

Quality of Education Policy

2020-21

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1. Introduction

- 1.1. This Quality of Education Policy supports the Craven College mission to 'Enrich lives through learning' and the vision 'To deliver and develop high quality learning opportunities for all through an aspirational team who collaborate with our key stakeholders in a well-connected, well resourced, sustainable learning and working environment'.
- 1.2. This policy provides clarity of standards for the whole professional learning community across the College, bringing coherence across the different mechanisms to meet the demands of stakeholders, and to enable the College to fulfil its mission and vision.

2. Key Principles

- 2.1. This policy aligns specifically to the 'Our Offer' strategy which incorporates the following key principles:



- 2.2. The Quality of Education is a significant indicator of performance within the Education Inspection Framework (EIF) and a key judgement by Ofsted inspectors. This policy aligns directly with EIF indicators.
- 2.3. Developing strong Quality Assurance standards is crucial to support the Key Principles of 'Our Offer' and to create the conditions to meet these principles well. This policy sets out the standards and the process by which systematic review will measure the Quality of Education provided by Craven College.

3. Responsibility


- 3.1. The Vice Principal for Curriculum and Quality and all senior managers will champion the Quality of Education Policy and apply the key principles to all aspects of their work.
- 3.2. Heads of Department and Managers are responsible for ensuring the standards laid out within the Quality of Education Policy are fully embedded across all aspects of their work and the work of their teams
- 3.3. The Quality Team will use the Quality of Education Policy to measure performance and work with Heads of Department and Managers to improve standards.
- 3.4. The Staff and Professional Development Team will use the Quality of Education Policy to inform CPD events and to enhance learning opportunities across the College.
- 3.5. All staff are responsible for meeting the standards set out in this policy in relation to their own areas of work, and collegiate work within College teams.


4. Key Processes


4.1. The Key Principles of 'Our Offer' are mapped below, demonstrating the intended impact and a summary of the standards expected through implementation. The mapping relates directly to four important College standards:


- Our Teaching and Learning Cycle (Appendix 1)
- Our Behaviours (Appendix 2)
- Quality of Education (QOE) Themes (Appendix 3)
- Observation of Teaching, Learning and Assessment (OTLA) Indicators (Appendix 4)
- Implementing the Teaching and Learning Cycle (Appendix 5)


These principles are further mapped against references to policy, practice and performance measures.


High Level Learning	References & Measures
<p> INTENT: We will articulate our higher level learning offer, including defining specialisms for full-time, part-time students and apprentices. We will be ambitious in Our Offer and aspire to be local and regional specialists in high level technical skills supporting employers to upskill their workforce. Each study programme and education route will have a defined purpose and will be designed to have a positive impact on students and apprentices.</p> <p>IMPLEMENTATION: The Curriculum Planning process includes a range of data to ensure programmes are vocationally relevant and will meet the future needs of learners and employers. This data includes the use of labour market tools (EMSI, RCU Vector), industry changes and analysis of progression into positive destinations. Study programmes provide learners with a wide range of vocational and academic knowledge, skills and behaviours which prepare them well for their next steps in education, training or employment. On joining the College, learners' starting points, individual needs and aspirations are identified quickly and entered onto Pro-Monitor through a highly personalised ILP. Lesson plans reflect an inclusive and well-chosen teaching approach which allows for differentiated learning and for challenging objectives to be successfully reached by all students. All lessons follow the Teaching and Learning Cycle for well sequenced and impactful learning. All lessons are underpinned with English and Maths through the 'Go Get EM' Programme of Intent as an integral part of every lesson. This enables the application of theory to a vocational context. The assessment process encourages independent learning through useful, timely and developmental feedback. Assessment is regular and formative to prepare learners well for summative assessment. Learners use feedback to improve their work and work beyond qualification targets. All progress is clearly recorded on Pro-Monitor and learners use this information to establish priorities for further learning and development. Where learners are under performing, this is picked up quickly by curriculum and support staff, fully investigated and appropriate interventions take place. Achievement for all programmes, and High Grades where relevant, are expected to be above the National Rate. There should be positive destinations for over 90% of all leavers, including early leavers.</p>	<p>Website and prospectus Tutorial Support Policy Teaching and Learning Cycle Implementing the Teaching and Learning Cycle. Our behaviours Programmes of Intent (POI) Curriculum Planning Go Get EM POI Citizenship Calendar Individual Learning Plans Lesson Plans Pro-Monitor support records Markbook OTLA Policy OTLA Indicators (Appendix 4) Pro-Observe Records Student Voice Analysis High Grades Achievement Deep Dive Departmental Grade Destination Data Analysis RARPA Policy</p> <p>QOE Themes: 1,2,3,4,5,6,7</p>

