



Harrison College Ltd

Teaching, Learning and Assessment Policy

1. Ethos

This policy is underpinned by the Core Values of Harrison College. As a community we are relentlessly focused on raising the attainment and progress of all our students and we recognise that the most influential way we can do this is through high quality classroom practice, a journey of continual improvement and a commitment to always wanting to be better.

We know that high quality teaching and learning has a disproportionately positive impact on disadvantaged students and our community. With this in mind we endeavour to ensure that every second of learning counts and in the classroom the students work harder than the staff.

We value honest and supportive feedback from our colleagues as part of our ongoing journey of development as professionals and our relentless drive to achieve excellence. This involves being accountable for our actions, growing as a result of feedback, sharing good practice and celebrating successes together.

While we value diversity and creativity in learning and teaching, we also acknowledge that we need consistency in some aspects of our practice. This is especially important for our most vulnerable students. We have a set of non-negotiable expectations that all teaching staff must follow.

2. Non-Negotiables

- Seating plans are required for all classes and be used to apply the following Initiative strategies:
 - Target at least 3 questions per lesson to disadvantaged students in your class.
 - Track disadvantaged students immediately after you have set a task (make sure they know what they are doing).
- Learning Objectives and Success Criteria must be shared with students in all lessons.
 - They should be clear, student-friendly and high challenge
 - Students should be able to answer:
 - What am I learning?
 - Why am I learning this?
 - What does a good one look like?
- Checking for understanding is crucial to ensure that no student is left behind. When questioning students, a 'no hands up' rule applies, this is to ensure all students are taking part in the lesson and the lesson is not dominated by a few students. To support this the following strategies could be used:
 - Questioning: cold-calling, popcorn, lolly sticks, No Opt-Out, Stretch It
 - AfL: 2 for True, mini whiteboards, baselining, hinge questions, questioning
- Differentiation should be evident in all lessons to ensure all students, including most able make, progress with high emphasis on differentiating up. To support this the following strategies could be used:
 - Ambition stations, collaborative learning strategies, turn and talk.

3. Planning

There is no prescribed format to the planning of lessons nor do staff have to produce lesson plans for quality assurance purposes. It is a more effective use of teachers' time to ensure they are

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planning learning and producing high quality resources for students than completing a prescribed format.

It is expected that, if asked, staff would be able to demonstrate evidence of planning and that their planning has been tailored to maximise the progress of each specific group of students and go beyond following a medium-term plan.

High challenge medium-term plans should be the basis of designing effective lessons and sequences of learning.

Effective planning is informed by knowing our students and using a full range of data. This enables teachers to personalise the learning. In planning lessons, the teacher is the professional and should select the most appropriate strategies for the students they teach, their own personal teaching style and to best accelerate student progress.

We expect that planning will enable the teaching staff to teach the skills and content that lead to the completion of any assessed work or assignment briefs rather than the assignment brief itself being used as the planning tool.

4. Assessment and Feedback

Embedding a marking/feedback and assessment process that enables students to become reflective learners will help students to close the gap between what they can currently do and their goals as students. Consistent and effective marking has a significant impact on raising achievement, it gives direction for improvement, positively reinforces, and celebrates the individual success of every student, every day to build confident and make self-aware learners.

It is important:

- to provide constructive feedback to students.
- that feedback and marking requirements are manageable for teachers and accessible to students.
- that feedback relates to the learning intention and comments on previous attainment within the context of the learning.
- to give recognition and praise for achievement and clear strategies for improvement.
- to allow specific time for students to read, reflect and respond to marking (with appropriate scaffolding and or support to enable success).
- to respond to individual learning needs.
- to mark face to face when possible through discussion to involve students within the reflective process.
- that marking and feedback inform future planning and group/individual target setting.
- that staff use consistent codes across the College.
- that marking and feedback is ultimately seen by students as a positive approach to improving their learning focusing on success and improvement needs against learning objectives.

The forms of marking/feedback used within Harrison College.

Oral Feedback:

- Oral feedback should always include reference to the Learning Objective and individual Success Criteria.

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- Oral feedback should always take into account the language level of the individual student and utilise Makaton signing for key/core vocabulary if appropriate.
- It is important for students to have oral feedback from the teacher working with them.
- The member of staff might initially talk to the student about how they have met the learning intention and then question the student about a specific part of the work (this may be to check a student's understanding or to extend the student's learning).
- A tick and an initial comment may be added to a student's work when there has been a large amount of teacher input in the lesson or where oral feedback was given.

