

TITLE: QUALITY OF TEACHING & LEARNING POLICY

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Contents**INTRODUCTION**

The key ingredient to HSB's quality and raising standards is to continuously improve the quality of educational provision and educational environments. Central to this is the continual improvement of the quality of teaching and learning focussed on the needs of each learner, recognising their uniqueness as an individual both in terms of academic potential and as a whole person.

Continuous improvement of the quality of educational and learning provision leading to raised standards will, for each individual, ensure better opportunities throughout their lives. HSB endeavours to build this capacity year on year.

AIMS

- To raise the standards of achievement and attainment of all learners through continually improving the quality of teaching and learning
- To encourage continuous improvement of the quality of teaching and learning by frequent self-evaluation against the defined key elements
- To provide a relevant, broad, balanced and progressive training programme within which each learner is challenged, and can attain their full potential

KEY ELEMENTS OF EFFECTIVE TEACHING AND LEARNING

- At HSB there is an ongoing programme of continuous professional development, in line with the CPD Policy, Business Development Plan
- Course Leaders have high expectations of learners and will communicate this to them
- Lessons/Programme elements are well paced and enjoyable, which allows for all learners to become actively engaged
- Planning is effective and appropriate to the needs of each learner. Course Leaders endeavour to understand each learner's position at the start and during each course
- The objectives of each programme are clearly explained and communicated explicitly to learners at the beginning and throughout each programme
- All training is planned and evaluated, and learners work towards timely targets, which are set and evaluated in conjunction with them as appropriate during their course
- All learners are encouraged towards independent learning. Course Leaders have high expectations of all learners, and plan lessons to develop as much autonomy as possible

- Tasks are pitched at an appropriate level to allow learners to work towards their achievable but challenging targets, and clear progression is built in especially during longer duration courses
- Consistency in planning and teaching is ensured within and across subject areas, thus endorsing the high expectations HSB has in relation to teaching and learning. All syllabus areas are taught on an individual element basis, which inform programme planning, and outline learning outcomes for learners. The planning is monitored by the Course Leader of each programme
- Evaluations and feedback, which enable clear Formative Assessments to be made, which inform future planning and are essential
- Learners take part in evaluating their own work and compiling their own progress during each course.

MONITORING AND EVALUATING THE QUALITY OF TRAINING AND LEARNING

This is monitored by:

- Lesson observations relating to performance targets, and resulting action used to inform improvement targets for teaching staff
- Using observations to inform auditing and planning for key areas in the Improvement Plan
- Using observations to monitor the quality of teaching and learning in key areas, to inform Action Plans for the forthcoming year
- Using observations to develop teaching and learning skills
- Using peer observations
- Using work-based learner questionnaires