




THE  
**BEDFORD**  
COLLEGE  
GROUP

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| <b>Strategy Name</b>                   | QD05: FE Learning, Teaching and Assessment Policy  |
| <b>Department</b>                      | Quality  |
| <b>Created by<br/>(Job Title)</b>      | Quality Manager  |
| <b>Date Reviewed</b>                   | July 2020  |
| <b>Date of Next Review</b>             | August 2021  |
| <b>Pathway</b>                         | Intranet > Quality > Policies and Procedures > QD05  |
| <b>QR Code</b>                         |   |
| <b>E &amp; D Policy<br/>Disclaimer</b> | <p>This strategy has been reviewed in line with the Equality Act 2010 which recognises the following categories of individual as Protected Characteristics: Age, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion and Belief, Sex (gender), Sexual orientation and Disability. We will continue to monitor this policy and to ensure that it has equal access and does not discriminate against anyone, especially any person/s listed under any protected characteristic.</p> |

## Delivering Effective Learning and Teaching

1. Teachers will provide learning and teaching that is reflective of The Bedford College Group (TBCG) aims to provide high quality learning opportunities for learners by providing an outstanding quality of education and learner experience. The Ofsted Education and Inspections Framework criteria for Quality of education must be carefully considered and there must be a clear trajectory through the intent, implement and impact of learning and teaching. Positive and meaningful development of learner's behaviour and attitudes must be embedded as part of the learning experience. Personal development of all learners should be considered part of the quality of education and learner experience of effective learning and teaching at TBCG. It should be evident that all staff contribute to the leading and management of effective teaching and learning through the learners overall experience at TBCG.

For further information on the TBCG Aims Values click [here](#) and Code of ethics click [here](#) . For further information on the Ofsted Education and Inspections Framework click [here](#) .

The following are examples of what should be provided to support the teachers' role in delivery of effective learning and teaching in lessons. Lessons should be considered to be any timetabled learning event that takes places in any environment, inclusive of but not exclusive to, inside, outside and virtual.

The following examples should not be considered to be exclusive and any other factors/action/considerations that would provide high quality learning opportunities in lessons should also be applied.

Teachers will provide lessons which:

- Start and finish on time (and expect learners to do the same) and reflect, as far as possible, the formal timetable.
- Build confidence in the learner's sense of self and provide safe environments for them to challenge their own learning, fostering resilience in their attitudes and behaviours and provide opportunities for learners to take pride in their efforts and achievements.
- Are coherently planned and sequenced towards cumulatively sufficient knowledge and skills, with opportunities provided in the lessons to revisit previous learning for optimal probability of embedding within the learner's long term memory.
- Are coherently planned to ensure individual learners' needs are met and they are sufficiently stretched and challenged with a clear and purposeful line of sight to learners' individual targets. Using initial assessments of learners' prior knowledge and skills to aid progression.

- Include content designed to be ambitious for all learners that is sequenced towards cumulatively sufficient knowledge and skills.
- Provide information, learning of knowledge and acquisition of skills that are correct, current, up-to-date and vocationally relevant where applicable.
- Embed British Values, equality, diversity and inclusion into the classroom ethos and expectations of behaviour but also explore when naturally occurring opportunities arise.
- Encourage positive relationships between all staff and learners in which clear and high expectations for learners' behaviour and conduct are applied consistently and fairly.
- Take place in a safe environment that is well organised, equipped and maintained and risk assessment adhered to.
- Use resources that are kept up-to-date and fit for purpose, aiding effective learning and teaching, maximising learner achievement and allow for individual needs.
- Embed English and Maths learning opportunities in the lesson that is in context of the subject or vocational area and further explore English and Maths learning when naturally occurring opportunities arise.
- Are effectively planned with aims and objectives of the purpose of the learning made explicit to the learners. Where appropriate, summarise, clarify and put the learning in context
- Provided a suitable blend of opportunities to exercise initiative and autonomy in their own learning as well as group and paired learning to support peer engagement and collaboration.
- Engage and sustain the interests of all learners, applying appropriate, fair and consistent praise and reward for learner's progress, effort and task completion.
- Are well-paced and offer varied, active, interesting, challenging and innovative activities, approaches, media and methods that are subject, vocational and level relevant and appropriate.
- Include a variety of methods and approaches to checking and correction of learning systematically, identifying misconceptions accurately and provide clear, direct feedback.
- Provide opportunities for learners to individually demonstrate their learning and progress both in lesson and across the course content, making clear connections to evidence of the distance travelled in a learner's knowledge, skills and understanding.
- Give opportunity to enhance learning through links with employers, specialist guest speakers where possible and consideration of next steps for learners academically and vocationally.
- Are conducted in a safe environment with reference to appropriate risk assessment and upholding the safeguarding policy (for child protection and safeguarding policy click [here](#)).

