South Gloucestershire and Stroud College

Teaching, Learning, Assessment & Feedback Policy 2022-2025

If you would like this document in an alternate format

Please contact the Human Resources Department

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Job Title/Role:	Deputy Principal
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Approved by	Corporation
Date:	*Provisionally* Thursday 22nd June 2023

Impact Assessment

Completed by:		
Gavin Murray	Vice Principal - Performance, Standards & Effectiveness	25/05/2022
I have read the guidance document: Completing a Policy Impact Assessment?		✓
If this policy has been up-dated, please tick to confirm that the initial impact screening has also been reviewed:		✓

EQUALITY AND DIVERSITY IMPACT ASSESSMENT	
Characteristic	This policy seeks to:
Age	No appreciable impact
Disability	Use available resources to identify and address any issues of inequality as a result of disability. Supporting learners both academically and pastorally in order that they should be successful.
Faith or Belief	No appreciable impact
Gender	No appreciable impact
Race or Ethnicity	No appreciable impact
Orientation	No appreciable impact
Gender reassignment	No appreciable impact
Economic disadvantage	No appreciable impact
Rural isolation	No appreciable impact
Marriage	No appreciable impact
Pregnancy & maternity	No appreciable impact
Carers & care leavers	Use available resources to identify and address any issues of inequality as a result of being in care or a care leaver. Supporting learners both academically and pastorally in order to be successful.
Vulnerable persons	Use available resources to identify and address any issues of inequality as a result of being a vulnerable person. Supporting learners both academically and pastorally in order to be successful.

Please identify any sections of the policy that specifically seek to maximise opportunities to improve diversity within any of the College's stakeholder groups:		Implementation sections 6 - 11
Please identify any sections of the policy that specifically seek to improve equality of opportunity within any of the College's stakeholder groups:		
Is there any possibility that this policy could operate in a discriminatory way?	☐　✘	If you have ticked yes (red), which characteristic will be most affected? Choose an item.
If yes please confirm that the Policy has been sent for a full Equality & Diversity Impact Assessment, and note the date:	☐	Click or tap to enter a date.

Note: if the policy does not seek to increase diversity or improve equality you should go back and review it before submitting it for approval.

MAPPING OF FUNDAMENTAL RIGHTS	
Which United Nations Convention on the Rights of the Child (UNCRC), Right does this policy most protect:	Art. 13 Freedom of expression Art. 3 Best interests of the child Art. 28 Right to education
Which Human Right (HRA) does this policy most protect:	Art. 9 Freedom of thought, conscience and religion Art. 10 Freedom of expression

DATA PROTECTION & PRIVACY BY DESIGN SCREENING	
Tick to confirm that you have considered any data protection issues as part of the design and implementation of this policy; and, that implementing this policy will not result in the collection, storage or processing of personal data outside of official College systems:	✓
Tick to indicated that this policy has or requires a Data Privacy Impact Assessment:	☐

ENVIRONMENTAL, SOCIAL AND ECONOMIC IMPACT ASSESSMENT				
Does this policy relate directly or indirectly to any legal, regulatory environmental or sustainability standard(s)?		Yes ☐		No ☒
If so, please list them:				

Will any aspects of this policy result in:				
Reduced miles travelled or provide / improve / promote alternatives to car-based transport (e.g. public transport, walking and cycling car sharing, the use of low emission vehicles, community transport, environmentally friendly fuels and/or technologies)		Yes ☐		No ☒
Reduced waste, environmental hazards and/or toxic materials for example by reducing PVC, photocopier and printer use, air pollution, noise pollution, mining or deforestation? Or increase the amount of College waste that is recycled or composted?		Yes ✔		No ☐
Reduced water consumption?		Yes ☐		No ☒
Reduced instances of single use plastic?		Yes ☐		No ☒
Reduced use of natural resources such as raw materials and energy to promote a circular economy?		Yes ☐		No ☒
Improved resource efficiency of new or refurbished buildings (water, energy, density, use of existing buildings, designing for a longer lifespan)?		Yes ☐		No ☒
Will this policy improve green space or access to green space?		Yes ☐		No ☒
Please list the sections of this policy which specifically target an improved environment:				