Social Justice	References & Measures
 <p>INTENT: Our curriculum offer is inclusive of a person's individual needs, and we educate and advocate for those people who need to upskill to find work or who require moderate learning support to access opportunities. There will be clear focus on wider skills development to support the social mobility of all our students and apprentices. We will be inclusive and embrace diversity to support active citizenship. For young people, we will nurture the development of characteristics and behaviours for success including authenticity, resilience, collaboration and aspiration.</p> <p>IMPLEMENTATION: Citizenship themes are incorporated into the weekly sessions of students using the Citizenship Calendar. The promotion of 'Our Behaviours' is incorporated into all contact with students. Learning goals are ambitious and student progress towards these are regularly reviewed through tutorials. Progress Coaches and curriculum staff work effectively with students who are at risk and to provide the tools for accelerated progress through the development of positive behaviours to learning. The curriculum is supported by enrichment opportunities that are designed to develop learners more holistically, for example through entrepreneurship, charity work and volunteering. There is strong collaboration between curriculum and support colleagues so that appropriate support is identified and facilitated quickly. Support mechanisms are strong for the emotional and physical well being of all students.</p>	<p>Citizenship Calendar Programmes of Intent Lesson Plans Pro-Monitor Records Learner Reviews Student Voice Mechanisms Safeguarding Policy Student Engagement Strategy Equality and Diversity Policy Exam Access Arrangements Policy Counselling Service Policy and Guidelines Fitness for Study Policy Prevent Strategy</p> <p>QOE Themes: 1,2,4,5,6</p>

High Quality	References & Measures
 <p>INTENT: Develop a new strategy that defines our high expectations of our Quality of Education and focus on Our People as leaders of learning. High quality will be at the core of Our Offer with a clear curriculum intent for each of the provision types and sector subject areas.</p> <p>We will review the ever-changing social and economic landscape to ensure our curriculum offer is fit for purpose. Our quality systems will be transparent and explicitly aligned with the achievement of the College Strategic Plan.</p> <p>IMPLEMENTATION: The Quality of Education Policy, once ratified by the LTA Committee in November 2020, will be rolled out to staff alongside the Observation of Teaching and Learning Strategy which incorporates the Deep Dive process. The SAR and QIP process incorporates measures against each of the QOE Themes and Criteria, as well as for all of the indicators taken from the EIF. QIP actions and impacts are reviewed on a termly basis. Deep Dives will take place across all areas of provision in AY2020-21 and provide a comprehensive evidence base for measuring the Quality of Education. Areas in Supported Intervention will have a swift 8-week improvement plan to focus on specific areas and to ensure rapid improvement. Performance and Quality Standards are measured through a regular</p>	<p>QoE Policy QOE Themes and Criteria OTLA Policy Deep Dive Grades Performance & Quality Standards Reviews. SARs QIPs Supported Intervention Action Plans Departmental CPD Plans RARPA Policy</p> <p>QOE Themes: 1,2,3,4,5,6,7</p>

