



Halesowen  
College

**Excellence in Teaching,  
Learning & Assessment Strategy  
and Implementation Plan  
January 2023-August 2024**



The Excellence in Teaching, Learning and Assessment Strategy provides the framework to develop a culture where quality of delivery continues to be a key priority and to support continuous improvement in standards.

Halesowen College has learner success as its fundamental goal and it is our belief that effective Learning, Teaching and Assessment are vital to a high-quality learner experience and critical to learner success. By delivering a high-quality learner experience, learners should remain on programme, have high aspirations, have good levels of attendance and achieve their qualifications in a timely manner.

Whilst it is recognised that the learning and teaching experience is fundamental to learner success, the wider College experience, including learning support, student services, enrichment and access to learning resources plays a vital role and must be part of any Teaching, Learning and Assessment Strategy. Further, the tutorial and pastoral systems can be the “glue” that holds all elements of the learner experience together.

This strategy has been developed following an extraordinary time for education. Online teaching during the Covid-19 pandemic has extended our skills and understanding of the benefits of blended modes of delivery.

**This strategy supports the College’s Strategic Plan 2021-2025, where the stated aims are:**

<b>Our Offer</b>	<b>A broad, inclusive, responsive and purposeful curriculum.</b>
<b>Our Quality</b>	<b>Exceptional teaching, learning and outcomes.</b>
<b>Our Environment</b>	<b>Learning environments that make a difference.</b>
<b>Our People</b>	<b>A truly diverse, empowered, supportive and accountable community.</b>
<b>Our Resources</b>	<b>Sound finances to allow investment and keep us ahead of the game.</b>
<b>Our Reputation</b>	<b>A reputation as the “go to” College.</b>



## The aims of the strategy are to ensure:

- The provision of a motivational, relevant and high-quality curriculum.
- Courses are innovative and future-focused, shared by national and regional priorities as well as the needs of learners and employers.
- Delivery is by staff that are passionate, knowledgeable and committed to learner success.
- We are aspirational and will support learners to achieve these high aspirations.
- The curriculum delivers the knowledge, skills and behaviours for employment or higher-level study.
- Highly innovative approaches to teaching, learning and assessment that aspire learners to exceed expectations.
- An enjoyable learning environment is provided with facilities and opportunities to learn, ensuring the best use of digital technologies.
- Active promotion of inclusion and diversity, British values, safeguarding and respect.





The Excellence in Teaching, Learning and Assessment strategy consists of the following overarching themes which are underpinned by sub-themes:

### **Overarching Theme 1**

The provision of inclusive teaching, learning and assessment across a broad-based curriculum.

### **Overarching Theme 2**

Providing tutorial and pastoral support throughout the learning journey to enable and underpin academic and personal development.

### **Overarching Theme 3**

Developing knowledge skills and behaviours for future employment and higher study through innovative curriculum and pedagogy.

### **Overarching Theme 4**

Provide staff development and CPD to ensure continuous improvement and pedagogy.



## Overarching Theme 1

The provision of inclusive teaching, learning and assessment across a broad-based curriculum.

- a) Maintaining and developing a reflective, inclusive, diverse curriculum and learning culture.
- b) Creating a positive and inspirational learning environment.
- c) Assessment which is relevant and linked to employers (where relevant).
- d) Personalised learning to encourage high aspiration.
- e) Access to resources is equitable and inclusive.
- f) A culture of health and well-being for all.

### **a) An inclusive, reflective and diverse curriculum and learning culture**

- High quality learning and teaching, based on pedagogical evidence, focused on meeting individual needs and encouraging aspiration and achievement in all learners.
- Curriculum is innovative, flexible and linked to current academic and vocational practice and links clearly to employment.
- Promotion and embedding of English and Mathematics, work ready skills and other transferable skills.
- The curriculum is supported by enrichment opportunities which develop the learner holistically.
- Stakeholder input into curriculum design, which is reviewed and refreshed through feedback and involvement.
- Providing a virtual learning environment with high quality and accessible content to support all learner needs.
- Promoting and embedding education for sustainable development (ESD).
- To champion and value diversity, equality of opportunity and inclusion.