Will any aspects of this policy result in:				
The promotion of healthy working lives (including health and safety at work, work-life/home-life balance and family friendly practices)?		Yes ☐		No ☒
Greater employment opportunities for local people?		Yes ☐		No ☒
The promotion of ethical purchasing of goods or services for example by increasing transparency of modern slavery in our supply chain?		Yes ☐		No ☒
Greater support for the local economy through the use of local suppliers, SMEs or engagement with third sector or community groups?		Yes ☐		No ☒
The promotion of better health, increased community resilience, social cohesion, reduced social isolation or support for sustainable development?		Yes ☐		No ☒
Mitigation of the likely effects of climate change (e.g. identifying proactive and community support for vulnerable groups; contingency planning for flood/snow, heatwaves and other weather extremes)?		Yes ☐		No ☒
The promotion of better awareness of sustainability, healthy behaviours, mental wellbeing, living independently or self-management?		Yes ✔		No ☐
Please list the sections of this policy which specifically target improved sustainability:				

What is the *estimated* carbon impact of this policy (in terms of tCO2e)	**Increased (+tCO2e)** ☐	**Decreased (-tCO2e)** ✔	**Net Zero CO2** ☐

Mandatory initial impact screening completed by:	Gavin Murray, Vice Principal - Performance, Standards & Effectiveness
Date	25/05/2022
Initial impact screening supported by (Please list each individual)	

Teaching, Learning, Assessment & Feedback Policy 2022-2025

1.   Introduction

1.1. South Gloucestershire and Stroud College believes learner success and progression to be our fundamental goal. We also believe that teaching is the predominant influence on learner success and that effective teaching and learning are critical to a high-quality learner experience.

2.   Statement of strategic aims for teaching, learning and assessment

2.1. **SGS Strategic Priority 1**: To be recognised as an outstanding College

SGS has a distinctive role as a major provider of academic, specialist and professional education. We recognise the importance of placing our learners at the centre of everything we do and for preparing them for work, their continuing careers and lifelong learning. We also recognise the need for all our work to be of the highest possible standard. Excellence will continue to be our goal. The current Covid-19 crisis has placed the need to provide high quality on-line/blended learning at the top on our agenda pedagogically as well as technically.

2.1.1.   Our primary targets in support of this priority will include:

- Throughout this plan, each academic department will maintain where appropriate, a broad and balanced portfolio which includes a range of activities from: pre-16, SEND, 16-19, craft, technical, professional and, in specialist areas, leisure and wellbeing programmes, Degrees and Foundation Degrees or equivalent.
- The quality of teaching and learning will continue to improve annually, supported by targeted professional development and coaching programmes. This will include on-line and blended learning.
- Placing more emphasis on developing the employability skills of our students, thereby giving them a competitive advantage in their progress to employment, apprenticeships or further education
- Teachers will focus on classroom discipline and learning, and maintaining progression on-line, as appropriate; they will continue to support the welfare and safeguarding of our learner cohort.
- Competitive sport will continue to provide outstanding education and demonstrate world-class leading practice at the national level.
- A limited range of Enrichment opportunities will continue to be provided around C-19 guidelines, with extensive activities available online.

3. **Objective**

   3.1. Our pedagogies and the scientific basis of teaching, learning and assessment are the foundations of each Educator's professional practice. Therefore, this Policy has been designed to enable practice which is consistent with the needs of our academic, specialist, leisure, professional and work-based learners, regardless of their starting points or level of study. This policy has been developed in wide consultation with our stakeholders and is founded on sound pedagogical principles that recognise the importance of transference of knowledge and understanding and the development of skills; and will thereby enable all Educators to enhance each individual learner's knowledge and skills, including those that are critical for employment.

4. **Principles**

   4.1. This policy establishes a pedagogically sound, best practice framework approach to support the effective planning, development, delivery and assessment of teaching and learning

   4.2. This Policy must be read in conjunction with the [Improving Teaching, Learning and Assessment Policy and Procedure](). By fostering a supportive and aspirational environment that embraces best practice in teaching and learning, learner support and use of educational resources; South Gloucestershire and Stroud College strives to support Educators to improve the learning experience, which in turn will lead to improved learner achievement, leading to higher levels of learner attainment.