<p>review cycle and benchmarked against progress towards College and area KPIs. Central CPD activity aligns to performance trends.</p>	
Digital Immersion	
<p> INTENT: Incorporate a new digital strategy which places digital immersion at the heart of teaching and learning and ensures that our students, apprentices and customers have safe access to remote learning flexibilities. We will ensure that Our People have the tools, skills and knowledge to facilitate digital immersion to support access to blended and on-line delivery. The development of digital and technical skills will be a golden thread throughout all our education routes so that all of our students leave us with the required level of digital literacy.</p> <p>IMPLEMENTATION: The Digital Strategy is currently being developed through a working group of managers within the College. Intensive training sessions for staff on using digital solutions for remote learning have been very effective with good levels of student engagement and staff confidence. Teams is the central place for student group communication and for remote learning access. The Craven & Tyro Community Teams area is a place where practitioners share effective examples of good digital teaching approaches and methods. The Implementing Teaching and Learning Cycle guide provides practical approaches and tools for adopting high-standard practice for remote and blended learning. Laptops, cameras, microphones and a range of physical resources are provided for students and staff to continue learning and working when not on campus. Microsoft Insights is used by teachers to monitor engagement as well as attendance in remote lessons. Student Surveys continue to monitor their experience of learning through digital means and feedback is fed directly into the College steering group leading on the Digital Strategy.</p>	<p>Digital Strategy Staff CPD records Walkthrough OTLA Policy Implementing the Teaching Learning Cycle Student Survey</p> <p>QOE Themes: 1,2,3,4,5</p>

Technical Education	
<p> INTENT: Our People will be industry experts and be at the forefront of technical upskilling. We will develop and deliver T Levels across the subject sector areas focusing on Health Science, Science and Land-based subject areas initially. We will work in partnership with our students and apprentices to model excellence in practice. We will focus on a 'One College' vision of teaching, learning and assessment embodied by reflective, passionate, enthused teachers and assessors through communities of practice.</p> <p>IMPLEMENTATION: Steering groups across the College are in the early stages of developing the T-Level curriculum. It is intended that students and apprentices will be invited into these steering groups as the plans progress. Technical upskilling is a required feature of CPD for all teaching staff. Staff undertake activity such as work placements, shadowing or masterclasses to gain and refresh current industry experience. The majority of workplace assessors still work in industry or are regularly witness to current industry practice. All teaching staff undertake self-assessment and reflection on their practice. Walkthroughs and formal observations are recorded on</p>	<p>T-Level Steering Group Plans Curriculum Planning CPD Records OTLA Indicators Pro-Observe Records RARPA Policy</p> <p>QOE Themes: 1,2,3</p>

<p>Pro-Observe to allow for self reflection against the OTLA Indicators. Departments have identified Teaching, Learning and Development Champions to grow communities of practice.</p>	
<p>Progression</p>	
<p> INTENT: We will create clear 'Progression Pathways' information for students, schools, parents so that the journey to specific careers can be seen. There will be a consistent focus on bringing careers to life and promotion of Our Offer through progression opportunities. We will have strong connectivity to businesses, so students have a higher level of career focus and access to opportunities. We will assess the impact of our curriculum Offer through high quality, positive destinations for all our student and apprentices</p> <p>IMPLEMENTATION: The website and prospectus provides comprehensive information on career pathways, including labour market information, the level and type of skills desired by employers and potential salaries linked to each qualification area. This enables prospective students and parents to see the full journey based on qualification choices. Employer Engagement, English and Maths, Citizenship and curriculum enhancement are clearly planned through Programmes of Intent in each area. The development of professional knowledge, skills and behaviours is a key focus in all lesson planning. Work experience is a key aspect of all Programmes of Study. The GATSBY careers framework is fully embedded in Careers IAG provision. All students have the opportunity for an individual and impartial Careers IAG with a particular focus in the second semester as students consider options for progression. The Careers Team help students to apply for HE courses through UCAS, provide employer network contacts and information on progression into further study or apprenticeships. The Careers Team work in conjunction with the Student Support Team to provide support with alternative study or work choices for the minority of learners that do not make the progress they intended.</p>	<p>Website and Prospectus Curriculum Planning Programmes of Intent Employer Engagement Plan English and Maths Strategy Citizenship Calendar Curriculum Enhancement Careers IAG and intervention Destination Data Analysis Internal Progression</p> <p>QOE Themes: 1,2,4,5,6</p>

5. Monitoring and Measuring Impact

5.1. The implementation and impact of the Quality of Education Policy will be regularly and systematically reviewed with departments through a range of performance measures:

- Quality and Standards Performance Reviews
- Deep Dive Evaluation and Action Planning
- College KPIs
- Area KPIs
- Supported Intervention Impacts
- QIP Impacts
- Student Voice Mechanisms
- Self-Assessment
- Observation of Teaching, Learning and Assessment

5.2. Monitoring of performance against the Quality of Education Policy will be reported by the Quality Team directly through the Vice Principal for Curriculum and Quality.

