



**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. High Expectations (what it means at Harrison College)

- Lessons must start on time and students should be ready to learn with the correct and adequate resources for the start of the lesson
- All staff should use language that reflects the values of the college and embed skills in all lessons and communications
- Seating plans are required for all
- 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?
    - Links to Skills Builder and industry/careers explicit in every lesson/session
- 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.
- All students are expected to engage at all times. If a student is disengaging from the lesson/session the teaching and learning team should use appropriate strategies to re-engage the student. Removal from the lesson/session by the PDBW team is a last resort when alternatives have been used.
- Breaks in lessons should be given when deemed appropriate by the lead however they must be no more than 3 minutes and students are not permitted to walk around the college site.

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## 2.1 Teaching Assistants

To make the most of teaching assistants (TAs), teachers should follow these evidence-based recommendations:

- Use TAs to add value to what teachers do, not to replace them.
- Ensure TAs are fully prepared for their role in the classroom, collaborative planning sessions should be used to do so.
- Use TAs to deliver high-quality one-to-one and small group support using structured interventions.
- Use TAs to help pupils develop independent learning skills and manage their own learning.
- Integrate the learning ensuring explicit connections are made between the classroom and structured interventions.

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

All lesson plans / resources must be saved on Harrison College SharePoint in the Teaching and Learning file in the correct folder. Duplicates must be saved on Harrison College SharePoint in the Students folder to ensure that students can continue to engage with learning remotely if they are required to self isolate or are absent from college for an extended period of time.

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. This is to be done collectively on the annual curriculum maps for each year group.

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.

Short-, medium- and long-term planning should be done collaboratively across the T & L team and this is evidenced on the Curriculum Map.

Allocated leaders of Project Based Learning projects must ensure that collaboration across the team is effective and that the outcomes of the project are shared along with the brief and milestones.

### 3.1 Independent Learning

Any student that has independent learning as part of their study programme must be set work weekly by the teaching team. Each student should have an allocated folder on Harrison College SharePoint/Students that they can access and complete appropriate work. The teaching team must ensure that this is updated weekly so that students work at pace and appropriate levels of challenge.

### 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 lesson Learning Objective and Success Criteria and Skills Builder.
- Oral feedback should always take into account the language level of the individual student.
- 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.

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- 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.

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
- Highlight examples of where the student has met the Success Criteria.
- Highlight areas of work which could be improved.

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.
- 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.
- The College literacy codes should be used by all teachers. See appendix 4
- Literacy should be marked by all teachers in all subjects.

#### **4.1 Internal Verification for Pearson Functional Skills and BTEC**

- Please see the relevant exams and BTEC Policies.

#### **4.2 Standardisation**

Internal standardisation involves ensuring that, where there is more than one teacher delivering provision, 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 teachers 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

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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. 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.

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 curriculum areas, teaching staff will update the Progress Tracking sheets in SharePoint. All staff are expected to contribute to the SEND reviews that are carried out three times per year and this should reflect both academic and personal progress linked to the four areas of SEND.

Students are to be issued electronic Skills Builder passports at the start of Year 1 of the study programme. Students are to assess themselves, with the support of project leads against the Skills Builder skills following each project to show progression. The second stage of the Skills Builder passport is to be issued at the start of Year 2 of the Study Programme, with students once again self-assessing with the support of project leads at the end of each project.

#### **6. 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 T&L Culture and Expectations

<b>Date</b>	<b>Session leader</b>	<b>Class / year / session</b>	<b>Subject</b>
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<b>Focus:</b>	<p>1. Culture and climate – Harrison college values</p> <p>2. Expectations – codes of conduct</p> <p><b>Vision:</b> A specialist post-16 institution providing a <b>challenging, future focussed</b> provision</p> <p><b>Mission:</b> To create an <b>inclusive</b>, business and enterprise provision where learners can <b>thrive</b>, placing <b>no limits</b> on what can be achieved no matter their background or starting point, leading to a secure and prosperous future</p>
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<b>Strengths / good practice</b>	<b>Areas to Develop / focus</b>

<b>Discussion / Growth Action agreed:</b>
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**Key Focus Areas to discuss:**

**Climate:**

- Purposeful starts and ends to lessons and connections to learning – future focussed
- Students active engagement relevant to their needs - Achieve
- Students taking risks and making mistakes – safe environment #bemorerhino
- Responsive to individual needs - inclusive
- Allows students to thrive – Believe and Lead