5. **Responsibilities**

   5.1. All College staff share responsibility for this teaching, learning, assessment and feedback policy, and the Senior Leadership Team will drive the Policy forward by actively, and demonstrably, applying its principles to all aspects of their work.

   5.2. Assistant Principals will take particular responsibility for supporting Learning Area Managers to ensure the successful implementation of the Teaching, Learning, Assessment and feedback policy within their areas of responsibility. They will also ensure, through the line management structure, that their staff are fully aware of the Policy, and that it is acted upon it, by making its strategic aims and targets a key discussion area in Team meetings and staff annual conversations.

   5.3. Learning Area Managers and Programme Leads with support educators to plan for the implementation of all aspects of this Policy within their area. They will also liaise with those who contribute to learner success to provide help and support where needed and include the improvement of teaching, learning and assessment in regular Departmental meetings.

   5.4. Heads and Deputy Heads of Teaching, Learning and Assessment have a

defined role and responsibility for the improvement of teaching, learning and assessment. They also have particular responsibility to be positive agents of change associated with this Policy; by influencing and guiding Educators to use this policy to improve their pedagogy which in turn will improve the learner experience and learner success.

5.5. Educators (all delivery staff including: lecturers, assessors, instructors, trainers, learning support workers and all members of staff who have any responsibility for effective teaching, learning and assessment) must engage with this policy and work to achieve its operational outcomes. They must also work with their colleagues and managers to use this policy to improve pedagogy, which in turn will improve the learner experience and success.

5.6. All staff, regardless of their role or designation will take part in planned professional development and scholarship to enhance learning opportunities across the curriculum; and use established channels of communication, including the annual conversation cycle, to feedback their views on the impact of this policy on their practice and the learner experience.

6. Implementation – Curriculum design and delivery

6.1. Curriculum design and delivery must have a focus on learning as a central activity. It must be clear to all stakeholder what new material will be learnt, in what order it will be learnt and why.

6.2. Each Educator will commit sufficient time and effort to planning high quality teaching and learning based on evidence from pedagogy and focused on meeting individual needs and encouraging aspiration and achievement in all learners. Thereby, the curriculum will be innovative, flexible, linked to vocational practice, up-to-date, and clearly linked to local and regional employment opportunities and occupational relevance. All curriculum planning should include stakeholder input, and be reviewed and refreshed through feedback and involvement.

6.3. As a response to an increase in mental ill-health, wellbeing and safeguarding concerns; Educators will monitor the need to adapt their curriculum delivery and provide reasonable adjustments swiftly to enable all learners to access their learning.

6.4. Every Educator is a 'teacher of individuals with special educational needs' and as such, every Educator at SGS is expected to familiarise themselves with the Colleges SEND Policy and adapt their delivery so that all learners, regardless of their starting points, can access a broad, balanced and ambitious curriculum.

6.5. All planned delivery activity will embed core skills including literacy, numeracy, digital and other transferable skills; and be supported by enrichment opportunities which develop each individual holistically.

6.6. Every Educator is a 'teacher of literacy and numeracy' and as such, every Educator at SGS is expected to familiarise themselves with the Colleges English and Maths Strategy and adapt their delivery so that all learners, regardless of their starting points, can access opportunities to practice their skills and improve their mastery of language and number.

6.7. The College is committed to maintaining a culture of safeguarding and preparing all learners, regardless of their provision type, for life in modern Britain. Therefore, it is expected that all curriculum will be planned to ensure that learners understand how to keep themselves healthy and safe; by generating an understanding of the risks that exist and how to protect against these.

Impact indicators - Curriculum design and delivery

6.8. Curriculum design, planning and delivery will support the diversity of our learner population by being flexible and responsive to learner needs.

6.9. Through curriculum design and delivery, Educators will promote learning as an active process through which learners aim to become independent, reflective, creative and disciplined with a genuine spirit of enquiry.

