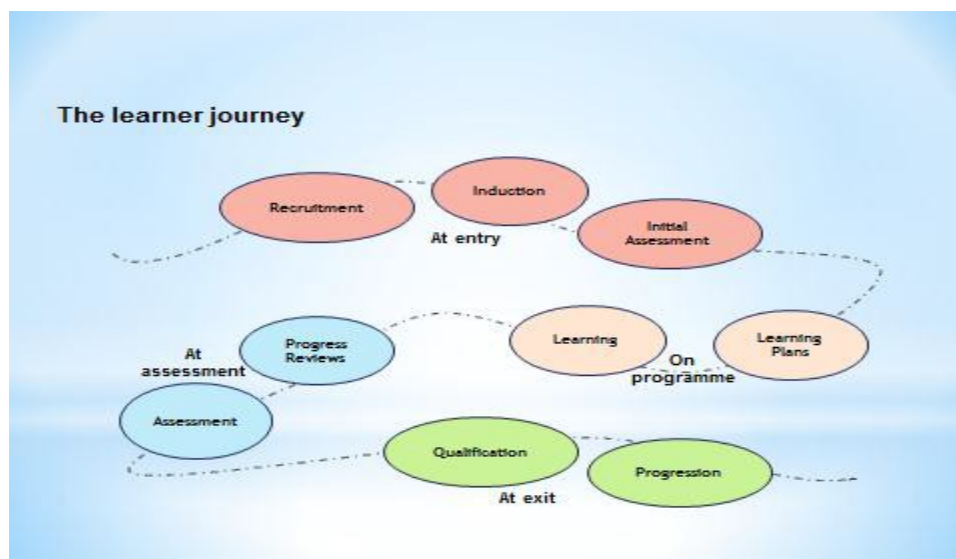


KIRKLEES COUNCIL

# ADULT & COMMUNITY LEARNING HANDBOOK

2018-2019

Lifelong Learning: Working together, building communities,  
making a difference.



THIS DOCUMENT IS CORRECT AT THE TIME OF PUBLICATION AND IS SUBJECT TO  
CHANGE – JULY 2018

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All Appendices can be found on the following webpage

<http://www.kirklees.gov.uk/beta/adult-education/policies-and-publications.aspx>

Appendix A – Safeguarding is Everybody’s Responsibility – this document covers your statutory duties and responsibilities.
Appendix B – Health & Safety Guidance & Risk Assessment Form
Appendix C - Learner Information Booklet
Appendix D – IAG Tracking Grid
Appendix E – Creche/Childcare Form
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## INTRODUCTION

Kirklees Council values and supports the diversity and range of adult and community based learning.

Our common aim is to deliver a high quality experience to our learners through their varied learning journeys. In line with Kirklees Council's Learning & Skills and Economic Resilience Services remits, we aim for 'rounded, resilient and ready' residents. We work closely with partners through the Kirklees Community Learning Trust and associated networks to enable residents to secure successful outcomes from community learning provision across Kirklees.

## MISSION, VALUES AND STATEMENT OF PURPOSE

### Kirklees Community Learning Trust

The Kirklees Community Learning Trust (CLT) is an informal partnership where organisations from across the public, private and voluntary sector work together to support community learning as part of their activity.

The **mission** of Kirklees Community Learning Trust is to develop a culture of lifelong learning in the district. We want Kirklees to be a place where the importance of learning throughout life in securing economic and social wellbeing for individuals, families and communities and businesses is understood and welcomed. Partners will work with residents to develop high quality learning opportunities which meet needs across the different stages and spheres of adult life and which contribute to economic growth, and which promote resilience, health, confidence and increased aspiration.

### Partnership

Membership and details of partnership arrangements are described in the Kirklees Community Learning Trust Memorandum of Understanding. The membership reflects a wide range of local stakeholders and is further informed by Community Learning Works, a council funded initiative to engage with the hardest to reach communities and neighbourhood networks through a range of engagement activity. The CLT is committed to working with learners to ensure that their views and priorities are embedded in planning for the district. The work of these groups informs the priorities identified by the Community Learning Trust which are included below.

### Values

Partners are committed to the **values of:**

- Delivering high quality provision
- Putting the needs of learners first
- Securing maximum value for money through effective partnership and aligning funding
- Ensuring that public funding is targeted effectively at those facing the most barriers to learning and work

The Kirklees Community Learning Trust seeks to add value to the work of partners and other local organisations, by providing strategic direction and exploiting opportunities for synergy at a local level. It will provide a step-change in the way organisations work together to secure:

- A vibrant adult learning offer which is responsive to local needs
- Better opportunities for residents to be involved in shaping learning opportunities
- Increased motivation - More residents more involved in learning as an adult and more organisations embedding learning opportunities in their work
- More information about what is available and where

- Increased participation and impact – particularly in the areas where there are the most barriers to learning and work.

## Statement of Purpose

### Kirklees Adult and Community Learning within Kirklees Council's remit

Kirklees Adult and Community Learning is part of Kirklees Council's Learning and Skills and Economic Resilience Services. Kirklees Council's vision for the residents and communities of Kirklees is:

*'a district which combines a strong, sustainable economy with a great quality of life – leading to thriving communities, growing businesses, high prosperity and low inequality where people enjoy better health throughout their lives.'*

*'People in Kirklees have aspiration and achieve their ambitions through education, training, employment and lifelong learning.'* (Kirklees Council Corporate Plan 2017-18)

In response to the challenging financial climate, Kirklees Council is focussing upon working with partners to seek the maximum impact from sharing resources, enabling individuals and communities to do more for themselves and helping to keep vulnerable people safe and in control of their own lives.

