

Policy Name	Teaching, Learning & Assessment policy	
Policy Reference	NWCS-LJ02	
Policy Owner	Paul Sheron	
Latest Review Date	31/01/2023	
Next Review Date	31/01/2024	
Version	Approved by	Summary of changes
1	PS	
2 - May 2023	PS	Review to make EIF specific

<b>Aim and Purpose of the policy</b>	To ensure that all NWCS staff members promotes best practice and establishes consistency in teaching, learning & assessment across all sectors
<b>Who is this policy for?</b>	This policy relates to all staff members employed or wishing to be employed by NWCS
<b>Key contacts and resources</b>	<p><u>Resources</u></p> <ul style="list-style-type: none"> <li>- Keeping Children Safe in Education (DfE September 2022)</li> <li>- General Data Protection Regulations 2018 (GDPR)</li> </ul> <p><u>Key Contacts</u></p> <p>Head of Centre- Paul Sheron Operational Manager- Karen Luxon</p>
<b>Relate Policies and Procedures</b>	

### **Aim and Vision**

This policy identifies the arrangements for implementing the principles for effective teaching, learning and assessment across NWCS sectors, in pursuit of delivering learning experiences that are graded Good or better. The policy outlines the observation process and follow up processes when required. NWCS believes that in order to fully assess the quality of the learning experience offered to our learners, observation of training sessions / learning is essential.

### **Rationale**

These observations will be carried out by SMT or Curriculum Leads, and will focus upon the quality of training and the promotion of learning, and will assess the overall quality of the learning experience.

### **Intent**

North West Community Services Training (NWCS) is dedicated to ensuring continual improvements are embraced to monitor and measure the impact of teaching and learning across all elements of NWCS ensuring that teaching and learning aligns with Ofsted's Education Inspection Framework.

All processes adopted by NWCS meet the needs of the business complying with regulatory, statutory standards i.e. Education Inspection Framework (EIF) or other regulatory bodies, The Education and Skills Funding Agency and Department of Education.

As of May 2023 a revised observation of Teaching and Learning has been implemented to ensure that the delivery of Training Officers is standardised. This revised system will focus on each Training Officer who delivers teaching and learning to learners.

Each teaching session/lesson observed will be awarded separate grades on teaching, learning and attainment ensuring that measurable intent, implementation and impact can be observed.

In making these judgements observers will consider the following:

Intent – the effectiveness of the Training Officer in preparing and delivering the session

Implementation – The extent to which learning has taken place

Impact – The extent to which learners demonstrate the expected levels of skills and knowledge at this stage of their learning.

NWCS will create an observation schedule and distribute this to the Observers who will carry out the scheduled teaching and learning observations for individual Trainer Officers. (Observers must have received the training required and have been approved to undertake them by the Head of Centre). This will ensure that all areas of provision are adequately covered. The Observer will conduct all observations to ensure an unbiased and independent approach to the teaching and learning observations and grading's. The Observer will select a planned teaching and learning session within the Training Officers schedule and this will be unannounced, some observations may also occur with prior notice where required. This is to develop the understanding of Training Officers and for the Head of Centre to gain an accurate picture of the level of teaching and learning along with quality being delivered to learners.

Teaching and learning observations will be carried out on-site or remotely dependent on the session taking place. The Observer will focus on the quality of planning for the session along with the implementation of the session and impact made during each session observed to ensure that learner's skills, knowledge and behaviours have developed in line with the curriculum requirements, style and needs of the business/learners they will be working with.

Following the conclusion of the teaching and learning session, the Observer will provide developmental feedback in line with the criteria detailed within the teaching and learning observation report form, along with highlighting good practice. Any development that has been identified by the Observer will be recorded on the Training Officers Development Plan to ensure continual professional development.

The Observer will then issue a grade using the following grading system:

- Grade 1** – Outstanding (little or no further development identified)
- Grade 2** – Good (minimal areas of further development identified)
- Grade 3** – Requires Improvement (multiple significant areas of further development identified)
- Grade 4** – Inadequate (significant failings identified within the learning session – urgent development required)

This completed form will be sent to the Head of Centre within 5 working days. The grade issued will be used by their Manager and Quality Assurer as a performance measure to ensure quality is monitored and progressed. All grades will be ratified quarterly by the Management Team to ensure that they are valid, fair and reliable across observers and that any areas of development or other actions are being addressed in a timely and fair manner and that these actions will form part of the observers 121's.