6.10. Through curriculum design and delivery, Educators will plan, monitor and support learners to acquire the NEW knowledge, skills and behaviours identified within their curriculum and relevant to local and regional employment opportunities and occupational standards.

6.11. Through curriculum design and delivery, Educators will plan, monitor and support learners to acquire the knowledge and skills necessary to keep them healthy and to keep them safe (by understanding the risks to them and knowing where to seek help and support). Educators will also plan, monitor and support learners to acquire knowledge of the risks of extremism and radicalisation and the skills necessary to be active citizens.

6.12. Through curriculum design and delivery, Educators will plan, monitor and support learners to understand the career opportunities available to them and empower them with the skills to be life-long learners adept at understanding and exploiting the local and regional employment opportunities available to them.

6.13. Through curriculum design and delivery, Educators will plan, monitor and support learners to understand the College's Behaviour Policy and Inclusion Policy and will prepare learners to be active and responsible citizens who are ready for the world of work.

6.14. High quality teaching will use a range of techniques and approaches through which learners' skills in written, verbal and digital communication will be developed and improved. Learners' ability to reason, critically evaluate and to see issues from all perspectives will also be developed and enhanced.

6.15. Educators will encourage discourse and dialogue between staff and learners which encourages learners to explore ideas, to ask and answer questions, to listen to staff and peers, complete work set and to reflect on what they have learnt. Importantly, Educators will allow space and time for the learning process to take place – they will offer learners time to consider and the time to think of their questions and answers. They will refrain from too quickly answering their own questions or leading learners too readily.

6.16. Educators will develop effective, engaging and enthusiastic methods of delivery which use open-ended tasks on specific areas of inquiry to develop each learners' appetite for learning. Educators will keep to a minimum, low value activities such as workbook completion and will be mindful of the importance of employing sound principles of instruction.

6.17. All staff involved in the delivery of education study programmes, adult learning programmes and apprenticeships will talk to learners regularly about their learning and how to develop their skills and attitudes to improve their learning. Educators will avoid providing feedback that focuses only on task completion. Instead feedback and targets must assist and encourage learners to think about how they can improve the standard and quality of their work over time.

6.18. Educators will ensure that learning is recorded at appropriately regular intervals on each learners ILP, on Pro-monitor.

6.19. Educators will ensure frequent collaboration with In-class Learning Support Workers, to enable appropriate individualised support for learners. In-class Learning Support Workers can expect to be informed as to how and what support to provide and when help should not be given too quickly.

6.20. Learning Area Managers will be able to evidence the expectation that learners are engaged actively in shaping learning (and teaching) through surveys and focus groups.

7. Implementation – Tutorials, enrichment and support

7.1. Tutorials, enrichment and support are the glue that holds all aspects of the education study programme and consequently each learner's experience together. Tutorials, enrichment and support must therefore be planned to provide a comprehensive programme which is understood by learners and promotes ambition and aspiration.

7.2. All Learning Area Managers and Educators must work with the English and maths Team, the Extra Curricular Programmes Team, the Careers and Schools Service, the Work Experience Team and the Learning Support Team to ensure that each education programme is holistically designed to ensure that each element effectively supports learners to develop all of the knowledge, skills, behaviours and attributes necessary to make their planned progression steps.

Impact indicators - Tutorials, enrichment and support

7.3. Learning Area Managers will support Educators to collaborate with the College's English and maths Team, the Extra Curricular Programmes Team, the Careers and Schools Service, the Work Experience Team and the Learning Support Team to ensure that each education programme is thoughtfully planned to help learners acquire the subject knowledge, practical, social, transferrable skills and behaviours they need. Each element of the programme will have a clear and relevant purpose and each learner will understand how they tutorials, enrichment and work experience are helping them to prepare for their intended destination.

7.4. Learning Area Managers will ensure that all full time and substantial part time learners are allocated a Personal Tutor who will work with learners both individually and by group to identify and remove barriers to their learning and achievement, review individual progress against targets, plan for progression and contribute to enrichment of the learner experience. Personal Tutors will ensure that their tutees know who they are during the induction phase and how to contact them.