The Council has two key strategies through which this vision will be achieved which focus on improving health and wellbeing and building economic resilience.

The Economic Strategy focuses on securing good quality and quantity of jobs, improved education and qualification levels, employability skills and positive attitudes, work experience, securing a diverse workforce, social capacity and community networks. This is in line with the priorities identified by Leeds City Region. Adult learning, in partnership with Kirklees Community Learning Trust, makes a clear contribution to this vision and to the 7 strategic outcomes, in particular aspire and achieve as highlighted below:

- Children have the best start in life
- People are as well as possible for as long as possible
- People live independently and have control over their lives
- **People have aspiration and achieve their ambitions through education, training, employment and lifelong learning**
- Kirklees has sustainable growth and provides good employment for and with communities and businesses
- People live in cohesive communities, feel safe and are safe and protected from harm
- People experience a high quality, clean and green environment

The Kirklees Joint Strategic Assessment of 2017 highlights the challenges to be addressed to secure improvements in health and wellbeing in the district which the KCLT/ Kirklees Community Learning Trust take on board:

- The need to prevent and intervene early.
- Narrowing the inequality gap.
- Enabling people to start live and age well.
- Achieving healthy communities.
- Improving resilience and enabling healthy behaviours.

Within the arrangements described above Kirklees Council seeks to work with **partners to**

**widen participation in high quality community learning** by identifying, understanding and meeting the needs and aspirations of all learners.

**The team:**

- work with partners delivering adult and community learning, aiming to develop the capacity to meet the identified needs of learners
- work in partnership to secure adult and community learning provision which:
  - attracts and engages people, particularly those who have benefited least from learning in the past, have low incomes or other barriers to accessing learning
  - is based on the needs and aspirations of learners
  - does not compete with that of other providers
  - provides appropriate support for learners
  - demonstrates continuous improvement
  - leads to achievement and satisfaction in learning
  - focuses on strengthening communities, supporting and developing individuals
  - enables people to progress whether in learning, in employment or by undertaking positive roles in their families and communities.

## **EQUALITY, DIVERSITY AND INCLUSION**

### **The Public Sector Equality Duty (PSED)**

The public sector equality duty requires public bodies to consider all individuals when carrying out their day to day work - in shaping policy, in delivering services and in relation to their own employees. The equality duty is section 149 of the Equality Act.

- Equality Act 2010: Section 149 <http://www.legislation.gov.uk/ukpga/2010/15/section/149>

It is a duty on public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity, and foster good relations between different people carrying out their activities.

"Public sector equality duty

- (1) A public authority must, in the exercise of its functions, have due regard to the need to-
- a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
  - b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
  - c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it."

The equality duty:

- supports good decision making
- encourages public bodies to understand how different people will be affected by their activities
- ensures policies and services are appropriate and accessible to all
- meets different people's needs.

By understanding the effect of their activities on different people, and how inclusive public services can support and open up people's opportunities, public bodies can be more efficient and effective. The equality duty helps public bodies to deliver the Government's overall objectives for public services.

### **Specific duties**

In addition to the general equality duty, section 153 of the act gives the government a power to impose specific duties on certain public bodies to help them perform the equality duty more effectively.

- Equality Act 2010: Section 153 <http://www.legislation.gov.uk/ukpga/2010/15/section/153>

The specific duties apply to English public bodies and the non-devolved functions of British-wide public bodies. They will drive the better performance of the public sector equality duty by reducing bureaucracy, and increasing transparency and democratic accountability across the public sector.

### **Kirklees Adult and Community Learning Equality and Diversity Guidance**

We see equality and diversity as part of everything we do. It is not a separate activity or the responsibility of designated officers. Equally, we do not want equality and diversity to become buried amongst our activities; we want this work on equality and diversity to be visible.

We include all nine legally identified protected characteristics in the framework, as that makes sense in terms of practical delivery. At the same time, we will look for and assess progress across these separate areas.

- Age
- Disability
- Gender Reassignment
- Marriage and Civil Partnership
- Pregnancy and Maternity
- Race
- Religion and Belief
- Sexual Orientation
- Sex (formerly Gender)

### **Our commitment**

- We believe in treating everyone fairly and see the diversity of our community and workforce as a real strength.
- We want to build strong communities with a sense of togetherness, and we want to tackle disadvantage.
- We want everyone to be able to realise their potential and to benefit from the cultural, social, economic and civic vitality of our district.
- We want to meet people's needs as best we can.
- We realise that treating people fairly does not necessarily mean treating everyone as if they are the same.

This commitment applies to our work as an employer, a service provider, a contractor of services, a funding body, and in our community leadership role. This commitment is shared by all those partners with whom we work.

Please refer to the following link for Kirklees Council's Inclusion and Diversity Policy Statement <http://www.kirklees.gov.uk/beta/delivering-services/pdf/inclusion-diversity-statement.pdf>

## Equality and Diversity and the Common Inspection Framework

There is an expectation in the CIF that *equality of opportunity and recognition of diversity are promoted through teaching and learning*. Consider the following questions in relation to teaching, learning and assessment:

- How well do learning activities motivate and engage all learners, whatever their age, ability and cultural background? Are activities suitably demanding?
- What impact does teaching have in promoting learners' spiritual, moral, social and cultural development?
- How well do staff plan sessions to fully meet the needs of different groups of learners?
- How well do staff maximise opportunities in sessions and all learning contexts to promote equality of opportunity and awareness of cultural and linguistic diversity?
- How aware of and how well do staff plan for individual learners' diverse needs in teaching sessions and provide effective support, including making reasonable adjustments for learners who have special educational needs and /or disabilities?

