

LEARNING, TEACHING AND ASSESSMENT STRATEGY 2018

Introduction

Student success is at the heart of all that we do at Halesowen College. Effective learning and teaching are fundamental to high quality student experience and critical to student success. Elements of the wider College experience such as learning support, student services, enrichment, access to learning resources, play a key role and thus must be part of the Teaching Learning and Assessment Strategy.

The wider context to the strategy links to the OFSTED inspection framework and the five key judgements of: Overall Effectiveness; Effectiveness of Leadership and Management; Quality of Teaching, Learning and Assessment; Personal Development; Behaviour and Welfare of Learners; and Outcomes for Learners. A number of other national policy imperatives impact on the College's Strategy for Teaching Learning and Assessment, most notably.

- The English and Maths condition of funding.
- Changes to BTECs and vocational qualifications introducing an external assessment component.
- The introduction of T Levels.
- 16-19 Study Programme requirements
- SEND Legislation
- Extended work placement requirements
- New apprenticeship standards
- HE QAA Teaching Excellence Framework

Purpose

- The purpose of this strategy is to create a common vision for teaching, learning and assessment at the College for all modes of learning.
- To provide a framework within which our teachers can develop their own teaching, learning and assessment methods that meet the individual needs of our students.
- To provide the highest quality learning experience for all of our students, leading to high levels of student achievement, enjoyment and positive progression.

Aims

The primary aim of teaching, learning and assessment is to develop, support and challenge all our students to make exceptional progress.

The College is committed to:

- Encouraging creativity and innovation in teaching, learning and assessment.
- Consistently use a wide range of teaching and learning strategies which are based on sound educational principles.
- Promote active learning to engage and enthuse.

- Encourage students to move from dependent learner to interdependent learner to independent learner.
- Support the holistic development of our students to become socially and morally responsible citizens in all aspects of life.
- Ensuring a clear and determined focus on developing the knowledge and skills needed for progression to the next step.
- Encourage lifelong learning and the development of lifelong learners.

What our students said:

180 were surveyed in the production of this strategy, below are a few of their comments:

“We are learning in different ways, it’s not always the same and this makes the lesson interesting.” Jodie, L3 HSC

“I enjoyed planning and creating my film. It was excellent because it allowed me to be practical and creative in my own way..” L3 Creative Media

“when demonstrating Space X – he showed us how far we could go with programming.” Mason, L2 Games Development.

“When placed on expeditions we are given the opportunity to develop our navigation / orienteering skills within our group.” Talin, L3 Public Services.

“I receive high quality support and know I can trust my teachers advice and feedback.” Katie , HSC

“Teachers have been very supportive with upcoming exams which is beneficial for stress levels.” A Level

“My teachers are always very friendly and always offering to help you reach your full potential.” EYE

“Many helpful teaching resources are made available on Moodle and in the library.” HSC

“Teachers help us by doing extra workshops” A Level

“Different ways of teaching has helped me to understand the topic a lot better.” A Level Chemistry

“When I am having a tough day I know I can count on teachers that teach me or have taught me, to make sure I am okay.” Meredith, L3 Acting

“work experience at the boxing event was potentially one of the best experiences in terms of camera work and that put me in a situation that meant I had to work on the spot.” Owen, L3 Creative Digital Media Production.

LEARN

1. To provide an excellent learning environment and an outstanding student experience through:-
 - An academically rigorous and vocationally relevant curriculum that is inclusive and accessible to all.
 - High quality, interactive and creative learning, teaching and assessment, with a focus on the outstanding quality of the classroom experience.
 - Staff who engage and challenge their students.
 - Learning environments must support interaction, the sharing of knowledge and learning amongst staff and students.
 - Flexible learning environments which allow for a wide variety of learning and teaching approaches.
 - The learning environment should be welcoming, safe and provide a culture of professionalism in keeping with the subject or vocational area.

2. To develop a whole organisational approach to e-learning that facilitates independent learning.
 - Engage staff in continuous developments in software and resources to enhance the learning experience.
 - Ensure access to high quality reliable Wi-Fi.
 - Maintain high quality and up to date teaching and assessment materials.
 - Learning, teaching and assessment approaches should make effective and informed use of digital resources and skills to encourage active learning and a connected learning experience.
 - Develop high quality physical and virtual learning environments and make active and creative use of technology to support structured, social and collaborative learning to take place.
 - Use educational and other digital technologies to support active individual and collaborative engagement in learning regardless of the mode of study or location.
 - To improve the student digital experience by providing a high quality technology rich blended environment for student study. This encompasses the physical infrastructure (student computers, software, Wi-Fi, BYOD) ease of use of systems, accessibility and digital wellbeing, supporting students to develop digital capabilities.

3. Curriculum design and delivery focusses on learning.
 - Students are provided with high quality teaching and learning that is focused on meeting individual student needs and encouraging aspiration of achievement.

