



# Teaching, Learning and Assessment Policy

2018-2019



**European Union**  
European  
Social Fund



**Education & Skills  
Funding Agency**

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LINE MANAGER RESPONSIBLE:  
LAST REVIEW DATE:  
NEXT REVIEW DATE:

Director of Operations  
August 2018  
August 2019

# 1.0 Purpose

The purpose of the policy is to set out the Teaching, Learning and Assessment strategy for the Group and to outline our commitment to providing high standards of education and training that meets both employers and individual needs as well as the company's own strategic priorities.

# 2.0 Aim

Our aim is to provide a high-quality learning experience that encompasses, personalised learning, effective methods of assessment, and the use of technology that increases flexibility and opportunities for individual progression. This will be achieved by fostering positive working relationships with learners in a safe learning environment which is conducive to learning to meet their career aspirations.

# 3.0 Scope

This policy applies to all learning, teaching and assessment delivered under the auspices of the Group.

The teaching, learning and assessment policy will aim to ensure that: -

- All trainers, tutors and assessors are appropriately qualified and experienced in their vocational areas that they teach and assess in.
- All observed teaching/training sessions are observed using Ofsted standards and are graded at least a grade 2 or above.
- The needs of individual learners are quickly identified and information captured is used to inform personalised learning approaches to aid progress and attainment and if required additional support.
- Information learning technology is used effectively to enrich the learning experiences and working practices.
- Assessment of learner's performance and progress is timely, fair, consistent and reliable.
- Learners receive regular constructive feedback on their progress and they know how they might improve their performance with clear and measurable targets being set to challenge and extend learning.
- Learners receive help to develop their functional skills which is an integral element of the apprenticeship standards and frameworks.
- Teaching, Learning and assessment promote equality and diversity and enrich the learning experiences.

# 4.0 Key Responsibilities and Expectations

## Planning effective learning

- Learning should be carefully planned and prepared for all training and assessment sessions, tutorials, master classes, workshops and for any learning that may take place within the workplace. All planned activities must include clear and realistic learning outcomes that are recorded using the agreed standardised documentation.
- Training and assessment plans including planned outcomes must be explicitly shared with learners and if appropriate, employers. Learning outcomes should be differentiated when and where this is appropriate for individual learners.
- Training and assessment staff should be well prepared and should undertake appropriate staff development activities to ensure that their subject knowledge and training/teaching skills are up-to-date, relevant and, where appropriate linked to the programmes that they are delivering.
- Embed and exploit opportunities to address equality of opportunity and diversity issues in the planning and delivery of learning.
- Provide staff development focused on equality and diversity within teaching, learning and assessment, especially in relation to the promotion of British Values.
- Ensure all trainers/tutors and assessors are working to reduce any achievement gaps between different groups of learners on their programmes and to take action to address these gaps.

# 5.0 Managing learning the environment

- All sessions must start and finish promptly.
- Registers must be taken at the start of each master class training or teaching session.
- Sessions should have a clear structure and follow a well documented training plan or lesson plan.
- Training/teaching should be creative, energising, motivational, varied and appropriate for the intended learning outcomes.
- Training sessions should build upon the learner's knowledge and skills and include recaps from the previous sessions.
- Each session or lesson should include regular learning checks using a wide range of strategies to reinforce learning at regular intervals.
- Trainers /Tutors must create an atmosphere of mutual respect and trust that promotes anti-discriminatory practice.
- Trainers /Assessors must ensure that their materials and resources are not discriminatory or stereotypical.
- Opportunities for the promotion of equality and diversity should be celebrated and integrated accordingly into training and teaching sessions including all assessment practices.

# 6.0 Focusing on improving teaching, learning and assessment

- Provide an effective observation process that is supportive and developmental based on the day to day experience of our learners and employers needs.
- Promote a culture of sharing and implementing best practice through structured learning sessions, peer observation and reviews and also by showcasing best practice as part of CPD forums.
- Develop a focused staff development programme that supports high quality teaching, learning and assessment practices.
- Ensure that all staff recruitment process focuses on appointing high calibre staff that can promote high quality learning and assessment practices to challenge and enrich learning.
- Ensure performance management systems explicitly link with directly with the staff appraisal system so that it supports the continuous improvement in teaching, learning and assessment.

## **7.0 To provide effective personal support and careers support to help learners achieve and to make progress.**

- To set high expectations and standards so that learners are stretched and challenged within their studies to achieve, make progress and succeed in their career aims.
- To provide customised and differentiated teaching, learning and assessment material to match each learner`s needs and interests.
- Support the development of employability skills, personal, learning and thinking skills including independence in learning within the apprenticeship frameworks and the core behaviours within the apprenticeship standards.
- Provide appropriate additional learning support to enhance progress and attainment.
- Ensure all learners where necessary, gain access to and achieve high quality English and Maths and ICT qualifications as part of their apprenticeship training.
- Provide one to one tutorial support to help learners to achieve their learning goals.

## **8.0 Monitoring and review**

It is the responsibility of the Group Director of Operations to review and monitor this policy on an annual basis and bring about change where necessary.