**Expectations:**

- College rules / non negotiables / individual targets
- Uniform / presentation / professionalism – employability ready
- Respectful and supportive language and behaviours
- High aspirations and expectations with challenge - Exceed

<b>Feedback given (signature and date)</b>	<b>Feedback received (signature and date)</b>
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## Appendix 2: Work Scrutiny Pro Forma

<b>Date:</b>	<b>Teacher:</b>	<b>Class:</b>	<b>Subjects:</b>	<b>Checked by:</b>
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<b>Progress</b>	<b>Comment</b>
<input type="checkbox"/> Quality and challenge of the work set is appropriate <input type="checkbox"/> There is evidence of students making progress over time.	

<b>Quality of Feedback</b>	<b>Comment</b>
<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"/> Literacy marking is evident and is responded to.	

<b>Marking and Presentation</b>	<b>Comment</b>
<input type="checkbox"/> Teacher marking is completed in purple pen. <input type="checkbox"/> Student response, peer and self-assessment is completed and clearly signposted. <input type="checkbox"/> Books / folder are clean of graffiti and "doodles"	

**Does marking comply with College policy?**

<b>Growth Actions:</b>
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<b>Feedback given</b> (signature and date)	<b>Feedback received</b> (signature and date)



## Appendix 3 – Student Work Placement Observation

### Student Work Placement Observation

**Student details:**

**Observer details:**

**Work Placement details:**

**Date:**

**Targets:**

- 1.
- 2.
- 3.

Employability Skills Review	Mastery	Secure	Developing
<p><b>Communication Skills</b></p> <p>People with strong communication skills can build relationships (from the initial <b>building rapport</b> through to a longer-term relationship), <b>listen well</b>, and vary their communication to suit the circumstances. Including literacy and numeracy for work</p> <p><b>Comment:</b></p> <p><b>Action:</b></p>			
<p><b>Making Decisions</b></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><b>Comment:</b></p> <p><b>Action:</b></p>			
<p><b>Self-Motivation</b></p> <p><b>People who are self-motivated get on by themselves.</b> 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</p>			

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 Next Review: Sept 2024

<p>your personal resilience and <b>adaptability to change</b>.</p> <p><b>Comment:</b></p> <p><b>Action:</b></p>			
<b>Leadership Skills</b>			
<p><b>These are the set of soft skills that we least expect someone to develop by themselves.</b> There are many leadership training courses available and much has been written about how to develop your leadership skills.</p> <p><b>Comment:</b></p> <p><b>Action:</b></p>			
<b>Team-Working Skills</b>			
<p><b>Like leadership skills, there are many training courses to teach you how to work well in a team.</b> However, there is also plenty of thinking to suggest that good <b>communication skills</b>, particularly good <b>listening skills</b>, together with an ability to <b>build rapport</b> will go a long way to support your ability to work well in a team.</p> <p><b>Comment:</b></p>			
<b>Creativity and Problem-Solving Skills</b>			
<p><b>Creativity and problem-solving skills are highly valued because they are hard to develop.</b> 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><b>Comment:</b></p>			
<b>Time management and ability to work under pressure</b>			
<p><b>Many would say that these two skills, which often go hand-in-hand, are more an attitude than a skill.</b> However, they can also be developed and honed, which is why we include them as skills. Highly valued by employers, they are</p>			

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Next Review: Sept 2024

also very useful for organising a family or a team, and for making sure that the job gets done.			
<b>Comment:</b>			

<b>Comments from Mentor / Supervisor</b>
<p>Punctuality:</p> <p>Attitude:</p> <p>Professional Conduct:</p> <p>Other:</p> <p>Signed by mentor / supervisor:</p>

<b>Student Voice</b>
Signed by student:

<b>Progress made towards employability targets</b>			
	<b>Mastery</b>	<b>Secure</b>	<b>Developing</b>

<b>Short term targets set for students (SMART)</b>

<b>Student Voice</b>

#### Appendix 4 – Literacy Marking

Code	Definition
Sp	Spelling
Gr	Grammar
P	Punctuation
//	New Paragraph
Exp	Expression is unclear
CL	Capital Letter
^	Missing word
V	Vocabulary – consider a different word or an incorrect word has been used.