

## TEACHING, LEARNING & ASSESSMENT POLICY

### 1. Policy Statement

1.1 The purpose of this Guide is to achieve outstanding quality of education for our learners through an evidence-based approach to teaching, learning and assessment.

1.2 Using an evidence-based approach empowers us as a professional community of educators and learners to continuously improve our professional practice collaboratively.

1.3 The impact of this statement will be seen through the continuous raising of standards, so that excellence is achieved in success rates, value added and the learner experience.

1.4 Our aims are:

- To provide relevant, coherent and ambitious curriculum that develops the knowledge, skills and behaviours that learners need in order to take advantage of the opportunities, responsibilities and experience that prepare them for their next stage of education, training or employment.
- For all learners and their teachers to set challenging targets for learners and record progress, to ensure that all learners make substantial and sustained progress from their starting points.
- For all teachers to use best practice in evidence-based teaching, designing and using activities, both in the classroom and online, that help learners embed and use knowledge fluently and flexibly, evaluate the application of skills, check understanding and inform teaching.
- For all teachers to plan and sequence their curriculum so that learners can build on previous teaching and learning and develop the new knowledge and skills they need.
- For all teachers to ensure the curriculum offers learners the knowledge and skills that reflect the needs of the local, regional and national context.
- For all teachers to promote the development of English, mathematics and digital skills within lessons to ensure learners have the vocational based vocabulary and skills to succeed in their future careers.
- For all teachers to give learners the opportunity to develop personal, social and employability skills, including Equality and Diversity and ecological sustainability, high-level thinking skills and resilience building for positive wellbeing and mental health; to prepare learners for the opportunities, responsibilities and experiences of life in modern Britain.
- For all learners to be empowered to take responsibility for their own learning and to meet and exceed challenging personal targets through the development of a growth mind-set and develop self-management skills through blended learning approaches.
- To use our learners as valued and constructive allies in continuously improving teaching and learning, and engage with learner feedback to consistently improve teaching & learning.
- To further develop the utilisation of innovative educational technology in the curriculum and enable learners to develop a range of digital skills that prepare them for employment, ensuring that online, blended and in-class delivery support this.
- To support the process of improvement through continuous professional development including personal reflection on teaching practice, attendance at internal and external events, expand the use of teacher digital skills and innovative teaching practices and engage with the teaching and learning support available within the Group.
- To share and develop best practice within the Group and work with external partners and colleagues to support our continuous drive to provide an outstanding quality of education.

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Four key themes will be emphasised over the lifetime of this strategy and they are:

- Evidence-based teaching strategies of active learning and assessment for learning,
- English, mathematics and digital skills development across the curriculum,
- preparing learners for life in modern Britain including personal and social responsibility skills,
- the development of employability skills including digital skills for working in the post Covid-19 world of work.

1.6 Standards will be raised through the continuous improvement of professional practice through continuous professional development. A working culture of reflective and collaborative practice development is the commitment made by the Group.

1.7 Learners will be expected to appreciate and value the importance of effort; repetition and responding to the feedback they are given in order for them to meet the challenging targets we set with them.

## **2. Access to the Policy**

- All staff within the South Thames Colleges Group must be familiar with this and all other policies which are published on the Group websites
- The policy is subject to continuous review and may be updated in-year
- The implementation of the policy will be monitored through the annual quality cycle of performance monitoring.

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