Summative feedback and marking:

- Utilises a tick for correct answers and a circle for incorrect answers and is associated with closed tasks or exercises where the answer is either right or wrong.
- This method can also be utilised by the students, as part of PASA; as a class or in groups for self, paired marking.
- Marked in a colour that can be clearly seen (Purple (staff), Green (student response)).

Formative feedback and marking:

- Teaching staff focus first and foremost on the learning intention of the task.
- The emphasis is on both successes against the Learning Objective and individual Success Criteria and areas that need development.

To utilise formative feedback **all** staff should:

- Mark in a colour that can be clearly seen (Purple), adding initials to identify who has marked or commented on the piece of work.
- Read the entire piece of work.
- Highlight examples of where the student has met the Success Criteria.
- Highlight areas of work which could be improved.
- Provide at least **two** focused comments related to successes in relation to the Success Criteria, linked to the learning Objective that are shown by an asterisk (*).
- Provide **one** focused comment which should help the student to 'close the gap' between what they have achieved and what they could have achieved, or provide next steps in learning shown by an arrow (→).
- The information given must be used and acted on by the students, when work has been marked, time should be given during the lesson/following lesson for students to read and then make one focused improvement based on the improvement suggestion.
- Re-mark and comment, if appropriate, when students act upon next steps. Adding the date & initials of the person remarking.

PASA (Peer and Self-Assessment):

- **Self-marking:**
Students are encouraged to self-evaluate by identifying their own successes and looking for an improvement point. Less able students identifying & voicing opinion/dictating their own progress.
- **Shared Marking:**
Teaching staff can use a piece of work from an unnamed student, or an exemplar written by the teacher to mark as a class. This enables the teacher to model the marking process and teaches particular points at the same time.

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- Paired Marking:
Once the marking process has been modelled with the class, students can at times mark work in pairs. This allows them to develop their own critical, reflective capacity.

Literacy:

- Spellings and the use of English; grammar and punctuation, should be corrected in a way which is appropriate to the needs of the student. For example, a focus on spelling in the first five lines of a piece of work or a focus on de-codable words for example.

Marking frequency:

- Marking should be used for **all** work undertaken and should follow the guidance set out above.
- Work scrutiny will take place as per the Quality Assurance calendar as set out at the start of the academic year. SLT will monitor the frequency and effectiveness of staff marking and feedback.
- The monitoring of marking and feedback will continue to be integral within lesson observations
- The use of oral feedback and marking may be used as a focus for learning walks
- Students will be able to voice their views and opinions regarding marking and assessment via the student council

4.1 Internal Verification for Pearson Functional Skills and BTEC

An effective internal verification system ensures assessment practices and decisions are regularly reviewed and evaluated to ensure the validity of the award of credit. The centre will have an appropriate quality system in place to underpin that delivery and evidence that it is implemented effectively.

Internal verification is a process by which the centre regularly samples and evaluates consistency and fairness. It involves two key processes – verification and standardisation and is carried out by one or more internal verifiers. To maintain the integrity of the assessment process, internal verifiers must scrutinise the assessment practices and assessment decisions of tutors/assessors.

A plan of proposed internal verification activity must be developed before the cycle begins. This must indicate what will happen, when it will happen, who is to be involved and how it is to be recorded.

The Centre will retain samples of learners work for a three-year period. The Centre will also retain the following records for a three-year period from the end of the year to which they relate:

- Names of learners, dates of birth and contact address.
- Title and accreditation number of each qualification and unit studied.
- Name(s) of Assessor(s).
- Assessment records, including assessment decisions and reasons for the decision.
- Names of Internal Verifier(s).
- Full records of the internal verification process i.e.
- The internal verification plan.
- Minutes of internal verification meetings.
- The sample taken by the internal verifier, normally in the form of a matrix.

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4.2 Standardisation

Internal standardisation involves ensuring that, where there is more than one teacher delivering provision, or more than one site, internally set tasks and the outcomes of internal assessment are consistent across the range of courses.