In terms of leadership and management the common inspection framework expects providers to *actively promote equality and diversity, tackle bullying and discrimination, and narrow any gaps in achievement between different groups of learners [page 13]*.

Consider the following questions in relation to leadership and management.

- Are equality and diversity aspects built into your strategic plans?
- Are appropriate policies and procedures implemented to actively promote equality and diversity among staff, learners, employers and other partners?
- Is training in equality and diversity effective and do leaders, managers and governors, staff, and learners understand their roles and responsibilities in relation to equality and diversity?
- Are challenging targets set? Are performance and destinations of different groups of learners carefully monitored and appropriate action taken in response?
- Are learners and staff protected from harassment, bullying and discrimination?
- Are incidents and complaints about E&D and bullying proactively managed and acted upon, including, where appropriate, providing counselling and support?
- Are there effective arrangements to ensure all learners can participate in learning, including those with special educational needs and/or disabilities?
- Do learners have opportunities to give their views on provision?

## SAFEGUARDING IS EVERYBODY'S RESPONSIBILITY

**This document covers your statutory duties and must be read by all partners.**

- Learners registered on adult learning programmes must be aged 19 and over.
- There is an expectation that all staff and volunteers have been trained in safeguarding adults at risk and children at an appropriate level for their role.
- You need to ensure that you and your learners have a good understanding of your organisation's policies, procedures and processes in relation to safeguarding.
- You and your learners need to know the Designated Safeguarding Officer (DSO) in your organisation, and how and when to contact them.

A more detailed separate document covering aspects of safeguarding including contacts, the prevent duty risk assessment form, online/e-safety safety can be found in **Appendix A**.

## HEALTH AND SAFETY

Kirklees Adult Learning believes in the concept of the safe learner and that health, safety and welfare issues are key elements in providing a high quality learning environment.

Tutors and learners are entitled to have a safe working environment. Tutors must take responsibility for their own safety and for the safety of others, by ensuring compliance with their organisation's Health & Safety policy to meet fully their statutory obligations and to ensure that learning takes place in a safe, healthy and supportive environment.

Tutors must ensure they have received basic health and safety advice including the names of First Aiders and where the fire exits and first aid kit are to be found.

Where tutors have any concerns about Health & Safety they must speak with their line manager.

If there is an accident or "near miss" on the premises, inform your line manager and complete an Accident Report Form as set out by your organisation's procedures including the reporting process to Adult Learning and / or the HSE.

Tutors need to ensure learners are aware of the organisation's health and safety policy and any health and safety issues within their place of learning.

Tutors working in community venues are responsible for taking reasonable care of their own health and safety and that of their learners. Tutors are expected to be competent to undertake risk assessments and carry out basic First Aid where no other person in the organisation is able to do so.

More detailed guidance is available in **Appendix B**.

Learner Information Booklet (**Appendix C**) gives assistance to organisations in helping learners develop the skills and knowledge to be safe and other useful information.

## INFORMATION ADVICE AND GUIDANCE

All our learners are entitled to impartial high quality advice and guidance delivered by appropriately qualified staff. As part of Kirklees Council's tendering process each provider is contracted to provide:

*accurate and timely pre-course guidance, a next step action plan and continued post programme support.*

C&K Careers Ltd. provide adult learners with impartial IAG, to enable them to build on their learning and progress to further learning, volunteering and/or work opportunities. C&K Careers Ltd. is MATRIX accredited which means their staff and services have been successfully assessed and awarded a nationally recognised quality kite mark.

C&K Careers Ltd. provides the following services:

- Delivery of IAG sessions as an integral part of community courses.
- Action plans provided for every learner
- A termly progress report to the Council's Adult Learning Manager



IAG is generally delivered to the group as a whole in the first instance, with individual and follow up interventions organised subsequently.

In order to maximise the benefits to learners, aligned to the principles of the Gatsby Benchmarks, the provider is required to contact Caroline Mann in good time briefing her about the specific needs of the group, using the IAG tracking grid **Appendix D**.

C&K Careers Ltd. Adult Services Manager is Caroline Mann, and she can be contacted by email or telephone:

[caroline.mann@ckcareers.org.uk](mailto:caroline.mann@ckcareers.org.uk)

01484 225500

Further information about C&K Careers Ltd can be found on their website.