**b) Creating a positive and inspirational learning environment**

- Learning environment supports interactions, knowledge sharing and learning.
- Learning environments must be flexible enough to allow various teaching and learning approaches and diverse groups of learners.
- The learning environment is welcoming, safe and provides a culture of professionalism in keeping with the subject or vocational area.
- Providing “state of the art” teaching spaces and resources to inspire and engage learners.
- The learning experience provides opportunities to take risks and respond to new challenges in an environment that provides constructive feedback.

**c) Assessment which is authentic, relevant and linked to employers (where relevant)**

- The assessment of learning is critical to a quality curriculum. Indicators of quality include student progression and achievement. The assessment process should foster active learning and provide opportunities to apply this learning in a holistic fashion to encourage independent learning and problem-solving.
- There are a wide variety of assessment strategies to allow for innovation, creativity and flexibility. Core to all assessment strategies are:
  - o Questions, tasks and discussions in elicit evidence of learning and explore common misconceptions.
  - o Provide feedback to move learning forward. Feedback focuses on how to further improve, regardless of grade.
  - o Feedback must be timely to raise aspiration and encourage learning.
  - o Learning sessions should have clear, measurable and aspirational learning outcomes.
  - o Allow learners to be co-creators of assessment along with employers and other stakeholders where possible.

- Recording of assessment outcomes must be formally recorded on MyHalesowen or Onefile for apprentices
- Assessment methods should address learner and curriculum needs and provide opportunities to achieve the highest grades.
- Adaptation of assessment for SEND students, where appropriate, to enable demonstration of competency, against required outcomes, to achieve the highest grades.

**d) Personalised learning to encourage high aspiration**

- Set high expectations for achievement, behaviour and attitudes to learning to stretch and challenge all learners.
- Embed flexible and individualised programmes through innovative curriculum design.
- Provide an innovative enrichment offer to develop the learner holistically.

**e) Access to resources is equitable and inclusive**

- Provide a wide range of accessible, high quality physical and digital resources, which enables learners to thrive.
- Provide access to inclusive digital resources which support learning and enable blended learning.
- Ensure timetabling is planned to provide equitable classroom experiences.

**f) A culture of health and wellbeing for all**

- Raising awareness of the importance of good mental health. Enabling students to become resilient.
- Maintaining and developing a College community that provides a supportive environment and good relationships between staff and learners.
- Promoting awareness of health and wellbeing through tutorials and lessons.
- Ensuring staff and learners have access to physical and mental health activities and services to help promote positive relationships with health and wellbeing.

## Overarching Theme 2

Providing tutorial and pastoral support throughout the learning journey to enhance and underpin academic and personal development.

- a) Tutorial support and guidance throughout the learner journey.
- b) To provide access for all learners to have their support needs identified. Following this assessment, appropriate learning support or mentoring to be made available.
- c) Level 3 Learners to be targeted for heightening HE aspirations and progression. The underlying assumption being, students will progress to HE, employment or an apprenticeship. Aspiration to progress will be evident at all levels of study.

### **a) Tutorial support and guidance throughout the learner journey**

- Allocation of personal coach at induction who will work with learners both individually and by group to identify and remove barriers to success, review individual progress against SMART targets, plan for progression and contribute to enrichment of the learner experience.
- Minimum target grades are set for all learners and progress against monitored and supported.
- A minimum of four one-to-one tutorials per year to review progress with the personal coach. Personal coaches will access information about current performance prior to meeting with learners to plan future progress.
- The frequency of reviews may be increased to ensure all learners are fully supported at appropriate times to meet individual needs. A Level students may be allocated a progress coach to work alongside their personal coach.
- The personal coach will know what their learners are learning and understand their needs holistically. This member of staff must be aware of wider factors that may be impacting upon their learning and draw on specialist resources to help the learner progress.
- The personal coach will work with subject staff to ensure that the learner remains on track and at least meets their targets.