APPENDIX 1: Craven College: Our Teaching and Learning Cycle



APPENDIX 2: Craven College: Our Behaviours



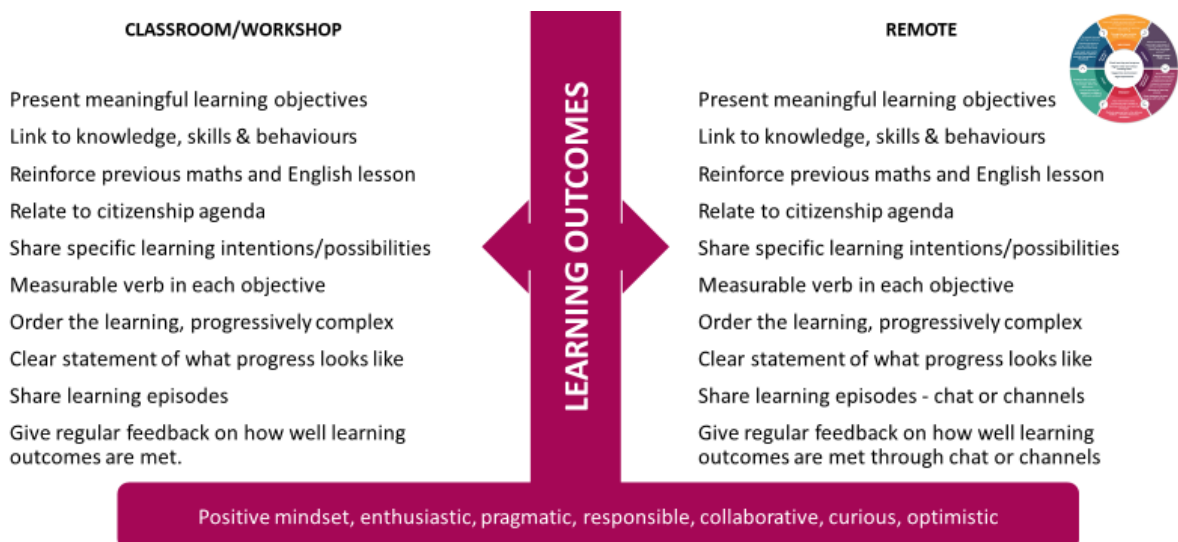
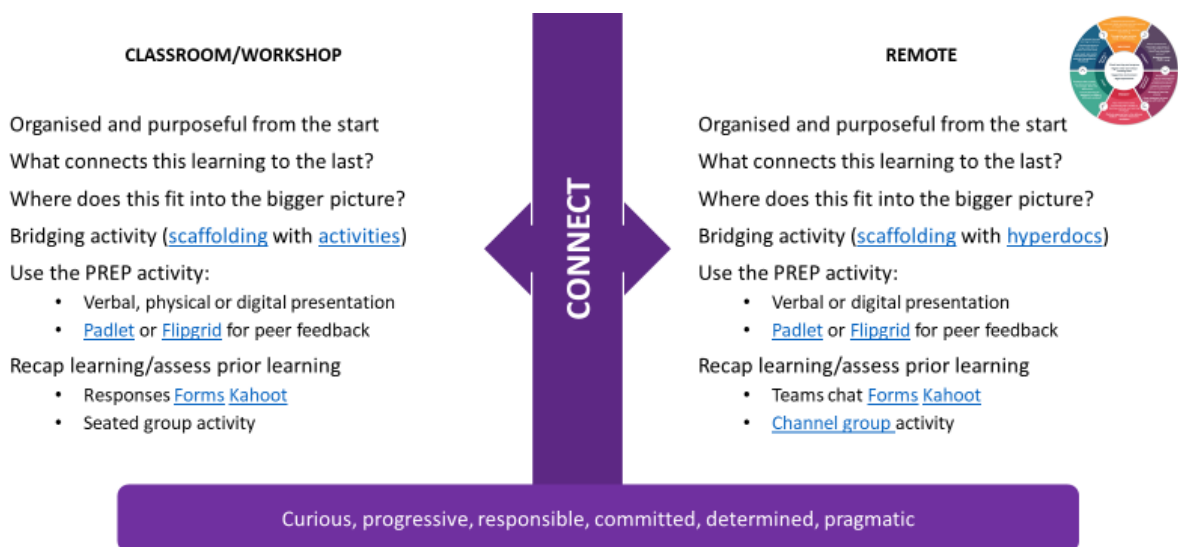
APPENDIX 3: EIF Quality of Education Themes (T) and Criteria (C)