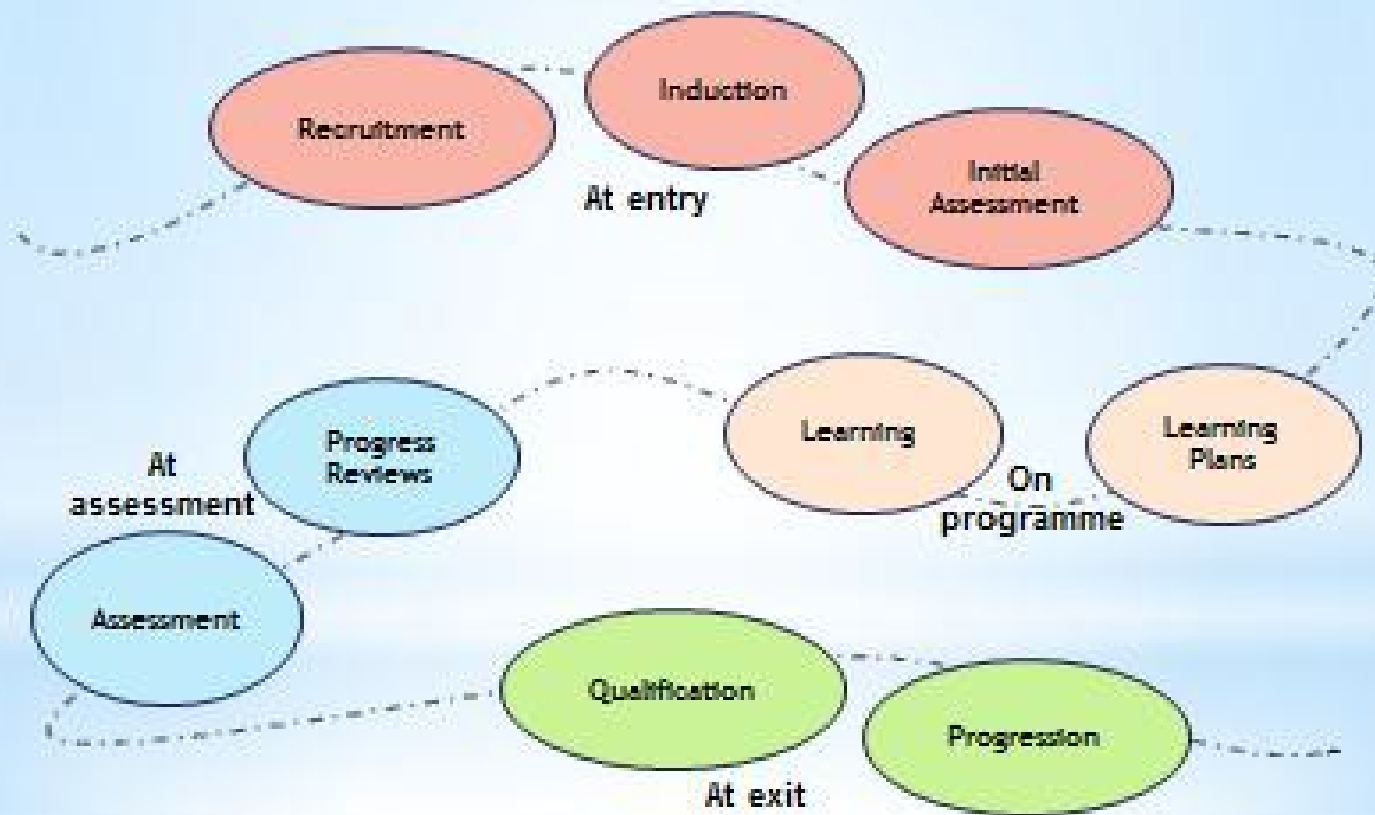
<http://www.ckcareers.co.uk/>

Alternatively, you can contact **EDT** who hold the national Careers Service contract on:

0118 9021000

[enquiries@educationdevelopmenttrust.com](mailto:enquiries@educationdevelopmenttrust.com)

## The learner journey



## Tutor Activities and Evidence of Stages of Learner Journey

The learner journey is central to our work with learners, and provides a context for the programmes we offer. Below is a summary of the stages in the journey and the evidence and records we keep in relation to each of those stages.

Stage	Tutor Activity	Evidence
Pre-recruitment	<ul style="list-style-type: none"> <li>-Complete safeguarding and Prevent training including familiarity with organisation's policy and procedures.</li> <li>-Ensure enhanced DBS is up to date.</li> <li>-Plan the course and amend/ review ILP, scheme of work and session plans.</li> </ul>	<ul style="list-style-type: none"> <li>Safeguarding and Prevent policy</li> <li>Training records</li> <li>Enhanced DBS and personnel records</li> <li>Course evidence files, schemes of work and session plans, ILPs</li> </ul>
Recruitment	<ul style="list-style-type: none"> <li>-Complete risk assessment when booking venue.</li> <li>-Provide marketing materials including flyers and e-based materials.</li> <li>-Check eligibility of learners and suitability to course.</li> <li>-Ensure recruitment aligns with recruitment policy and equality, diversity and inclusion policy.</li> <li>-Provide learners with pre-course information.</li> <li>-Enrol learners completing all required paperwork.</li> </ul>	<ul style="list-style-type: none"> <li>Outreach locations and advertising</li> <li>Application process</li> <li>Marketing and networking</li> <li>Recruitment following an organisational needs analysis</li> <li>Monitoring using KPI data</li> <li>Application of eligibility criteria</li> <li>Marketing strategy</li> <li>Links with employers – contract</li> <li>Employer recruitment policy + EDI</li> <li>Analysis of enquiries</li> <li>LAG + pre course guidance</li> </ul>
Induction	<ul style="list-style-type: none"> <li>-Make learners aware of demands of course, course content and teaching, learning and assessment strategies. -Provide learners with information in relation to safeguarding, Prevent and health and safety/ use induction to help you.</li> <li>-Provide learners with information booklet.</li> <li>-Provide learners with information in relation to equality, diversity and inclusion including policy.</li> <li>-Inform learners of appeals process and procedures.</li> </ul>	<ul style="list-style-type: none"> <li>Pre-set materials and induction presentations and checklist</li> <li>Organisational and qualification/programme inductions</li> <li>Observation of induction as part of quality procedures</li> <li>Peer/mentor matching</li> <li>Evaluation and analysis with individual and organisational follow-up</li> <li>Follow up questioning of individual learners</li> <li>Reinforcement of key issues such as H&amp;S and EDI</li> </ul>