7.5. Educators must collaborate with their whole programme team to ensure that each learner's starting points and prior knowledge has been accurately identified. Personal Tutors will support the process of setting minimum targets and challenge grades and personal development targets will be linked to each learner's intended destination.

7.6. Educators will assess work against individual target grades and provide feedback that will indicate how learners can improve.

7.7. All Full time and substantial part time learners have an entitlement to a minimum number of 1:1 tutorial sessions with their Personal Tutor to review progress, set targets, acknowledge successes and remove barriers to further attainment.

8. **Implementation – Assessment**

8.1. Assessment must be carefully planned to ensure that assessment methods and learning opportunities address learner and curriculum needs and promote achievement and progression.

8.2. Assessment for learning lies at the heart of outstanding teaching and learning and therefore the role of assessment is to move learning forward by establishing where each learner is in their learning, clarifying what the next learning goal is and then help learners to achieve those goals.

8.3. Assessment practices will be transparent and fair. They will ensure that assessment is not an occasional activity but a complex, joint activity between each learner and Educator that improves each learner's achievements as well as their capacity to learn how to learn.

8.4. As a response to an increase in SEND, mental ill-health, wellbeing and safeguarding concerns; Educators will monitor the need to adapt assessment strategies and provide reasonable adjustments swiftly to minimise the stress and anxiety that assessment can bring.

Impact indicators – Assessment

8.5. Educators will ensure that their assessment strategies are many and varied. The College encourages innovation, creativity, flexibility and choice; however, Educators remain responsible for ensuring that the published assessment methodologies, aims and objectives of assessment are met.

8.6. Assessment will be planned to provide formative and summative opportunities that are flexible and timely to individual needs. These plans should reflect all aspects of a course or programme of study. These plans should also ensure that assessments are revisited on an annual basis; and that they provide opportunities for learners to achieve high grades throughout their course.

8.7. Educators will thoughtfully plan assessment considering the [Principles of Instruction](). Questions, activities, tasks and discussions must be able to elicit evidence of learning. The College expects Educators to develop new questioning techniques or design discussions and questions to address common misconceptions.

8.8. Learning Area Managers will support Educators and ensure that assessment outcomes are recorded on the College's Pro-monitor system.

Impact indicators – Feedback

8.9. Educators must provide feedback that moves learning forward. This means that all feedback will be clearly structured to provide a focus on how to improve the work (even if it is a Grade A or Distinction piece of work). This may be coupled to or accompanied by verbal feedback. However, all feedback should be recorded so that it is not forgotten and it must use and refer to target setting and achievement goals.

8.10. Every learner has the right to receive constructive feedback on how they can improve the standard of their work – Feedback which only records task completion is not, on its own, sufficient.

8.11. All Educators will provide feedback in a timely manner and within the College's published 15 working day window.

8.12. All Educators will collect feedback from their learners at regular intervals (templates will be provided by the Teacher Development Team) and this feedback must be acted upon appropriately.

9. Implementation - Professional development, Scholarship, Experimentation and Innovation

9.1. Continuously striving to improve the learning experience for all our learners is a continuous journey for all. Professional development, scholarship, experimentation and Innovation should be planned thoughtfully to provide opportunities for staff to undertake continuous professional development that enhances subject expertise or improves pedagogy by promoting learning and improvement.

Impact indicators - Professional development, Scholarship, Experimentation and Innovation

9.2. Each Educator has an entitlement to 6 subject updating days in addition to 6 Professional Development days (to which all other staff are also entitled). These days provide opportunity for pedagogical, subject and vocational up-dating; although plans can always change, Learning Area Managers must discuss with each member of staff their intended annual up-dating and development during their Joint Lesson Observation and Annual Conversation.

9.3. Educators are also encouraged, on a continuing basis, to take part in the College's DigiED, TutorED and TLA Bite sized development activities or to work with their peers to reflect, debate and practice different approaches to teaching and learning.