- Learning will be promoted as an active process through which students will be reflective, creative and curious.
- High quality teaching will use a range of techniques and approached through which students' written and verbal communication skills will be developed.
- Encourage an ongoing dialogue between staff and students, where students are encouraged to explore ideas, ask and answer questions, listen to the contributions of others and complete work set.
- Develop effective and engaging delivery methods which develop an appetite for learning.
- Students will shape learning and teaching by:-
 - Giving feedback on lessons via surveys and focus groups.
 - By attending course review meetings.

SUCCEED

4. Strong and effective assessment practices which promote learning, development and achievement.
 - Offer varied assessment strategies which ensures a differentiated approach for delivery.
 - Evidence of learning will be elicited through questioning, tasks and discussion.
 - Students will have clear learning outcomes and/or criteria for success.
 - Formative assessment (assessment for learning) will be used to prepare students for summative assessment (assessment of learning).
 - Assessment must be planned to provide formative and summative opportunities which are timely.
 - Feedback will move learning forward. Feedback will be clearly structured to provide a focus on how to improve the work. All feedback will use and refer to target setting and achievement.
 - Feedback will be timely, raise aspiration and empower learning.
 - Assessment should provide students with opportunities to achieve 'high grades' throughout the course.
5. High aspirations and stretch and challenge for all students.
 - High expectations and aspirations for students are embedded through the setting and realising of challenging targets for student achievement and progress.
 - Ensure a whole college culture that prioritises the achievement of outstanding learning and teaching in every lesson for every student.
 - Ensure all students make excellent progress, based on their starting points.
 - Encourage students to stretch and challenge themselves in their performance, leading to successful outcomes and high aspirations.

- Ensure students consistently experience challenging, well-paced and dynamic sessions, where their progress is celebrated and consequently attendance is high.
 - Teachers demand that students have high aspirations and expectations regarding their achievement, behaviour and personal development.
 - Encourage reflective learning by supporting students through tutorials, action planning and Individual Learning Plans (ILPs).
6. Promote an extensive programme of high quality continuous professional development (CPD) that focuses on the priorities and actions identified to improve teaching, learning and assessment for individual teachers, including scholarly activity.
- Teachers will be knowledgeable in their subject(s), passionate about their teaching and make appropriate use of professional development to maintain the currency of their subject knowledge.
 - Staff entitlement to annual CPD will be ensured by College organised events and external staff development events.
 - ITE is offered to trainees via the University of Worcester DET.
 - The annual staff development programme is informed by the outcomes of lesson observations, learner outcomes and appraisals across the College, both strengths and areas for development.
 - CPD will be high quality to build capacity in staff to reflect, improve and innovate.
 - Coaching will be available to aid staff to embrace the transfer of knowledge and skills.

FLOURISH

7. Recognise individual learner needs and individual differences in teaching, learning and assessment styles and approaches and support students in developing and expanding their preferred teaching, learning styles.

Students are individuals with varied personal abilities and needs and varied educational and cultural backgrounds, therefore, provision needs to reflect a variety of learning experiences.

- Teachers will ensure that group profiles indicate the needs, support, initial assessment profiles (literacy and numeracy) of all students to inform the planning of activities, assessment and resources required for learning.
- Students should have a personalised experience that meets their needs, assessment of their needs at the start of the programme and during their programme will shape teaching, learning and curriculum support.

- Lesson planning will be communicated clearly and effectively to inform Learning Support (LS) of the lesson structure and content of delivery to promote effective use of LS assistants for learning.

8. The College will ensure that highly effective support, monitoring promotion of equality and diversity and quality assurance systems facilitate outstanding learning, teaching and assessment at all times.

Tutorial support and guidance systems are often ‘the glue’ that holds all aspects of the student experience and subsequently success together.

- The development of productive relationships between staff and students based on mutual respect will be actively encouraged.
- Support will be provided for those students with additional needs, ensuring everyone has the equality of opportunity to succeed.
- To facilitate support services, including the use of assistive technologies, where appropriate, for those students experiencing difficulty with their learning.
- Access for all students to a Personal Coach who will work with individuals and groups to review progress, plan progression and enable success.

9. To support the promotion of employability skills which will underpin progression into the world of work.

Learning should be focussed on employers’ skills needs and the design of the curriculum should be action led. Individual learning outcomes should include solving employment related problems and using creativity. Programmes should nurture the development of skills, knowledge, understanding and personal attributes in ways that are made explicit to students.

- The curriculum should be driven by employability, enterprise and environmental and social sustainability.
- Inspire and motivate students to achieve and progress through the involvement of ex-students, employers and other stakeholders.
- Offer a wide range of enrichment activities to enhance the student experience.
- Promote and encourage students to undertake employability-related tasks and work experience opportunities as part of their programme of study.
- Employer engagement should be both direct and indirect.