Initial Assessment	<ul style="list-style-type: none"> <li>-Complete initial assessment to determine learners' starting points.</li> <li>-Set learning aims appropriate to the individual.</li> <li>-Identify and arrange additional learning support if applicable.</li> <li>-Introduce learners to ILPs and RARPA (if not done in induction).</li> </ul>	<ul style="list-style-type: none"> <li>Individual skill scan (qualifications and experience)</li> <li>Subject specific diagnostic testing</li> <li>Literacy, language and numeracy – different types available, should be fit for purpose</li> <li>Individual learning plans</li> <li>Learning needs questions</li> <li>Learning preferences questionnaires (use with caution)</li> <li>On line testing</li> <li>IT skills testing</li> <li>Identification of barriers to learning</li> </ul>
Individual Learning Plans	<ul style="list-style-type: none"> <li>-Plan individual learning with learners.</li> <li>-Set stretching and challenging targets with learners.</li> <li>-Monitor progress effectively towards the targets set.</li> <li>-Record progress in ILPs and plan next steps for learning with learner, along each stage of the learner's journey.</li> <li>-Map ILP against 5 stages of RARPA plus IAG/ progression.</li> </ul>	<ul style="list-style-type: none"> <li>Plan individual learning monitored and reinforced through regular progress reviews; updated throughout programme</li> <li>Audit process to monitor ILPs and RARPA</li> <li>Using results of initial assessment to inform learning goals</li> <li>Personalised short, medium and long term goal setting</li> <li>Records of appraisals, performance reviews, Learning logs/ILPs</li> </ul>
Teaching and Learning	<ul style="list-style-type: none"> <li>-Deploy a wide range of strategies to match the needs and interests of learners well.</li> <li>-Enhance learning through use of new technologies, as appropriate.</li> <li>-Use well-judged and imaginative teaching, learning and assessment strategies which challenge and inspire</li> <li>-Build aspiration, resilience, confidence and independence for all learners.</li> <li>-Deploy volunteers and support workers well. Plan sessions with them.</li> <li>-Listen to learner feedback and be responsive to this.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plans and schemes of work</li> <li>Observation of teaching, learning and assessment</li> <li>Attendance levels</li> <li>Retention, Pass and Achievement rates</li> <li>Staff qualifications and CPD</li> <li>Analysis and use of learner evaluations</li> <li>Differentiated activity to meet individual needs</li> <li>Use of support staff/volunteers</li> <li>Physical resources and room/equipment accessibility</li> <li>Learner feedback + levels of enjoyment</li> <li>Completed work</li> <li>Other stakeholder feedback</li> </ul>

<p>Progress Reviews/ regular feedback</p>	<p>-Provide robust feedback, including how to move the learner forward in their learning.          -Discuss strengths and areas for development and what the learner needs to do to improve and how they can build on strengths.          -Set challenging short, medium and long term goals with the learner.          - Hold reviews more frequently for Learners who require additional support. Update ILPs.</p>	<p>Review documents and observations of process          Reinforcement of equal opportunities          Health and safety and safeguarding          Assessment feedback          Challenging targets - not constantly carried forward. Evidence of progress and pace.          Timely progress recorded          ILP records – recent training          Support arrangements          Mapping to RARPA</p>
<p>Assessment</p>	<p>-Use a wide range of assessment for learning strategies as part of effective planning to:</p> <ul style="list-style-type: none"> <li>• promote understanding of learning goals</li> <li>• help learners know how to improve 'growth mindset'</li> <li>• develop capacity for self and peer assessment</li> <li>• focus on how learners learn</li> <li>• recognise and reward all achievement</li> <li>• Use summative assessment in line with awarding bodies' requirements (if appropriate) or goals and targets set with learners</li> <li>• Standardise and moderate your assessment with colleagues</li> </ul>	<p>Support for new tutors/volunteers and CPD          Evidence using ILPs and learners' folders          Learner feedback – understanding of and fairness of assessment process          Evidence of formative (assessment for learning) assessment          IV and EV reports          Standardisation meetings          Internal moderation</p>

Achievement	<ul style="list-style-type: none"> <li>-Take responsibility for learners' achievement and success.</li> <li>- Evaluate the course, including retention, pass and achievement rates against KPIs and consider what improvements may be required based on your evaluation.</li> <li>-Create opportunities to celebrate the achievement of learners.</li> <li>-Provide certification for all learners, including internally produced certificates of achievement.</li> <li>-Evaluate value added or distance travelled measures.</li> <li>-Record RARPA soft skills achievements through use of learner evaluations and course evaluations.</li> </ul>	<ul style="list-style-type: none"> <li>Certificates and awards, additional qualifications</li> <li>Overall and timely achievement rates –</li> <li>Retention and pass figures -</li> <li>timeliness</li> <li>Quality of work produced</li> <li>Added value</li> <li>Trend analysis and analysis of sub-group performance</li> <li>Use of RARPA* systems to record “soft-skill” achievements</li> </ul>
Progression	<ul style="list-style-type: none"> <li>-Provide information, advice and guidance and promote progression opportunities.</li> <li>-Arrange for a careers adviser from C&amp;K Careers Ltd. To visit class.</li> <li>-Complete learner voice evaluations through exit interviews and evaluation reports.</li> <li>-Complete intended progression information at the end of the course, and actual progression information 12 weeks after the end of the course.</li> </ul>	<ul style="list-style-type: none"> <li>Exit reviews and interviews, IAG –all learners</li> <li>Increased confidence</li> <li>Gaining employment, volunteering</li> <li>Further training</li> <li>Awards events – celebrating success</li> <li>Data/ case studies</li> </ul>

\* Recognising and recording progress and achievement (in non-accredited learning)

## RECRUITMENT

The aim of the Kirklees Community Learning Trust is to recruit learners who would not otherwise access learning. Recruitment is aimed at highlighting the benefits of attending learning in local community settings and making people in different locations or groups aware of what a provider can offer, by planning and delivering learning programmes in community locations. Providers liaise and make contact with community organisations and groups in order to develop learning programmes in response to identified needs.

