



Title:	Quality of Teaching, Learning and Assessment Strategy
Internal Reference:	L4L-GY-032
Approved by:	Sara Morris
Date reviewed	3.10.2023
Version No:	V1.1
Due for review:	3.10.2024

Learning4Life-GY

Quality of Teaching, Learning and Assessment Strategy

Strategy Aims:

Learning4life-GY is committed to providing the best possible learning opportunities and experiences for our learners. The Quality of Teaching, Learning and Assessment Strategy sets out the scope and ambitions of the School in supporting continuous improvement in the quality of Education at Learning4life-GY.

This strategy highlights Learning4life-GY's approaches to utilising a breadth of evidences to inform its self-assessment of the quality of teaching, learning and assessment; but more importantly the strategies to be employed to support continuous professional development.

The intention of this strategy is to outline the approaches taken to support the continuous development of the Quality of Teaching, Learning and assessment in recognising that Teaching and Learning is our Schools priority focus. In doing so, this strategy has the following aims:

1. To ensure a consistently high-quality learning experience across the School through the promotion of discussing teaching practice: enabling all students to achieve their full potential.
2. To develop a contextualised and individualised approach to high-quality assessment practices that enable learners to progress as a result of rigorous assessment for learning; and assessment of learning techniques.
3. To promote the consistent embedding of social, moral, spiritual and cultural knowledge and skills throughout the learning experience so that learners can develop into thoughtful, caring and active citizens in School and the wider Society.
4. To ensure an individualised Curriculum that supports the undertaking of differentiated approaches and effective support that ensures equality of opportunity for all in progressing successfully
5. To ensure the effective embedding of literacy and numeracy skills as key skills required for successful progression to employment, training, further education and adulthood.
6. To ensure that approaches to measuring of the Quality of Teaching and Learning are not merely approaches to measure; but that lead to impact in developing the Quality of Education within the School as a whole.

Further details of the Quality based processes mentioned and aligned with this Strategy can be found in the Learning4life-GY Observation of Teaching and Learning Policy (2019); Learner Engagement Strategy (2020); Progress and Assessment Policy (2019) and Quality Strategy (2019).

Learning4life-GY's commitment to Quality of Teaching, Learning and Assessment.

Intended Outcome

A School where all members of staff are committed to delivering the highest possible standard of teaching, learning and assessment.

Teachers effectively plan for learning in an individualised way that is informed by the starting points and current progress of learners; they set challenging task and ensure opportunities for the extension of learning for all students

There is effective use of learner information to plan appropriate support where necessary and to inform differentiation within teaching, ensuring all students are working at the appropriate level and are stretched and challenged

Learners are aware of their progress and clearly understand how to improve their performance as a result of constructive teacher feedback.

Learners are constantly developing their literacy and numeracy skills both within and outside of the classroom

Every learner feels safe, valued and respected as a learner at Learning4life-GY Independent School and Learning4life-GY meets all its responsibilities in relation to Safeguarding and Equality and Diversity issues.

Impact and Evidence

- Good or better feedback in learner voice feedback
- Good or better progression, achievement and destination data
- Teaching and learning observations support continuous professional development and discussions of teaching and learning
- Learner SMSC and Employability knowledge and skills are visible and support positive destinations.

- Good or better attendance and punctuality.
- Learner feedback on teaching and learning reflects that the School is meeting individual needs at all levels, including more able learners.
- Increased numbers of learners who internally progress to higher levels of learning.

- Planning for learning audits demonstrate the use of differentiation informed by starting points; an understanding of individual learner needs and learner aspirations
- ILPs and Learning Support Trackers demonstrate positive progress in academic, social and emotional skills.
- Ambitious but realistic SMART targets are set periodically in ILPs and Tutorial reviews to support positive progress
- Learner outcomes data is Good or better.

- Feedback is used by learners to support improvements in their work and the development of long-term memory (as evidenced through work scrutiny audits)
- Learners can articulate their progress and goals (as evidenced in learner voice and learner discussions in learning walks and observations)
- Learners demonstrate level of skills in practical activities and are confidently able to recognise and recall what they have done (as evidenced in learning walks and observations)

- Learner progress and achievement in Math and English is Good or better.
- Learners demonstrate the development of literacy and numeracy skills throughout all of their lessons (as evidenced in ILP audits; Learning Support Log audits and Curriculum intent audits)

- The learner voice reflects positive feedback on the learner experience because all learners have equality of opportunity and feel supported to reach their potential.
- Diversity is celebrated and visibly evidenced in learners approaches to one another in the implementation of Learning4life-GY's Core values of Ready, Respectful and Safe.

There is a comprehensive programme of staff development activities to support the continuous development of teaching, learning and assessment practice.

- Staff feel confident to develop their own practice and to try new, different approaches to teaching, learning and assessment as evidenced in learning walks and Good or Better observations
- A thorough staff development programme is employed that targets the outcomes/ weaknesses highlighted within QTLA audits, observations and learning walks
- Teachers feel valued and supported (as evidenced through the Staff Satisfaction survey) and as such staff retention remains high

The Curriculum intent at Learning4life-GY is designed to achieve the Strategic Objectives of the business in meeting local and national needs in terms of teaching, learning and skills development.