An action plan will be created based on the development areas identified with SMART targets. During the teaching and learning observations, any immediate concerns will be fed back to the Head of Centre. If there is a threat to the provision, Senior Management will be informed. The teaching and learning observation grading and findings for the Training Officer are scheduled for their next teaching and learning observation as determined by the observation frequency rationale (located below).

If required, where concerns are identified an action plan may be implemented by the Management Team to reduce risk to the provision and ensure maximum progression for teaching and learning.

Any Training Officers who are unable to undertake a teaching and learning observation for whatever reason, will be rescheduled by the Head of Centre as soon as possible.

Observation frequencies based on observation grading:

- Grade 1** (Outstanding) Within 6-12 Months
- Grade 2** (Good) Within 4-6 Months
- Grade 3** (Requires Improvement) Within 1-3 Months
- Grade 4** (Inadequate) Within 1 Month

*All new training officers will require an ungraded observation completed in the first 12 weeks of employment, this will be completed in the same way as a graded observation but you will not issue an overall grade. All new training officers will start as requires improvement so therefore once the 12 week ungraded supportive observation has taken place, they must be observed within the next 1-3 months undertaking a graded observation. This does mean that they will have had 2 observations within the first 6 months of employment.*

## Implementation

Observations of teaching and learning will ensure the following:

- Rigorous and objective observation
- Promote the dissemination of good / standardised practice across the Centre.
- Grades for tutors / assessors
- Action plans for improvement and enhancement when learning is deemed grade 3/4
- Mirrors what frequently happens in the inspection process,
- Contribute to the ethos and practice of continuous improvement
- Increase the professional expertise of Training Officers through developing their skills, knowledge and attitudes (especially confidence, their application of the equality and diversity policy and their receptivity to change)

## Observation of TL&A procedure

All staff involved in the delivery of teaching, learning and assessment will be observed throughout the year or more frequently if requested by the Head of Centre. OTL's will follow this procedure

- Observations will be conducted by a qualified Internal Quality Assurers suitably qualified to do so e.g. hold at least PTLLS level 4 qualification
- Observations will not be specifically time bound but will usually last between 45 minutes and 1 hour
- Observations will include performance indicators which are outlined in grading standards in line with the EIF (2019).
- The documentation will be completed and a provisional grade recorded. Copies of this completed documentation will be forwarded to the Training Officer to read, (within 5 days) add their comments and sign if they agree that it is a true record. A copy will then be forwarded to the appropriate Line Manager and **Paul Sheron**.
- Should the Training Officer not agree with any part of the record, they will follow the company appeals procedure. Alternatively the observation record will be submitted for moderation by the observation team in order to standardise the grade.

Learners will be interviewed after each observation either individually or in groups. The outcome of these discussions will be recorded and forwarded on to the Curriculum Leads for analysis. Any issues or concerns arising from the focus groups will be addressed with the relevant tutor/assessors line manager and if necessary an action plan put in place.

Employers will be surveyed to ascertain their opinions of the teaching, learning & assessment that has taken place. The responses from the employers and placements will be collated and evaluated by the quality manager and fed back to senior management.

The observer will focus on the performance indicators identified in the grading standards, inline with the EIF (2019) when grading the impact on the learner's experience.

Peer observations / reviews may take place from time to time or if deemed beneficial to the Training Officers development. These sessions will be arranged by line managers. Tutor/assessors participating in peer review will be required to complete a peer evaluation form. Peer evaluations will be discussed at quality meetings and / or in staff supervisions.

### Impact

It is a requirement that 100% of NWCS staff comply with this policy. A teaching and learning policy **promotes best practice and establishes consistency in teaching and learning across all areas**. It aims to ensure that all learners are provided with high quality learning experiences, leading to a consistently high level of achievement and attitude. This in turn will set the learner up to apply the new skills, knowledge and behaviours into their workplace practice

### Definitions

**'Learners'** refers to any individual that is undertaking learning activities with NWCS Training.

### Key Facts

None

### Policy Review and Implementation

This policy will be updated as necessary to reflect current best practice, official guidance, and in line with current legislation.

