



# Teaching Learning and Assessment Policy

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## Policy statement

Greenbank is committed to supporting the continuous improvement of teaching, learning and assessment. We aim to provide an inclusive environment where learners are at the centre of all activities and each individual is encouraged and supported to achieve to the best of their ability.

Students will experience high quality learning opportunities that inspire and challenge; meet their individual needs; meet awarding body requirements and the requirements of employers and other stakeholders, thus providing them with opportunities for progression.

Staff will foster good working relationships with and between students, encouraging them to be actively engaged and take responsibility for their own learning as they develop skills, knowledge and behaviours which will prepare them for life and work.

## Teaching & Learning Statement

Teaching, learning and assessment at will be guided by The Ofsted Education Inspection Framework and guidance laid down by the qualification awarding bodies.

- All students will be provided with an induction that includes clear information relating to their programme of study, coursework and assessments.
- Teaching, learning and assessment activities will be prepared in advance and information shared with students.
- Tutors will share teaching, learning and assessment activities with support staff to ensure they can provide the most appropriate support for learning.
- Initial assessment outcomes will identify students' additional needs quickly and accurately in order that appropriate support can be effectively planned for and provided.
- All delivery staff will be appropriately qualified or experienced in their field, and will be supported through CPD, mentoring and OTLA procedures in order to maintain quality standards.
- Teaching, learning and assessment activities will be planned, delivered and monitored to ensure they include and meet the needs of all students.
- Lessons will support the preparation of students for a successful life in Britain today through the integration and promotion of employability skills; functional skills (maths, English ICT) equality and diversity; equality of opportunity; safeguarding; sustainability/environmental issues and the fundamental British values of democracy, rule of law, individual liberty and mutual respect and tolerance of those with different backgrounds, faiths and beliefs.
- Lessons will support individual personal development, including character, well-being and resilience.
- Work based learning and placements will be incorporated where appropriate in order to prepare learners for the world of work.

- All staff will have high expectations of students. Lesson activities will provide them with stretch and challenge activities and will be appropriately differentiated.
- Staff will use differentiated instruction techniques, materials and assessments to accommodate the diverse learning needs of students.
- Resources used in delivery (including ILT) will conform to good practice quality standards and will be used to enhance delivery and support creativity.
- Students will be provided with constructive written and verbal feedback on their work in a timely manner and will be clearly informed what they need to do to improve.
- Delivery staff and support staff will be responsible for setting and reviewing targets with individual students and revising their individual action plans. They will accurately record and monitor student progress.
- Staff will engage with parents, carers, guardians and employers as appropriate in relation to supporting student progress to the standards expected.
- Students' work will be displayed and celebrated.
- Delivery staff will be encouraged to recognise and share good practice in order to disseminate and develop innovative, inspiring and challenging teaching learning and assessment.
- College staff will be expected to manage the learning environment in line with college policies on discipline and quality.
- Greenbank will aim to ensure any remote learning delivered is accessible and appropriate to individuals, is appropriately supported and meets quality standards.
- Registers will be completed for each session. Poor attendance and punctuality will be monitored and action promptly taken.
- Students will be expected to make effective use of time and take responsibility for their own learning in timetabled sessions, throughout the college and when working remotely.
- Discipline issues will be dealt with promptly by staff with the appropriate reporting procedures followed.

## **Assessment statement**

Assessment is the process of collecting and judging evidence of a student's performance against specific learning outcomes. The role of assessment is in supporting learning and progression within a broad and balanced curriculum. Assessment methods and evidence will vary depending on course requirements and assessors will consider all possible sources of evidence.

The assessor will identify opportunities for assessment of product or process; determine an appropriate means of assessment; and agree arrangements for the assessment in advance with the student.

Tutors will utilise a variety of formative assessment methods throughout each unit, such as quizzes, class discussions and project-based tasks, to ensure learners are progressing at a suitable pace and to an acceptable standard in accordance with the course level. Summative assessments, such as exams, presentations or project submissions, will take place at the end of the unit or course evaluate the learners ability to meet the learning outcomes.

### **Access to Assessment**

Greenbank takes a positive approach to the provision of a range of flexible and inclusive assessment strategies. The aim is to provide the same access to assessment for all students by seeking to remove any barriers, which may place some at a disadvantage. This will be carried out without creating an unfair advantage over other students and thereby diminishing the validity of the assessment process.

On accredited courses the nature of the arrangements will depend upon the qualification and level. The policies of the relevant awarding body will be consulted along with the guidelines relating to the specific course the student is studying.

### **Reasonable Adjustments**

The general principles which are applied to decisions about special considerations / reasonable adjustments for assessment are as follows:

- The nature of the reasonable adjustment will be determined according to the assessment needs of the individual learner.
- A student requiring reasonable adjustments should not be given an unfair advantage.
- Arrangements must be such that they do not mislead future users of the certificate about the student's achievement and competence.
- Arrangements should not reduce the validity and reliability of the assessment and must not compromise the integrity of the assessment.
- Account should be taken of the student's usual method of working.

### **Conflict of Interest**

In order to avoid a potential conflict of interest in situations where a student is also a member of Greenbank staff or is known to the assessor on a personal level, one of the following actions will be taken:

- Another member of staff qualified in the subject will carry out the assessment.
- If no additional member of staff is suitably qualified to carry out the assessment, the IQA process will manage the situation by sampling 100% of the student's work.

A 'conflict of interest' log is maintained by the Quality Assurance Manager to record action taken.

### **Consulting Awarding Body Guidelines**

Awarding body guidelines will be consulted when reasonable adjustments are required for students on accredited courses. In some circumstances awarding bodies may need to have written requests, signed statements from authorised members of Greenbank staff, medical notes etc., before certain special considerations can be made.

The current JCQ Instructions for conducting Examinations will be consulted where reasonable adjustments are required for formal examinations.

# Appeals

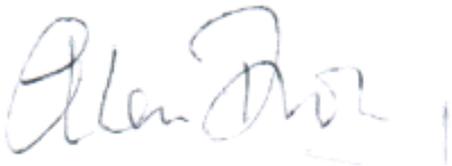
If a student is unhappy with the outcome of an assessment or external examination they are entitled to appeal using the guidance provided in Greenbank's "Procedure for Student Appeals Against Assessment Decisions"(PR13). Attempts will be made to settle the matter internally before appeals are referred to the External Verifier or awarding body Appeals Committee. Students unhappy with the results of external examinations may appeal using the guidance "Procedure for Student Appeals against External Examination Decisions" (PR13b).

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Agreed by Greenbank Board of Trustees

A handwritten signature in blue ink that reads "Alan Irving". The signature is written in a cursive style with a long horizontal stroke at the end.

Dr Alan Irving, Chairman