- Including application of virtual classroom netiquette (for netiquette guidelines click [here](#))

### **Administration processes and documentation.**

Teachers are required to carry out a range of administrative tasks as part of their role in learning, teaching and assessment and provide. The administration of required process and required documentation must be completed in the time frames that are set by TBCG and the department management where these time frames may differ according to the course/department needs. They will include but are not limited to, the following:

2. **Schemes of Work** that show clear and effective planning must be completed before learners begin the course and held centrally in department. Schemes of Work must evidence how teachers intend to support learners to build and apply their knowledge and skills. Schemes of Work must incorporate the assessment schedule. Schemes of Work must be reviewed annually by all teaching staff using them and considered a working document throughout the duration of the course they apply to, they should be added to and annotated to include individualisation and staff reflection. Schemes of work should be audited in department and made available for Quality Assurance purposes at any point requested.
3. **Assessment Schedules** must be recorded on ProMonitor for the whole programme of study before the course commences as part of the course set-up process, ensuring that there are no unnecessary bunching of hand in dates across the course. A variety of assessment methods must be used throughout the course. Learners must also be issued with a copy of the assessment schedule at the start of their course, ideally induction, and updated of any changes made to the assessment schedule. Changes to the assessment schedule after the start dates of the course must only be made in extreme circumstances, in the best interests of the learners and be verified and agreed by Course Managers and Heads of Department. Assessment Schedules should be audited in department and made available for Quality Assurance purposes at any point requested.
4. Where appropriate **Assignment briefs** should be provided to allow learners to understand and have reference to the assessment expectations. All Assignment Briefs used should be internally verified ( applying the college

process and paperwork) in department and will be accessed for Quality Assurance purposes at any point

5. **Group profiles** must be downloaded from ProMetrix prior to a course commencing and stored as electronic files with in the department I/K drive. Ideally Group Profiles should not be physically printed due to the risk of keeping them secure and risking breaking GDPR is too high. The group profiles must act as a working document for each teacher ensuring that supportive strategies and approaches that meet the needs of individual learners within the group and the group as a whole are documented. It is expected the group profiles are specific to how that teacher meets the needs of the learners and the group in their own lesson. Group Profiles should be audited in department and made available for Quality Assurance purposes at any point requested.
6. **Moodle**, including individual units, must be structured using a uniformed approach by department that is accessible and inclusive of all learners. Learning and teaching resources should be provided on Moodle that are supportive of a blended learning approach that allow learners to access resource that have been delivered in lessons but also supportive of preparing for future learning and independent learning. Resources that have been delivered in the lesson must be available on Moodle immediately after the lesson if not before. A variety of media, technology applications, links, documentation and professional information and updates should be provide. Turnitin portals for first and second assessment submissions must be accessible on Moodle for learners to submit assessments. Moodle, including individual units, should be audited in department and will be accessed for Quality Assurance purposes at any point.
7. **Pro Monitor** administration must be carried out by all teaching staff. Promonitor learner comments regarding individual learners' successes and areas of concern must be provided and updated by all teachers and in line with department expectations. Any other Promonitor applications that are used in department must be completed as requested and be inclusive of but not exclusive to parent/guardian reports, UCAS statements and target setting.
8. **Progress scores** must be recorded on ProMonitor 4 times a year by the published dates. Teaching staff and management in department are responsible for ensuring this is completed within the time frame required and is a fair representation of each learner's progress.
9. **Markbook** should be set for the whole programme of study before the course commences as part of the course set-up process. Tracking and monitoring of

learners progress through course assessment is a vital part of effective learning and teaching. All criteria should be included on Markbook and structured in a way that supports learners understanding of how they progress through their course assessment and relevant criteria. Markbook criteria should be filled in and updated regularly by unit teaching staff and should accurately reflect the point a learner is at. Completion of criteria on Markbook should align with the Assessment Schedule. Markbook should be audited in department and will be accessed for Quality Assurance purposes at any point.

10. **Standardisation** activities must be planned and carried out with all teaching staff, for all levels of courses and should take place at least once a term. Teachers will work as a team to carry out standardisation activity which are suited to the courses, units, assessments and needs of the staff and department. Staff that are new to assessing, new to the college or where further development is required must have a higher level of standardisation activity with the Lead Internal Verifier or Course Managers and receive feedback. Evidence of standardisation should be audited and stored centrally by the department and will be accessed for Quality Assurance purposes at any point.

11. **Registration on qualifications** must be completed prior to any formal assessment taking place for any learner. Course Managers and teachers must ensure that learners are registered to the required awarding body before accessing any live assessment material or undergoing any formal assessment. Any assessments which have taken place prior to registration must be re-assessed following registration and will be identified and appropriately actioned within external quality assurance events.

### **Assessment for Learning and Feedback**

12. Teachers will provide regular, frequent, constructive and developmental formative feedback within the learning environment, including but not limited to, inside, outside and virtual learning environment. Assessment should help learners to embed and use knowledge fluently or to check understanding and inform further learning and teaching.

13. Learning activities will be varied and offer opportunities for self-assessment and reflection, correction, peer discussion and teacher feedback.

