



OXFORD
TUTORIAL COLLEGE

Teaching, Learning & Assessment Policy

August 2018

Review date: August 2019

Teaching, Learning and Assessment Policy

The aim is for Oxford Tutorial College to be a truly outstanding college where students and all staff work together to attain the very best academic outcomes within a supportive, safe and happy environment. An environment supported by strong values, high expectations, a collaborative approach to working and championing consistency and fairness.

This is an 'outstanding' that would be understood by everyone, not just education professionals. We appreciate OFSTED and ISI are not the be all and end all, and the agenda for realising the vision is driven by the desire to improve quality, raise outcomes and financial efficiency, and not solely by OFSTED criteria. The proposal is to go beyond compliance, but will ensure external standards applied to the College are being met at all times.

Striving for excellence in teaching, learning and assessment with complete focus on students will lead to better student outcomes, to improved student retention and recruitment. We want our learners to develop the skills, knowledge and values to progress and achieve their aspirations as confident, independent individuals. It is important to deliver an outstanding student experience (outcomes, progress and progression). The college will support a positive student experience with better accessibility and visibility.

The focus on quality improvement of teaching, learning and assessment requires clear definitions of roles and responsibilities of college roles, investment in those working at the college to use and develop their skills, knowledge and abilities to work efficiently and effectively for every aspect of the students' learning experience. Thus ensuring all aspects of the student journey are managed swiftly and effectively by the right people in the team.

Our vision of excellence in teaching, learning and assessment has the following principles

Learners' needs and aspirations drive all we do at the college.

Enthusiasm and expertise are used to develop a varied range of inspiring and innovative teaching techniques.

Assessment and constructive feedback effectively help our learners to progress throughout their journey.

Resources are inspiring, wide ranging and state of the art.

New and innovative learning approaches including technology are used appropriately and effectively.

Environment is stimulating, safe, supportive and inclusive to all our learners.

Review, careful monitoring and individualised planning are key.

Skills for independent study and employability are integrated into all our lessons.

All staff ensure that the environment is safe and are vigilant in order to identifying and appropriately dealing with any issues which could arise for example radicalisation, bullying, cyberbullying.

Equality of opportunity and the celebration of diversity should be promoted.

Excellent behaviour, welfare and personal development should be promoted and embedded into all aspects of the students' experience to ensure they are engaged and ready for study.

All students have a comprehensive, coherent careers and progression programme to fit their needs and aspirations.

Learning, teaching and assessment is a holistic process and the successful implementation of the policy is the responsibility of **all** staff supporting learning and teaching. Outstanding teaching, learning and assessment are of utmost importance.

Teachers

use their excellent vocational knowledge and skills to confidently provide excellent teaching and learning opportunities

know and value their learners using the information gained from initial, diagnostic and formative assessments to drive the planning of stimulating, inspirational courses and monitor learners' progression and achievement.

aim to employ a variety of engaging, innovative and creative approaches to teaching including the effective use of learning technology to enthuse and inspire our learners.

develop exceptional classroom management strategies which ensure our learners' progression.

work with students to enable them to become progressively self-directed and confident learners who learn from a wide range of resources.

model outstanding work ethics to develop these in their learners.

are focused on, not only the learners' improvement, retention and attainment but also, their own development and continued improvement through reflective / reflexive practice.

collaborate with Personal Tutors and curriculum team.

Senior Tutors

provide a comprehensive induction programme for their learners raising the learners' expectations and understanding of the college expectations of them in terms of; the level of knowledge and skills to develop; their behaviour; broader skills.

promote communication and collaboration with the teachers, support staff and curriculum managers to ensure the learners' needs are being met.

tutor our students so that they have high expectations with meaningful individual learning targets

maintain good communication links with the guardians and/or parents.

provide support and develop of the 'soft' skills which develop resilience.

Embed PSHEE and SRE awareness and development into all aspects of the students' experience

Curriculum Managers

are critical in raising quality through rigorous, accurate self-assessment focusing on our standards of excellence.

use data and information from attendance, learning observations, learning walks, retention, achievement and success to make accurate self-evaluations of the quality of teaching, learning and assessment.

communicate, model and promote the teaching, learning and assessment policy to all members of their team.

take timely action on the feedback provided by learners and other stakeholders to improve our provision.

College Leadership Team

develop a quality culture with a sustainable capacity to improve.

provide a curriculum offer which reflects the needs of the students and their progression needs.

Ensure policies reflect the importance of the principles of excellent teaching, learning and assessment.

Governors

are actively involved in monitoring the outcomes of teaching, learning and assessment

How to improve: develop sustainable capacity to improve

Improve performance management to ensure the learners are receiving the highest standard of teaching by

integrating all aspects of evaluating and improving teaching, learning and assessment to make a coherent, effective Quality Improvement Plan, consequently, identifying key themes for continuous professional development (CPD) to bridge the skills and knowledge gaps.

developing a focused and sustainable thematic CPD programme based on the gaps identified
celebrating and sharing good and outstanding practice

developing and standardising a quality improvement cycle and aligned to the principles above.