

South Thames Colleges Group

TEACHING, LEARNING & ASSESSMENT POLICY 2019-20

1. Guide 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 ten aims are:

- To provide relevant a 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 or 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 that help learners embed and use knowledge fluently and flexibly, evaluate the application of skills, check understanding and inform teaching,
- For all teachers to promote the development of English and mathematics 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 and high-level thinking skills, 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,
- 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 set ambitious targets for the implementation of e-learning in the curriculum and enable learners to develop a range of digital skills that prepare them for employment,
- To support the process of improvement through continuous professional development including personal reflection on teaching practice, attendance at internal and external events, trial innovative teaching practices and engage with the teaching and learning support available within the Group
- To share and develop best practice within the merged group to support our continuous drive to provide an outstanding quality of education.

1.5 Four key themes will be emphasised over the lifetime of this strategy and they are: the evidence based teaching strategies of active learning and assessment for learning, English and mathematics skill development across the curriculum, preparing learners for life in modern Britain, learning and assessment and, underpinning all these themes, the development of employability skills.

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| Guide Title: Teaching, Learning & Assessment Guide | Staff Member Responsible: Assistant Principal – Quality & Innovation |
| Version: Final | Review Date: August 2020 |

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 in this Guide.

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 Guide

- 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 Guide is subject to continuous review and may be updated in year
- The implementation of the Guide will be monitored through the annual quality cycle of performance monitoring

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