14. A variety of assessment methods to check learners learning must be used in every lesson. Utilising technology for innovative methods of assessment for learning are expected. Assessment methods for checking learning must be

differentiated to ensure all learners are stretched and challenged and can achieve their potential.

15. Results and comments from formative assessment (including homework) will be fed back promptly (within 5 working days). Schemes of Work will clearly identify when regular learners reviews take place and link to individual targets.

### **Assessment for Outcomes and Feedback**

16. Assessment must be planned evenly across the duration of the programme and an assessment schedule produced and shared with learners at induction and is inputted on ProMonitor.
17. Where possible all assessment for ALL levels must be submitted through Turnitin.
18. Where possible all assessment (including second submissions) for ALL levels must be marked (including annotation) and stored electronically on Turnitin.
19. Course Managers and Heads of Department should guide teachers in the Awarding Body guidelines for assessment feedback specific to their courses. Teachers are responsible for compliance to the Awarding Body guidelines on assessment feedback.
20. Teachers must provide clear and appropriate assessments in line with Awarding Body guidance that accurately measure performance against learning outcomes and provide good opportunities for the learner to succeed.
21. All assessments must be marked with clear annotation linking to outcomes and strengths, providing developmental feedback to learners allowing them to move forward in future assessments. To support their written feedback, learners should also be given verbal feedback on their assessments by the tutor. All feedback should use and refer to the learner's aspirational targets and progress towards them. Written and verbal feedback must be compliant with Awarding Body guidelines.
22. Assessments should also be annotated for spelling, punctuation and grammar (SPaG), and feedback on SPaG should form part of the summary feedback. SPaG should not affect the grade unless it is noted in the criteria or awarding body guidance that it should. Improvement in SPaG should be evident in progressive feedback through the unit or course. For further guidance on SPaG feedback and annotations [click here](#).

23. If supplementary photographic evidence is used to support qualification criterion, it must have the following template components for it to be considered fit for purpose: Date of evidence, the image, annotation from the learner as to what was taking place in the image, criteria being referenced, learner signature and date, assessor signature and date, location for IQA, signature and date. Where photographic evidence is required by the Awarding Body the rules and expectation specific to the Awarding Body must also be adhered to.
24. Each course must have a Lead Internal Verifier and they are responsible for:
- Arranging, coordinating all internal and external quality assurance activities for the course they are listed against.
  - Informing Quality of any arranged external quality assurance remote or site visits. **Providing by email, to [quality@bedford.ac.uk](mailto:quality@bedford.ac.uk) ; the area name and campus, lead contact in charge of the visit, course titles and levels, awarding body name, name of External Quality Assurer (EQA) / External Examiner (EE), date of remote or site visit.**
  - **Coordination and preparation of evidence and paperwork required for the remote or site visits.**
  - **Alerting Quality, in a timely manner, of any potential issues or concerns regarding any external quality assurance activities.**
  - **Hosting and coordinating the EQA/EE during and after the remote or site visits.**
  - Completing and monitoring QIPs as a result of external quality assurance events.
  - Coordination of the monitoring and completion of actions and requests as a result of visits or the QIP.
25. Quality are to be informed instantly by the Head of Department or any other staff member, of any changes to the lead quality assurer and quality assurance process.
26. All assessments, including second submission, must be marked and a sample internally verified within 15 working days of submission. Teachers will work as a team, and in standardisation activity, to verify that the assessment outcomes for learners are valid and in line with awarding body rules and assessment procedures. Assessment outcomes should not be provided to learners before the marking and internal verification process is complete.



27. Internal verification schedules for all assessments and units on the whole course should be set for the whole programme of study before the course commences as part of the course set-up process. Internal verification should be audited in department and evidence of internal verification activity will be accessed for Quality Assurance purposes at any point.
28. Sample sizes for internal verification must be based on Awarding Body expectations. Where these are not explicit a minimum of at least 10% or 5, whichever is greater is required. Staff that are new to assessing, new to the college are where further development is required, must have a higher sample internally verified by the Lead Internal Verifier and receive feedback.
29. Summative assessment grades must be recorded onto Markbook by the time of returning work to learners.
30. Learners should be granted a maximum of one resubmission per assignment. First submission feedback should be structured to support all learners to achieve the highest grade that is reflective of the ability, skills and knowledge in their second submission. The college's resubmission form, where required (forms as per AWB) should be completed by the learner and resubmission date formally provided by the teacher.
31. College staff must engage learners to be responsible for their learning and take responsibility for their own assessment. Supporting and enabling learners to develop the necessary study and academic skills to help them reach their full potential.

## **Appeals Process**

32. If a learner disagrees with an assessment decision, they should initially discuss this with the teacher that marked the work. If this does not resolve the query they should follow the College's Academic Appeals Policy (in some cases this may lead to the corresponding awarding organisation policy being followed). To see the Academic Appeals Policy click [here](#).
33. Where the awarding body allows, if a learner is unable to resolve an appeal with the centre then they have a right to escalate the appeal to the associated awarding or. Any appeal must be submitted within 20 days of the associated assessment.