Many people, especially those who have had a negative experience of formal education, may find large colleges and learning centres intimidating. In order to attract learners, the Community Learning Trust need to contact residents in familiar local settings and provide learning activities which are relevant and meaningful to their immediate interests, priorities and concerns.

The rationale for recruitment is to:

- reach new groups and identify their learning needs
- recruit people to existing programmes
- take learning to areas which might previously have lacked adult and community learning
- take learning to people who cannot access existing provision because of their circumstances (mobility, transport, caring responsibilities)
- facilitate progression on to further learning, volunteering, employment

When recruiting learners providers need to consider:

- where and to whom to target their efforts.
- how to identify genuine learning needs. People are more likely to engage in learning when they are given the opportunity to decide what is of value and relevance to them.
- how best to respond to new learning needs. When learning needs are identified, a provider needs to be able to address them promptly, and to see this as the beginning of a process of engagement with local communities.
- how to facilitate progression. Learners should be supported to move from community based learning into mainstream learning, into employment or into volunteering.
- how the curriculum offered by the provider maps into curriculum offered by other providers in Kirklees, so that curriculum is planned jointly to avoid duplication and better facilitate progression.

**Priorities for recruitment in 2018-2019**

The Community Learning Trust has identified the following priorities and targets for recruitment for the forthcoming year:

72% level 1 and below excluding volunteering/ 62% level 1 and below including volunteering ( all provision)
66% of bottom 30% IMD
65% of people recruited are new learners
27% of people recruited are male
17% of people recruited are older people-55+
35% of people recruited have disabilities or long term health issues
33% of people recruited are from minority ethnic groups

**NOTE:** these figures are subject to change



## **LEARNER SUPPORT AND CHILDCARE**

### **Learner Support**

Learners participating in adult learning are entitled to a range of support to help them to succeed and enjoy their learning experience. Tutors play an important role in ensuring learners can access the support available to develop their skills, knowledge and understanding.

### **Disability**

If your learners have any additional needs which you are unable to meet as a result of a disability or learning difficulty please contact your Monitoring Officer to discuss how we might help on 01484 225016.

### **English, mathematics and IT**

It is important that learning activities and resources are appropriate to learners' levels of English, mathematics and IT. You need to ensure that your arrangements for recruitment, initial assessment, support and teaching, learning and assessment take account of these levels.

If you are not able to offer specialist English, mathematics and IT provision within your own organisation you need to have the knowledge to signpost learners to other specialists, which means that learners understand they can have access to develop their skills and gain nationally recognised qualifications and tests.

Staff and volunteers also need to have the appropriate English, mathematics and IT skills, and have the confidence and interpersonal skills to support learners to talk about and address English, mathematics & IT issues. Ensure staff and volunteers are encouraged and supported to identify and address their own needs. It is good practice for all front line staff and teaching staff to have, as a minimum, level 2 qualifications in English and mathematics.

Staff and volunteers can access English and maths provision through our partners, Kirklees College, the WEA and Northern College. In some cases we may also be able to contribute to the cost of fees for staff who want to develop specialist skills in this area.

All providers are expected to help learners identify their English, mathematics and IT skills needs and provide appropriate support.

All providers are required to 'screen' for English, mathematics and IT needs; this may involve a screening test to validate results or more informal screening (through application form, general discussion). Learners who would benefit from support should be referred to a specialist provider for further assessment.

### **Childcare**

Lack of childcare can be a major barrier to many people who would like to access learning provision.

Government schemes offer childcare for learners, and it is important that these are explored as a first port of call, in order to maximise budgets available.

Details of government funding is available on the website [www.kirklees.gov.uk/childcare](http://www.kirklees.gov.uk/childcare) or by telephoning 01484 414887 or by emailing [fis@kirklees.gov.uk](mailto:fis@kirklees.gov.uk)

**Please use these contact details to check eligibility and availability.**

Kirklees **current eligibility** for childcare is for families on certain benefits including:

- income support
- income based jobseekers' allowance
- income related employment and support allowance
- support under part VI of the Immigration and Asylum Act 1999
- the guarantee element of State pension Credit
- Child Tax Credit and or Working Tax Credit and have an annual income less than £16,105
- Universal Credit
- Earnings less than £15,736.50 annual gross salary

Other circumstances allowing you to apply for free learning and childcare

- receives Disability Living Allowance (DLA)
- has an Education, Health and Care Plan (EHCP)
- is looked after by the Council, or has left care through a Special Guardianship order, Child Arrangements order or Adoption
- has a Child Protection or Child in Need Plan

**What is the two year old offer?**

- 15 hours of free early education and childcare per week for 38 weeks of the year.
- Delivered by approved OFSTED registered childcare providers including:
  - Day nurseries
  - Pre-school playgroups
  - Schools
  - Child-minders

**What is the 3 and 4 year old offer?**

All children are eligible for 15 hours of registered childcare the term after their 3<sup>rd</sup> birthday.