This policy is specific to that of NWCS Training Ltd and has been ratified by Head of Centre Paul Sheron

A handwritten signature in black ink, appearing to be 'Paul Sheron', written in a cursive style.

28/05/2023

## Teaching and Learning Grading Document

This document must be followed to support you as the observation specialist to give an unbiased and fair grade regarding the session you have observed.

Each category will give you an indication of the quality required to gain each individual grade, you will have a baseline of how many touch points need to be made in order to gain an overall grade. As indicated in the table below.

<p><b>1. Outstanding</b></p>	<p>The quality of the session is outstanding.</p> <ul style="list-style-type: none"> <li>• The training officer has explained in great depth the aim and objectives at the beginning of the session utilising an effective session plan, personalised to the learner/learners and recapped these at the end of the session ensuring that impact has been identified and can clearly be seen.</li> <li>• Curriculum activities are innovative and inspire the learner/learners and meet their needs.</li> <li>• The training officer is exemplary dressed for the delivery of a professional session.</li> <li>• The training officer has a refreshing approach and enthusiasm for what they are delivering, very warming and puts the learner/learners at ease.</li> <li>• The learner/learners are engaged, showing fantastic enthusiasm and feel they can participate and contribute accordingly.</li> <li>• The training officer has an excellent knowledge of the subject and is suitably skilled and experienced in the subject area they are training.</li> <li>• The pace of the session is exceptional for what is being delivered, allowing the learner/learners to process and ask questions where needed.</li> <li>• Excellent use is made of technology to support and promote training.</li> <li>• Evidence that the learner/learners are making tremendous progress throughout the session.</li> <li>• The learner/learners are inspired and are learning extremely well.</li> <li>• The learner/Learners are challenged with detailed and in depth subject knowledge</li> <li>• The training officer has planned questions throughout the session that help measure learning and impact</li> <li>• The training officer asks targeted questions that encourage discussion</li> <li>• Excellent use is made of Maths/English or ICT to support and promote learning.</li> <li>• The pace of the delivery is exemplar to the session being delivered, allowing the learner/learners to process and ask questions where needed.</li> <li>• The learner/learners were learning fantastic throughout.</li> <li>• The training officer has followed the session plan throughout the session, this is clear, concise and well personalised for that learner/learners needs..</li> </ul>
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	<ul style="list-style-type: none"> <li>• It is clear the training officer has ensured they are following the curriculum throughout the session, and adapting where needed to ensure this meets their needs..</li> <li>• The training officer has gained incredible assessments to show clear progression and this has been feedback to them..</li> <li>• CIAG was given throughout the session, this was clear and covered multiple areas.</li> <li>• Planning was completed, a session plan generated and this was owned by the learner/learners. They were fully involved in their next steps and encouraged to participate in their planning.</li> <li>• Feedback was clear and excellent, ensuring it covered good practice and developmental feedback and milestones achieved..</li> <li>• A range of teaching and assessment methods were used throughout the session.</li> <li>• Great employer engagement within the session.</li> </ul>
2. <b>Good</b>	<p>The quality of the session is at least good, however not always outstanding.</p> <ul style="list-style-type: none"> <li>• The aim and objectives were identified at the beginning and at the end but could have been explained better.</li> <li>• The training officer was mostly presentable and appropriately dressed but improvements could have been made.</li> <li>• The training officer appeared approachable but could have done more to put the learners at ease.</li> <li>• The learner/learners were mostly engaged and participated but not always.</li> <li>• Curriculum activities are mostly planned well and inspire the learner/learners and meet their needs.</li> <li>• The training officer has a sound knowledge of the subject and is suitably skilled and experienced in the subject area they are completing.</li> <li>• Appropriate use is mostly made of technology to support and promote learning.</li> <li>• The pace of the delivery is appropriate to the session being delivered, allowing the learner/learners to process and ask questions where needed.</li> <li>• The learner/learners are learning well throughout.</li> <li>• The learner/learners are challenged with moderate subject knowledge.</li> <li>• The training officer has planned questions at the beginning and end of the training that help measure learning and impact</li> <li>• At times the training officer asks questions that encourage discussion</li> <li>• Moderate use is made of Maths/English or ICT to support and promote learning.</li> <li>• The pace of the delivery is appropriate to the session being delivered, allowing the learner/learners to process and ask questions where needed.</li> <li>• The learner/learners were learning well throughout.</li> <li>• The training officer has followed the session plan throughout the session.</li> </ul>