It is recommended that internal standardisation meetings include all tutors and internal verifiers concerned and that action plans are produced and followed up. The internal verifier for the course(s) has the responsibility for arranging and facilitating standardisation events. The outcomes of the standardisation process will be used to improve the assessment practice of tutor assessors and bring about consistency of assessment decisions to safeguard the integrity of the award of credit and qualifications.

Internal Standardisation provides:

- Evidence of consistency and a common understand of credit value and level.
- Opportunities for staff to share good practice in assessment, including writing assignment briefs, benchmarking, evidencing, providing feedback to learners and recording keeping.
- Opportunities for self-assessment and action planning towards quality improvement.

4.3 Target Setting

Students will be set ambitious and challenging academic targets in line with their starting point. The minimum expectation is that following Key Stage 4 results and a baseline in the September of the new academic year that 1 level of progress will be made by the end of the academic year. The progression can be measured in 3 ways. Either moving up a full level, progressing through the size of qualification at a specific level or through achieving milestones in Literacy and Numeracy. For example, if a student was achieving Entry Level 1 then they should be targeted to achieve Entry Level 2 by the end of the academic year. It is assumed that some students will make marginal steps towards this target throughout the academic year and progress data will capture this therefore the end academic target may be in place for more than one academic year due to the nature of the students. Students will also be expected to complete larger qualifications at the same level progressing from Award to Certificate to Diploma.

Some students may require more ambitious targets based upon their learning ability and style however this will be determined by the prior data and baseline.

Independent living targets will be established via the EHCP.

5. Progress Tracking

Following formative assessment, marking and the successful completion of assessment objectives within Functional Skills and BTEC, teaching staff will update the EV Tracking Sheet in the student folder and the Tracking Sheet specific for the qualification they are teaching. The tracking sheet must be completed with dates of completion and initialled once the unit is completed.

The Progress and My Learning Steps Tracker must be completed in line with the Quality Assurance calendar. The progress grades and RAG rating of targets must be based on a range of evidence that can be provided during Progress Analysis Week.

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6. Behaviours for Learning

High standards of behaviour are expected. Disruption to learning is not to be tolerated by students. Where students are not displaying effective behaviours for learning, in particular passivity and not attempting work, this should be firmly challenged. The College behaviour policy should be followed to avoid wasted learning time. (please see Personal Development, Behaviour and Welfare Policy for more detail)

Good behaviour for learning should include the following:

- Active student engagement in discussion and thinking
- Students asking questions and taking risks in their learning
- All students working hard throughout the lesson with no time wasted

High quality planning and teaching is the most effective way to promote good behaviour. This should be complemented by positive affirmations for students who are working hard, demonstrating resilience and contributing to their own learning and to that of others. Students should be visibly rewarded and celebrated for positive learning behaviours through the College behaviour policy. As part of classroom management teachers are expected to move around the classroom and actively manage the space. Teachers should “Be seen looking”.

7. Quality Assurance processes (see Appendix 1 – 3: QA Proformas)

Quality assurance of learning and teaching is carried out by middle and senior leaders according to the College calendar. As part of our ethos and commitment to ongoing professional where quality assurance has taken place teachers will receive feedback and be given a growth action that will develop their practice and help them improve learning of students.

Appendix 1: Learning Walk Proforma

Date	Teacher	Class	Subject
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Strengths	Areas to Develop

Growth Action:

Key Focus Areas:

Disadvantaged learners:

Strategies for accelerating disadvantaged learner progress are used effectively

Adaptability:

- Learning is checked and lesson adapted as a result
- Appropriate differentiation challenges each student/ group of students
- Seating plans used effectively to challenge all students
- Questioning is targeted and varied to ensure high challenge and focus from all

Climate:

- Purposeful starts and ends to lessons
- Active student engagement in discussion and thinking
- Students asking questions
- Students taking risks and making mistakes

Learning Intentions + Success Criteria:

- Visibility – shared and understood by students
- Students able to articulate where they are and what they need to do to improve
- Evidence of learning moving forward

Student Work:

- Marking is up to date according to policy
- Evidence of progress over time
- Student response to feedback is clear

Teaching Assistants:

- TA's are informed of the lesson plan and success criteria
- TA's are used effectively in the classroom to further student progress

Feedback given (signature and date)	Feedback received (signature and date)

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Appendix 2: Work Scrutiny Pro Forma

Date:	Teacher:	Class:	Subjects:	Checked by:
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Progress	Comment
<ul style="list-style-type: none"> <input type="checkbox"/> Quality and challenge of the work set is appropriate <input type="checkbox"/> There is evidence of students making progress over time. <input type="checkbox"/> Increased focus on disadvantaged learner student feedback leading to increasing rates of progress. <input type="checkbox"/> Homework is set and marked regularly and prepares, consolidates or extends learning. 	