**Other Financial Support**

Should these schemes prove unsuitable, we have set aside a small budget to support childcare costs. If a number of your learners need to have crèche facilities you can contact your Monitoring Officer.

Where a crèche is not feasible, we can pay for individual arrangements with child-minders (who must be registered with OFSTED). For further information please contact your monitoring officer on 01484 225016. We would ask you to complete the application form overleaf if you are applying for such funding.

Please refer to **Appendix E** for the relevant form.

## INDUCTION

An induction is an essential feature at the start of a course. You are introducing the venue and course to your learners and providing them with all the information they will need to undertake the course. Tutors are expected to use the **learner information booklet** (appendix C) at induction to ensure all learners are aware what they should expect. The decision on what to include will depend upon the specific course you are teaching and the environment where this will take place.

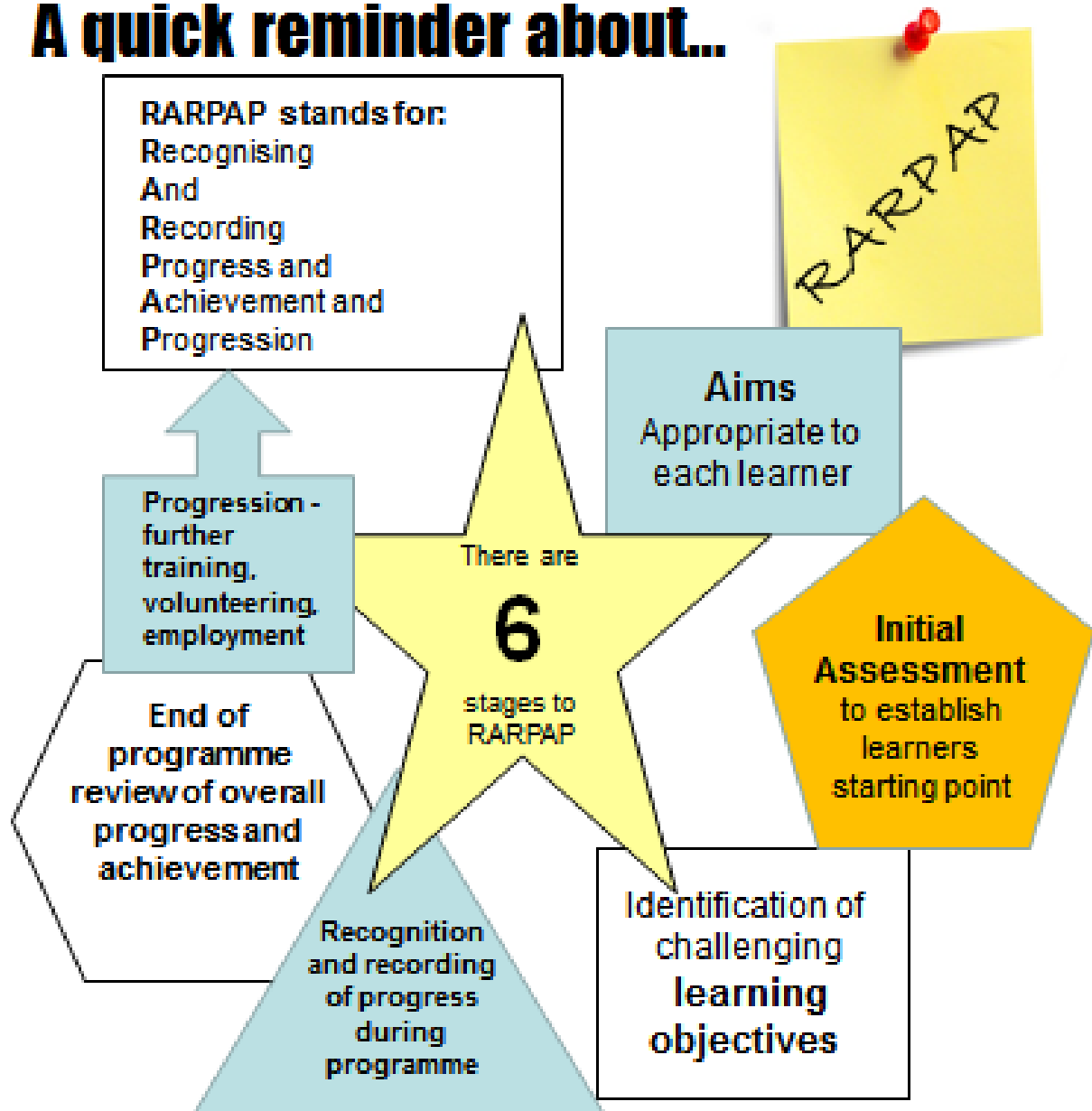
The learner information booklet and a learner induction checklist can be found on the Council's website, the learner induction checklist is **Appendix F**.