QOE - T1	Curriculum is purposeful and clear in developing the knowledge, skills, behaviours and experiences needed to prepare and enable all learners to progress to their next steps, including addressing of social or other disadvantage.	QOE - C1	How well have leaders and managers selected and developed a curriculum that develops the knowledge, skills and behaviours that learners need in order to take advantage of the opportunities, responsibilities and experiences that prepare them for their next stage in education, training or employment (In a way to powerfully address social disadvantage)?
		QOE - C2	Is it clear what the curriculum is preparing learners for and what learners will need to be able to know and do at the end of their learning or training programmes?
QOE - T2	Curriculum is ambitious, well planned and sequenced to build on previous learning, reflecting the needs of all learners and to develop the academic, technical and vocational skills for the local, regional and national economic context.	QOE - C3	How well have leaders, managers and teachers planned and sequenced the curriculum so that learners can build on previous teaching and learning and develop the new knowledge and skills they need?
		QOE - C4	How well does the curriculum offer learners the knowledge and skills that reflect the needs of the local and regional context?
		QOE - C5	How well does the curriculum intent take into account the needs of learners, employers, and the local, regional and national economy, as necessary?
		QOE - C6	How well does the curriculum ensure that all learners benefit from high academic, technical and vocational ambitions?
		QOE - C7	How ambitious is the curriculum for disadvantaged learners or those with SEND, including those who have high needs, and will it meet those needs?
		QOE - C8	How well have leaders ensured that a subject curriculum includes content that has been identified as most useful and that this content is taught in a logical progression, systematically and explicitly for all learners to acquire the intended knowledge, skills and behaviours?
		QOE - C9	How well have leaders ensured that the curriculum supports learners' progression and provides knowledge and/or skills for the future (including non-qualification activity, where relevant)?
		QOE - C10	How well do learners see links between different areas of knowledge and skills and recognise that some knowledge and skills are transferable?
		QOE - C11	How carefully have leaders thought about the sequence of teaching knowledge and skills to build on what learners already know and can do?
QOE - T3	Teachers have expert subject knowledge and any gaps or ineffective teaching are addressed through effective professional development and support.	QOE - C12	Do teachers have expert knowledge of the subjects that they teach and, if they do not, are they supported to address gaps so that learners are not disadvantaged by ineffective teaching?
QOE - T4	Highly effective teaching, learning and assessment practice ensures that curriculum intent is implemented fully and consistently so that all learners can use, extend and improve their skills and knowledge to succeed.	QOE - C13	How well do teachers enable learners to understand key concepts, present information clearly and promote discussion?
		QOE - C14	Do teachers check learners' understanding effectively, and identify and correct misunderstandings?
		QOE - C15	Do teachers ensure that learners embed key concepts in their long-term memory and apply them fluently and consistently?
		QOE - C16	How well have leaders and teachers designed the subject curriculum and do they deliver this in a way that allows learners to transfer key knowledge to long-term memory?
		QOE - C17	Is the curriculum sequenced so that new knowledge and skills builds on what learners know and can do and can learners work towards defined end points?
		QOE - C18	Do teachers use assessment to check learners' understanding in order to inform teaching?
		QOE - C19	Do teachers use assessment to help learners to embed and use knowledge fluently, to develop their understanding, and to gain, extend and improve their skills and not simply memorise disconnected facts?
		QOE - C20	Is the curriculum sufficiently well-constructed and well-taught to lead to good results without conflict between teaching a broad, rich curriculum and achieving success in examinations and tests or assessments?
		QOE - C21	Do disadvantaged learners and learners with SEND acquire the knowledge and skills they need to succeed in life?
QOE - T5	Learners are well prepared for their next stage of education, training or employment and move into high-quality destinations.	QOE - C22	Does learning build towards an end point, where learners are being prepared for their next stage of education, training or employment at each stage of their learning?
		QOE - C23	Are learners ready for the next stage and are they going to appropriate, high-quality destinations?
QOE - T6	Learners can articulate good progress from their starting points and achieve well in relation to challenging individual learning goals and national measures of performance.	QOE - C24	How well are learners doing against nationally generated and validated performance information about learners' progress and attainment?
		QOE - C25	Is there clear evidence of the progress learners are making?
		QOE - C26	How well can learners talk about what they have remembered about the knowledge and skills they have acquired and how their learning enables them to connect ideas?
		QOE - C27	How well do learners progress in relation to their starting points, based on their rate of learning, acquisition of knowledge, skills and behaviours and have they achieved their individual, challenging learning goals?
QOE - T7	Regular analysis of internal performance assessment information leads to positive actions and impacts for all learners.	QOE - C28	How well has the analysis of internal performance assessment information led to positive actions and impacts?