- b) To provide access for all learners to have their support needs identified. Following this assessment, appropriate learning support or mentoring to be made available**
- All learners complete BKSBS Initial and Diagnostic assessment for English and Maths, plus subject specific initial assessments and this assessment helps to inform and narrow gaps in knowledge and understanding.
  - Learning support is provided where specific needs are identified.
  - Workshops are provided to help learners “catch up” or fill “gaps in learning”.
- c) Level 3 Learners to be targeted for heightening HE aspirations and progression. The underlying assumption being, students will progress to HE, employment or an apprenticeship. Aspiration to progress will be evident at all levels of study**
- Use of Navigate system to log, monitor and promote achievements.
  - Active promotion of employability and work ready skills.
  - Tutorials linked to university entry and to support and promote high aspirations.
  - Provision and promotion of careers resources and HE / Apprenticeship Fair.
  - Impartial careers education throughout tutorials.

### **Overarching Theme 3**

Developing knowledge skills and behaviours for future employment and higher study through innovative curriculum and pedagogy.

- a) Employment focused curriculum for vocational learners.
- b) Immersive learning environments with high standard of facilities.
- c) Developing next generation opportunities and skills.
- d) Leading on technology-enhanced learning.
- e) Promote critical thinking, creativity and integrity.

#### **a) Employment focused curriculum for vocational learners**

- Maintain and further develop strong industry links, continuing to be recognised as a centre of excellence.
- Offer relevant and diverse work experience programme and other work-related learning which allows learners to excel in their vocation.
- Support teachers to maintain currency in their fields of expertise through CPD and industrial updating.

#### **b) Immersive learning environments with high standard of facilities**

- Continued investment in facilities which provides learners with opportunities to develop industry standard skills, attributes and demonstrate excellent practice.
- Develop realistic working environments to further improve engagement and work readiness.
- Create learning environments which engage and inspire and embed learning technologies into the curriculum.

**c) Develop next generation opportunities and skills**

- Facilitate learners to develop resilience, communication and higher order thinking skills which will aid employability in a changing world.
- Support learners to develop knowledge, skills and behaviours to be excellent employees.
- Work with employers to prepare learners for careers of the future through live briefs and work placements.

**d) Leading on technology – enhanced learning**

- Integrate technology in the student experience, wherever it can enhance learning.
- Continual monitoring of advances in technology to ensure the learning experience is relevant and dynamic.
- Ensure digital technologies to enhance learning are inclusive and accessible for all learners.

**e) Promote critical thinking, creativity and integrity**

- Develop a culture of lifelong learning, flexibility, adaptability and excellence.
- Encourage learners to develop creativity, critical enquiry and reflective skills to enable success.
- Promote a growth mindset to ensure learners are resilient within the learning environment and prepared for employment.



## Overarching Theme 4

Provide staff development and CPD to ensure continuous improvement and pedagogy.

The College is committed to continuous professional development as key to staff motivation and job satisfaction.

Continuously striving to improve the learning experience for all learners is a continuous journey for all staff.

- Provide scholarship and development opportunities for all staff to develop and update knowledge of subject specialism, research or industry requirements.
- ITE (Initial Teacher Education) and regular professional development will be available.
- Coaching and mentoring to be provided to allow staff to embrace the transfer of knowledge and skills to promote a culture of continuous learning and quality improvement.
- The use of peer review to develop and shape new methodologies.
- Monitoring the impact in terms of the development of staff in ensuring excellence in terms of teaching and learning.



## Excellence in Teaching, Learning and Assessment Strategy

Following a student survey which collected over 200 responses learner views on what makes 'great' teaching and learning highlighted that:

Interaction was seen as vital – good relationships in the classroom with a teacher that cares for and respects them.

Teachers who make work understandable and are willing to explain to individuals in a clear and individualised way.

Teachers are passionate and engaging in their subject delivery; students liked the anecdotes and personal experiences which served to illuminate learning.

The learning environment should be calm, approachable and comfortable.

Feedback was seen as an essential component of 'great' teaching and learning.

Teachers are supportive and recognise mental health and personal concerns.

In the vast majority of cases it was implied that 'great' teaching and learning is face to face, though a minority of learners did mention that they liked the ability to 'record' and to look back at online lessons.

