

# Teaching, Learning and Assessment Policy

## Commitment

ACT Schools are committed to delivering consistently engaging, challenging and innovative learning programmes that:

- Develop learners' personal, social and vocational skills
- Encourages positive personal and professional wellbeing
- Respond to national and local needs
- Future employers will value
- Enable/support progression into employment
- Empower and challenge learners

## Purpose

- To ensure continual development and improvement to curriculum design and content, delivery and assessment, resourcing and the use of technology.
- To ensure all relevant staff understand their responsibilities within the policy and are supported appropriately.
- To enable continuous improvement of skills development which is directly developed from the annual Self Evaluation Review, and School Improvement Plans (SIP) and monitored by the Schools Management and Quality team.
- To enable continuous improvement of Teaching, Training and Assessment, that is identified across the provision, shared and measured.
- To ensure all staff make the most of naturally occurring opportunities to develop literacy, numeracy and digital literacy through curriculums, activities, learning environments and qualifications

## Scope

This policy applies to all delivery staff in ACT Schools.

## Responsibilities

Overall responsibility for this document lies with the Head of 11-16 Education and Delivery Director.

The Schools Quality Manager is responsible for:

- Working with the Head of 11-16 Education, and wider Schools Management team to support the effective implementation of this policy.
- Monitor the implementation of development of skills areas within the SIP and across delivery.
- Monitor the impact of this document through quality activities, for example, observations of delivery, and feeding back to the Head of 11-16 Education with key findings.

Delivery staff are responsible for:

- following all planning documents (for example, schemes of work)
- completing and retaining sufficient assessment records of all learners
- maintaining and updating learner progress records as per awarding organisation and internal requirements, whilst maintaining confidentiality and security of learner and employer details and assessment documentation
- following all policies related to and cited in the TLA Policy
- signposting learners for additional support including literacy, numeracy, digital literacy or other additional learning needs, as appropriate as soon as identified
- provide feedback to learners to support development, using coaching techniques, where appropriate, including appropriate references to spelling, grammar and punctuation
- using technology, where possible, to enhance course delivery and assessment
- identifying where further learning, stretch and challenge and developed discussion opportunities arise naturally and amending practice ad hoc

## Communication and Storage

This policy will be stored and communicated via the ACT Schools HR System, IRIS HR.

## Activities to support this policy

### ***Resourcing***

ACT Schools will ensure that each delivery staff member has access to support in relation to curriculum and IQA support, either from the Schools Quality Manager, or another member of the ACT Schools Management team (for example, a Centre Manager).

ACT Schools will ensure that the Schools Quality Manager holds regular, meaningful and supportive activities to aid in the continuous improvement of areas outlined in this policy, and as required, holds relevant, productive and interactive meetings which supports curriculum development and internal quality assurance of qualifications. They will monitor completion of the Skills areas in the CIP.

ACT Schools will engage with local/wider community partnerships to identify where delivery meets needs and demands of national and local groups.

ACT will support specific theme development in relation to Welsh, Respect, Equality and Diversity, Technology and Care, Support and Guidance.

### ***Observation of practice***

A schedule of observations will be managed centrally, and thematically, and will be evidence based through book scrutiny and learning walks. Additional observations may also be scheduled, as required, and could include (but is not limited to), visits from Estyn inspectors, thematic reviews and internal inspections.

## Document / Policy Change Request

Any changes to this document must be requested via the Head of 11-16 Education and/or Facilities department.

## Document / Policy Reviewing and Approving

The policy will be reviewed at least on an annual basis by the Facilities Department and/or Head of 11-16 Education.

## References

- IQA Policy and Procedure
- Staff Learning and Development
- Fair Access to Assessment
- Appropriate Practice
- Conflict of Interest

## Glossary

What do we mean by skills for learner?

- Employability Skills – the skills learners need to become employed or progress within employment e.g. time keeping, communication, problem solving, team work, initiative, planning and organising
- Literacy Skills – reading, writing, verbal communication – encouraging research and discussion
- Numeracy/Financial Literacy Skills – being able to use number skills within their chosen vocation and in everyday life Digital Literacy Skills – to be able to use a range of technology to help them in everyday tasks e.g. source, present and communicate information
- Higher Order Skills – to be able to analyse, evaluate and reflect on what they have learnt / actions they have taken, to take responsibility and make changes as a
- Vocational Skills – the practical and theoretical skills required to do the chosen vocation competently
- Soft Skills - confidence, timekeeping,
- Welsh Language Skills – providing learners the chance to learn bilingually / through the medium of Welsh, to encourage the use of Welsh Language within their vocational sector
- Entrepreneurial Skills – planning, teamwork, creativity, decision making and leadership skills
- Personal and Social skills – to enable them to be confident, healthy, and make positive contribution to society
- Respect – for themselves, for their friends, for colleagues, for their environment, for their community and the wider world