Quality of Feedback	Comment
<ul style="list-style-type: none"> <input type="checkbox"/> Praise specifically highlights what a student has done well. <input type="checkbox"/> Students are given clear instructions of how to improve their work further. <input type="checkbox"/> Students have responded to suggestions or questions, and made necessary improvements <input type="checkbox"/> Teachers have acknowledged student improvement work. <input type="checkbox"/> Literacy marking is evident and is responded to. 	

Marking and Presentation	Comment
<ul style="list-style-type: none"> <input type="checkbox"/> Teacher marking is completed in red pen <input type="checkbox"/> Student response, peer and self-assessment is completed and clearly signposted <input type="checkbox"/> Students have written in blue or black pen <input type="checkbox"/> All work has an underlined date and title <input type="checkbox"/> Books / folder are clean of graffiti and "doodles" 	

Does marking comply with College policy?

Growth Actions:

Feedback given (signature and date)	Feedback received (signature and date)
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Appendix 3 - Learning Walk Employer Engagement Proforma

Date	Student	Employer	Lead Employer Link
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Strengths	Areas to Develop
Growth Action:	

Key Focus Areas:

Students develop personal, social and employability skills

Students are learning the skills and attributes required to achieve their career goal

Students are encouraged to be independent in their work placement

Students progress and achievements are recorded and used to inform progression

Students are using their literacy and numeracy skills in their work placement to deepen understanding

Students communicate effectively with other adults

Students listen to and respond well to instruction

Students understand the instruction given and complete set tasks

Students have excellent attendance and are punctual to all working days

Feedback given (signature and date)	Feedback received (signature and date)
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Appendix 4 – Student Work Placement Observation

Student Work Placement Observation

Student details:

Observer details:

Work Placement details:

Date:

Employability Target:

- 1.

- 2.

Employability Skills Review	Mastery	Secure	Developing
<p>Communication Skills</p> <p>People with strong communication skills can build relationships (from the initial building rapport through to a longer-term relationship), listen well, and vary their communication to suit the circumstances. Including literacy and numeracy for work</p> <p>Comment:</p>			
<p>Making Decisions</p> <p>Valued by employers for many reasons, being able to make decisions is key to getting on in life. Sometimes the actual decision doesn't even matter; what matters is that you have made one and moved on.</p> <p>Comment:</p>			
<p>Self Motivation</p> <p>People who are self-motivated get on by themselves. They don't need close supervision and they are good to work with because they are generally positive about life and can be counted upon to keep going. It also helps to work on your personal resilience and adaptability to change.</p> <p>Comment:</p>			

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Leadership Skills			
<p>These are the set of soft skills that we least expect someone to develop by themselves. There are many leadership training courses available and much has been written about how to develop your leadership skills.</p> <p>Comment:</p>			
Team-Working Skills			
<p>Like leadership skills, there are many training courses to teach you how to work well in a team. However, there is also plenty of thinking to suggest that good communication skills, particularly good listening skills, together with an ability to build rapport will go a long way to support your ability to work well in a team.</p> <p>Comment:</p>			
Creativity and Problem Solving Skills			
<p>Creativity and problem-solving skills are highly valued because they are hard to develop. There are many people who believe that creative thinkers are born, not made, and there are certainly some people who find these skills much easier.</p> <p>Comment:</p>			
Time management and ability to work under pressure			
<p>Many would say that these two skills, which often go hand-in-hand, are more an attitude than a skill. However they can also be developed and honed, which is why we include them as skills. Highly valued by employers, they are also very useful for organising a family or a team, and for making sure that the job gets done.</p> <p>Comment:</p>			

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Comments from Mentor / Supervisor

Punctuality:

Attitude:

Professional Conduct:

Other:

Employability Skills Demonstrated from last review**Progress made towards employability targets**

	Mastery	Secure	Developing

Short term targets set for students (SMART)