different groups? Are there plans for the future which will further advance equality? This policy will ensure high quality and consistent teaching, learning and assessment for all students to ensure none are disadvantaged. Assistive technology is available where required.</p>
<p>4. What evidence supports your judgements? E.g. Consultations, observations, expert opinions, quantitative or qualitative surveys? If the evidence is in the form of an additional document, where is it stored? A focus group is used to develop the policy and this is then ratified by the Policy Review Group, SLT and CLG.</p>

5. Name and job title of manager responsible

Director of Quality

Policy approved by: SLT

Date: October 2019