

## **Effective Learning and Teaching Policy**

Trainers will provide learning and teaching that is reflective of The Flannery Group aims of:

**Safety:** *We continuously build on our safety culture, seek new ways to improve our practices and work with the industry to raise the bar.*

**Sustainability & Innovation:** *We innovate by challenging the norms which means our customers work more efficiently and responsibly.*

**Value:** *Our breadth and depth of solutions, operators and cutting-edge plant means our customers complete their job in the smartest way.*

**People:** *People are at the heart of our business and enable us to provide exceptional service which keeps our customers coming back.*

Flannery's will provide high quality learning opportunities for learners by providing an outstanding quality of 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. It should be evident that all staff contribute to the leading and management of effective teaching and learning through the learners' overall experience.

The following are examples of what should be provided to support the trainers' role in delivery of effective learning and teaching in lessons.

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.

### **Trainers will provide lessons which:**

- Start and finish on time (and expect learners to do the same)
- 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 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 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 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, and consideration of next steps for learners vocationally.
- Are conducted in a safe environment with reference to appropriate risk assessment and upholding the safeguarding policy.

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

Trainers are required to carry out a range of administrative tasks as part of their role in learning, teaching and assessment. The administration of required process and required documentation must be completed in the time frames that are set by Hub Managers. They will include but are not limited to, the following:

Schemes of Work that show clear and effective planning must be completed before learners begin the course and held centrally in share point folder. Schemes of Work and training records must evidence how trainers 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. Training records should be added to and annotated to include individualisation and staff reflection. Schemes of work should be audited by the Training Standards Manager and made available for Quality Assurance purposes at any point requested.

Training records must be stored securely in a lockable storeroom. The training record must act as a working document for each trainer ensuring that supportive strategies and approaches that meet the needs of individual learners are documented. Training records should be audited in department and made available for Quality Assurance purposes at any point requested.

Standardisation activities must be planned and carried out with all trainers for all levels of courses and should take place for each course at least once a year. Trainers will work as a team to carry out standardisation activity which are suited to the courses, units, assessments and needs of the staff. Staff that are new to assessing, new to training or where further development is required must have a higher level of standardisation activity with Hub Managers and receive feedback. Evidence of standardisation should be audited and stored centrally by the Hub Managers and will be accessed for Quality Assurance purposes at any point.

Registration on qualifications must be completed prior to any formal assessment taking place for any learner. Course Managers and trainers must ensure that learners are registered to the required awarding body before accessing any live assessment material or undergoing any formal assessment.

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

Trainers 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.

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

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.

Results and comments from formative assessment will be fed back promptly (within 5 working days).

**Assessment for Outcomes and Feedback.**

Assessment must be planned evenly across the duration of the programme and an assessment schedule produced and shared with learners at induction.

Hub Managers should guide trainers in the CPCS Awarding Body guidelines for assessment feedback specific to their courses. Trainers are responsible for compliance to the CPCS Awarding Body guidelines on assessment feedback.

Trainers 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.

All assessments must be marked.

Signed:

Trainer

Hub Manager

Date of Review