- Curriculum planning is bespoke and individualised to support the individual needs of learners (as evidenced in Learning4life-GY's Curriculum intent statements, Curriculum plans and through audits of schemes of work.
- Where industry and local needs are changing, staff will be trained and supported to access research, reading books and in developing pedagogy to pick aspects of educational work that suits the needs of learners at Learning4life-GY and in trialling various evidence informed strategies
- Lesson observations reflect the impact of training and evidence of support to increase good or better Teaching, Learning and Assessment.

There is a developing ethos of reflective practice, continuous improvements and a culture whereby staff feel confident to ask for support and guidance

- Sharing of good practice events involving all staff.
- Peer observations increase, allowing for an open-door culture for informal development.
- Teaching and Learning is discussed in 1:1 Supervisions to support continuous improvement through SMART target setting on any areas of weakness

We assess and evaluate the quality of the learning experience for all students and identify best practice and key areas for improvement.

- Increased recruitment to courses and Good or better retention and attendance.
- Progression and achievement monitoring will show an increasingly positive and stable improvement.
- Learner positive destination will be Good or better.

The Senior Leadership Team will continually assess and implement strategies for improvement in the standard of teaching, learning and assessment.

- Learning walks, audits, work scrutiny, data analysis and observation will be used as methods to support SMART target setting and improvement in teaching, learning and assessment.
- The learner voice will be prominent in feedback on teaching, learning and assessment and the impact of this will be reflected in positive changes as evidenced in You Said, We Did analysis

The School has a holistic and coherent approach to recruitment, appraisal, support, training and performance management ensuring staff have the skills and knowledge to provide high-quality teaching, learning and assessment

- The quality of the learner experience will be improved due to the recruitment and retention of excellent practitioners.
- Learners will benefit from vocationally passionate staff with subject specialisms, qualifications and experience that are up to date and relevant. (Evidenced through SMART target setting in 1:1s and the Single Central register)
- Quality of Education will be reviewed in terms of what is working and what needs improving on a regular basis. (Evidenced through 1:1 target setting and QTLA based audits).
- Reviews will lead to target setting that is impactful in improving the quality of teaching, learning and assessment.

Evaluations of teaching, learning and assessment are aligned to the performance management process and support effective targets for improvement as well as the recognition of excellence.

- Staff will receive regular feedback and opportunities to discuss teaching and learning. (Through team meetings and in the informal staff room environment)
- All staff will be able to access support for teaching learning and assessment (through team meetings; peer support and 1:1 Supervisions)
- Opportunities to recognise and celebrate staff members' performance will be developed and implemented.

Assessment and Progress data will be used regularly to inform teachers and SLT of any learners who require support, intervention or further challenge to achieve their target grades. However, Learning4life-GY will ensure that 'data pulls' and reporting structures do not impact on a healthy work/life balance

- Teachers will update learner ILPs with feedback on WWW and EBI and ensure that this is up to date (evidenced in audits of ILPs)
- Learning Support Assistants will input progress data on to Learning Support Trackers on a weekly basis and map these to EHCP outcomes (where applicable) to demonstrate progress in social, emotional, behavioural skills (evidenced in audits of Learning Support trackers)
- Learner Reviews will be written by teachers 3 times per year and Admin will pull this data to produce Learner reports
- The Principal will pull all data from existing trackers for reporting to Governors (The Scrutiny Panel) on a termly basis so as to enable a strategic overview of assessment and progress

How we teach English at Learning4life-GY

At Learning4life-GY learners enter the English curriculum at various stages that are not necessarily in alignment with the National Curriculum. Regardless, English language and Functional Skills are held in high esteem across the whole school and approaches to embedding of English skills are undertaken at every opportunity.

The Functional Skills approach to English is focused upon throughout the curriculum so as to enable learners to develop the skills required to progress successfully into employment, training or further education. At Learning4life-Gy a high-quality English education will enable learners to develop their ability to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement.

English enables learners to understand the rules of spelling, punctuation and grammar and to construct writing successfully. The curriculum is intended to develop reading, reading for a purpose, reading comprehension, writing for a purpose that makes sense, is relevant and clear and concise and speaking and listening, presentation skills and communication skills thoroughly.

The curriculum is designed using individualised tasks and activities as much as possible to meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing confidence, fluency and independence. A pedagogical approach is used to ensure that skills are embedded, re-visited and then stretched and challenged to sustain a learning strategy of moving forward and increasing relevant skills. Assessments are set under exam conditions as and when each learner is ready to undertake them, ensuring that each learner feels that they are achieving and accomplishing in their English.

How we teach Maths at Learning4life-GY

At Learning4life-GY we provide learners with the Mathematical skills and abilities they need to take an active and responsible role in their communities, everyday life, the workplace and educational settings. Enable learners to find and present mathematical information in ways that make them effective and involved as citizens, to operate confidently and to convey their ideas and opinions clearly. Support learner's progression and achievement by identifying, recording and tracking individual E & D issues. Provide adapted learning resources and support materials when necessary and select topics, when appropriate, that give the opportunity to cover E & D issues. Encourage learners to demonstrate their mathematical skills in a range of contexts and for various purposes. Develop and recognise the ability of learners to apply and transfer skills in ways that are appropriate to their situation. Promote healthy learning environment where students are encourage to learn from experience and build or develop their confidence in the subject.