9.4. In addition, training and up-dating activities should be informed by the outcomes of lesson observations, work scrutiny, deep-dives or internals standardisation and verification activity. It is the responsibility of each Educator and their Learning Area Manager to secure opportunities to develop aspects of one's own professional practice as identified through peer review.

9.5. Actions for improvement, identified during lesson observations and work scrutiny, must be reviewed during each Educator's Annual Conversation.

9.6. Educators identified as requiring tailored teacher support with be supported by their Learning Area Manager and a Deputy Head of Teaching, Learning and Assessment to address weaknesses in their practice. All staff should remember that identified weaknesses or being identified as requiring tailored teacher support is only a temporary status and that we can all learn from each other to improve our practice.

10. Implementation – Digital literacy and learning

10.1. The learner experience is no longer limited to the classroom. Instead learning takes place at home and in the workplace, in our Libraries, refectories and corridors. The learning experience is the predominant influence on learner success and achievement and therefore all staff must actively promote and use technology to inform teaching and learning, plan

for stimulating learning activities that support the development of sound digital skills and prepare learners for work and life in modern Britain.

10.2. However, the online, virtual and digital environment is merely a tool, a medium through which teaching, learning and assessment can take place. Therefore, all Educators must be alert to the fact that new mediums create a risk to equality of opportunity and they must plan their delivery carefully with this in mind. Teaching, learning and Assessment at SGS will always we planned using sound pedagogical principles, and the established principles of instruction, regardless of the medium through which it is delivered.

Impact indicators - Digital literacy and learning

10.3. All Learning activity must be safe and support interaction, knowledge sharing and learning amongst curriculum staff, support staff and learners regardless of how or where that learning may take place.

10.4. Planning for learning must consider the environment and it must be flexible enough to allow for a wide variety of teaching and learning approaches and the diversity of learner groups.

11. Implementation - Engagement, equity and employability

11.1. All College Staff will actively promote equality and diversity through engagement and personalisation which in turn develops active, independent and creative learners.

11.2. Educators will place emphasis on developing employable learners who have high levels of curiosity and inquisitiveness, critical thinking skills and the life skills that are important for both academic and occupational success.

11.3. As a Microsoft Showcase College our online learning Educators should be familiar with the College's Model for Virtual Learning which outlines our minimum operating standards and applies pedagogy to the use of available programmes to support and extend learning at a distance.

Impact indicators - Engagement, equity and employability

11.4. Education study programmes should be focussed on local and regional employer skills need and the design of the curriculum (The combined qualification, tutorials, enrichment, work experience and English and maths) should be action led.

11.5. Employer engagement should be both positive and meaningful. It should support achievement of the Gatsby Benchmarks and provide learners with skills that match the needs of their chosen sector or industry. Generally, employers seek individuals who are reliable and punctual, those who are able to communicate effectively and work independently without close supervision.

11.6. At SGS Educators will plan meaningful interactions with employers that help learners to know how to work with others in a team but also how to take responsibility for managing their own learning and development. Our learners will know how to critically evaluate information, investigate problems to find solutions and be resilient in the face of difficulties. Consequently, SGS learners will attain good and lasting further study and employment destinations.

11.7. Through each course and study programme SGS learners will know how to use numbers, language and IT effectively and appropriately.

12. Key Performance Indicators

12.1. This policy seeks to ensure the provision of effective teaching, learning and assessment leading to a positive learner experience, consistently high learner achievement and positive destinations.

Further Education Performance Measures	Target
Overall learner satisfaction with teaching, learning and assessment will be rated as good or better	95%
Overall employer satisfaction with the quality of training will be rated as good or better	85%
Overall curriculum staff satisfaction with professional development will be greater than: does this need to be narrowed to "educator" staff?	70%
The proportion of complaints citing the quality of teaching, learning and assessment will be less than:	3%
Higher Education Measures	
See: Access and participation plan 2020-21 to 2024-25	

13. Confidentiality

13.1. Effective teaching, learning and assessment necessitates a granular and shared understanding of each learners starting points, background, needs and wants. Educators will therefore collect and process sensitive personal data and do so freely, but with full regard to the College's policies on Data Privacy and Protection and Safeguarding.