	<ul style="list-style-type: none"> <li>• The training officer has ensured they are following the curriculum throughout the session, and adapting where needed..</li> <li>• The training officer has gained assessment to show clear progression.</li> <li>• CIAG was given throughout the session</li> <li>• Planning was completed but could have been more inclusive of the learner/learners</li> <li>• Feedback was present, ensuring it covered good practice and developmental feedback.</li> <li>• Teaching and assessment methods were used to a satisfactory level.</li> <li>• Employer engagement was there but could have involved them more.</li> </ul>
3. <b>Requires Improvement</b>	<p>The quality of the session is not always consistent..</p> <ul style="list-style-type: none"> <li>• The aim and objectives of the session were overlooked and were not covered well by the training officer or explained clearly.</li> <li>• The training officer was mostly presentable and appropriately dressed but improvements could have been made.</li> <li>• The training officer didn't always appear approachable and could have done more to put the learner/learners at ease.</li> <li>• The learner/Learners were not always engaged and many did not participate.</li> <li>• Curriculum activities were not planned well and did not always inspire the learner/learners and meet their needs.</li> <li>• The training officer has a variable amount of knowledge of the subject and possibly requires more support in the subject area they are teaching and assessing.</li> <li>• The pace of the delivery is not always appropriate to the session being delivered, and didn't at times allow learners to process and ask questions where needed.</li> <li>• The learner/learners were not always learning well throughout.</li> <li>• The learner/learners were not always challenged with moderate subject knowledge.</li> <li>• The training officer had little planned questions at the beginning and end of the session that help measure learning and impact</li> <li>• The training officer asked a small amount of questions that encouraged discussion.</li> <li>• Little use is made of Maths/English or ICT to support and promote learning.</li> <li>• The pace of the delivery is not always appropriate to the session being delivered, not always allowing the learner/learners to process and ask questions where needed.</li> <li>• The learner/learners at times are not learning well throughout.</li> <li>• The training officer has not followed the session plan throughout the session.</li> <li>• The training officer has not ensured they are following the curriculum throughout the session, at times this was clear.</li> <li>• The training officer has not always maximised assessment to show clear progression and has missed opportunities to gain assessment.</li> </ul>

	<ul style="list-style-type: none"> <li>• Little CIAG was given throughout the session</li> <li>• Planning was not as effective as it could have been but has been completed.</li> <li>• Feedback was not detailed enough, ensuring it covered good practice and developmental feedback.</li> <li>• A range of teaching and assessment methods were not used.</li> <li>• Little employer engagement or consideration.</li> </ul>
4. <b>Inadequate</b>	<p>The quality of the session is likely to be inadequate where one or more of the following applies:</p> <ul style="list-style-type: none"> <li>• The aim and objectives were not identified at the beginning or at the end of the session.</li> <li>• The training officer was not presentable and appropriately dressed to deliver a session with a learner/learners.</li> <li>• The training officer did not appear approachable and did not put the learner/learners at ease.</li> <li>• The learner/Learners were not engaged and did not participate</li> <li>• The session was not planned well and did not inspire the learners and meet their needs.</li> <li>• The training officer had no knowledge of the subject and is not suitably skilled and experienced in the subject area they are teaching and assessing.</li> <li>• No use is made of Maths/English or ICT to support and promote learning.</li> <li>• The pace of the delivery is in-appropriate to the session being delivered, not allowing the learner/learners to process and ask questions where needed.</li> <li>• The learner/learners are not learning well throughout.</li> <li>• The learner/Learners are not challenged with moderate subject knowledge.</li> <li>• The training officer has not planned questions at the beginning and end of the session that help measure learning and impact</li> <li>• The training officer does not ask questions that encourage discussion.</li> <li>• The training officer has not supported the session with a session plan.</li> <li>• The training officer has not followed the curriculum in any way.</li> <li>• The training officer has not taken effective assessment to show clear progression.</li> <li>• No CIAG was given throughout the session</li> <li>• Planning was not effective</li> <li>• Feedback was not present or given to the learner/learners.</li> <li>• No teaching and assessment methods were used.</li> <li>• No employer engagement on the session.</li> </ul>