Appendix 4: OTLA Indicators

Domain		Reliably embedded	Sufficiently embedded	Weakly embedded
1a	Curriculum	Teachers use their subject expertise to engage and bring alive topics which provide effective learning opportunities for all students.	Teachers use their subject expertise at all times to provide effective learning opportunities for all students.	Teachers use of their subject expertise is limited and/or does not provide effective learning opportunities for all students.
1b		Lesson content challenges all students towards individualised ambitious targets.	Lesson content is appropriate to the whole group and does not lower expectations.	Lesson content is not appropriate to the group and lowers expectations for some students.
1c		The sequence to the lesson is very well considered and scaffolds learning effectively for all students.	There is a logical sequence to the lesson.	There is not a logical sequence to the lesson.
1d		Wider curriculum elements are effectively reinforced in class: <ol style="list-style-type: none"> 1. Maths 2. English 3. Citizenship 4. Professional KSBs 	Clear links are made to wider curriculum elements: <ol style="list-style-type: none"> 1. Maths 2. English 3. Citizenship 4. Professional KSBs 	Links to wider curriculum elements are unclear: <ol style="list-style-type: none"> 1. Maths 2. English 3. Citizenship 4. Professional KSBs
2a	Teaching	Teachers demonstrate excellent and engaging communication skills.	Teachers demonstrate good communication skills.	Teachers do not demonstrate good communication skills.
2b		Teachers possess excellent questioning skills that promote deeper thinking for all learners.	Teachers possess good questioning skills that are applied to the majority of learners.	Teachers do not possess good questioning skills and/or there is limited application to some learners.
2c		Teachers give explicit, detailed and constructive feedback in class which is then used by students to improve and develop approaches to the tasks in the lesson.	Teachers give explicit, detailed and constructive feedback in class.	Teachers do not give explicit, detailed and constructive feedback in class.
3a	Behaviour	Teachers create supportive classrooms that actively promote the focus on learning.	Teachers create supportive classrooms focused on learning.	Teachers do not create supportive classrooms focused on learning.
3b		Student behaviour is excellent and students promote the focus on learning with peers.	Student behaviour contributes to the focus on learning.	Student behaviour disrupts the focus on learning.
4a	Student	Students have an excellent understanding of the session and how it links to their overall learning aims.	Students are clear about how the session links to their overall learning aims.	Students are unclear about how the session links to their overall learning aims.
4b		Students demonstrate an excellent understanding of what they have learned in the lesson and clearly apply it to further learning in class.	Students can articulate what they have learned in the lesson.	Students cannot articulate what they have learned in the lesson.
4c		Students are able to articulate how the impact of their learning since the start of their course contributes to progress against ambitious targets.	Students can articulate the impact of their learning over time.	Students cannot articulate the impact of their learning over time.
R1	Remote and	How well has the teacher used digital technology to embed the OTLA indicators?		
R2	blended	How well has the teacher ensured that confirmation of learning has taken place for those accessing remotely?		
R3	learning	How well has guidance and support been easily accessible for students in this session?		
R4	considerations	How well has clear inclusion and collaboration been demonstrated for all students in the session?		

Appendix 5: Implementing the Teaching and Learning Cycle



Appendix 4: Implementing the Teaching and Learning Cycle (continued)