### Recognising and Recording Progress, Achievement and Progression

The six stages of Recognising and Recording Progress, Achievement and Progression (RARPAP)

<p><b>Stage 1.</b> Set aim(s) appropriate to an individual learner or groups of learners.</p>
<p><b>Evidence:</b> Clearly stated aims for all programmes.</p>
<p><b>Stage 2.</b> Carry out initial assessment to establish the learner's starting point.</p>
<p><b>Evidence:</b> Record of outcomes of process of establishing learners' starting points.</p>
<p><b>Stage 3.</b> Identify appropriately challenging learning objectives (initial, negotiated and revised).</p>
<p><b>Evidence:</b> Clearly stated and suitably challenging objectives for all programmes and, wherever feasible, individually for each learner.</p>
<p><b>Stage 4.</b> Recognise and record progress and achievement during programme (formative assessment), including tutor feedback to learners, learner reflection, progress reviews.</p>
<p><b>Evidence:</b> Appropriate evidence includes: records of learner self-assessment, tutor records of assessment activities and individual or group progress and achievement. Learner files, journals, diaries, portfolios, artwork, videos, audiotapes, performances, exhibitions and displays, individual or group learner testimony, artefacts, photographs and other forms of evidence.</p>
<p><b>Stage 5.</b> Carry out end-of programme learner self-assessment, tutor summative assessment, review of overall progress and achievement in relation to appropriately challenging learning objectives, identified at the beginning of or during the programme. It may include recognition of learning outcomes not specified during the programme.</p>
<p><b>Evidence:</b> Appropriate evidence includes records of learner self-assessment, group and peer assessment, tutor records of assessment activities and individual or group progress and achievement. Learners' files, journals, diaries, portfolios, artwork, videos, audiotapes, performances, exhibitions and displays, individual or group learner testimony, artefacts, photographs and other forms of evidence.</p>
<p><b>Stage 6</b> Plan for progression. Staff support learner progression to further learning, volunteering and/or employment relevant to their personal circumstances.</p>
<p><b>Evidence:</b> Appropriate evidence includes destination data, learner ILPs where they chart intended destinations. Also you may include case studies of past learners.</p>

# A quick reminder about...



**Things to think about in your sessions...**

*Will these objectives really challenge this learner?*

*How can I be creative in the way that I feedback and capture evidence of progress and progression?*

*How are we going to celebrate success at the end of the course?*

*Am I using a range of assessment techniques?*

*Will the objectives help the learner to achieve the aim?*

*Am I using the relevant information from the subject assessment?*

## **Initial Assessment**

Initial assessment is a crucial part of the learning journey. It provides the information needed to decide a learner's starting point. It is the benchmark from which learners' progress and achievement can be measured.

Initial assessment needs to be done with learners rather than to them. It should be of benefit to learners and help them feel positive about themselves and their potential to learn.

### **Why is initial assessment important?**

For the learner it

- establishes the starting point so that the learner can see how much they achieve during the course
- fosters a more reflective approach to learning

For the tutor it

- enables the tutor to effectively plan to meet individual learners' needs
- establishes a starting point in order to review learners' progress and achievements
- improves the quality of teaching, learning and assessment

### **An initial assessment should include:**

- Exploring barriers to learning such as:
  - English, maths and ICT
  - transport
  - childcare
  - financial support needs
  - health and disability
- Actions you will take to provide support or signpost elsewhere
- What the learner wants from the course
- The learner's previous learning/work/life experiences
- Specific questions about the course and level – to gauge ability- and to ensure the learner has the necessary skills needed to cope with the course.

The support you agree to give should be included in the ILP and reflected in the Scheme of Work and Session Plan.

### **How do you carry out initial assessment?**

Initial assessment may start during enrolment to establish learners' interests, experience and motivation or it may be part of a "getting to know you" activity in induction. It needs to be flexible and should reflect the nature of the group. It should be adapted to suit the needs, both of the individuals within the group and of the group itself.

Using a range of assessment methods will enable you to capture a learner's starting point

- tutor observations
- self-assessment exercises
- group discussion
- one-to-one with tutor
- games and practical activities
- quizzes and questionnaires

Whichever method(s) you choose, it is important that initial assessment contains some form of skill/knowledge assessment which can be validated by the tutor. Use these examples as a starting point and adapt them to meet the needs of your learners.

### **How do you record initial assessment?**

When assessment takes place it is important to record it. The record of assessment could be as simple as a dated tick sheet or could be a written report after a 1:1 session. Choose a way of recording assessment that suits both you and your learners. For the majority of adult learners it is appropriate to assess as informally as possible and to limit the amount of form filling/paperwork.

An Individual Learning Plan (ILP) provides a record of the 6 stages of RARPAP and enables the learner to reflect on their own learning and achievements.

### **Finally**

Before you choose or devise an assessment method think

- is it appropriate for the needs of the learner?
- is it appropriate for the dynamics of the group?
- are you, as a tutor, comfortable with this method?
- can it be easily recorded?
- is the level of detail fit for the length of the course and context?

### **Extracts from OFSTED Reports in relation to Initial Assessment**

*Initial and diagnostic assessment is thorough and ensures that tutors have a good understanding of learners' starting points and interests. The large majority of learners.. subsequently enjoy an interesting range of well-resources activities at appropriately challenging levels to meet their individual skills needs and the personal targets they have set themselves [Bristol CC February 2016 GOOD]*

*Initial assessment is good. Tutors discuss course requirements with potential learners at open days and evenings to ensure that learners are directed to the appropriate course. [Blackburne House Education March 2016 OUTSTANDING]*

*On courses leading to qualifications in community learning, most teachers make good use of the information they gain on learners' starting points and plan and execute effective learning for most learners. [Hertfordshire County Council, August 2017 GOOD]*

### **Individual Learning Plans (ILP)**

#### **What is an ILP?**

An ILP is

- a personalised, flexible route map to guide each learner's journey
- a dynamic working document, owned and used by the learner, supported by the tutor
- a record of learning goals and progression routes, initial and diagnostic assessment information, learning targets, progress and achievements
- a communication aid between the learner and others who support the learning process in various contexts
- a way of making and reinforcing links and connections between topics, subject and functional skills in English, mathematics and IT, British values and spiritual, moral, social and cultural development.

#### **ILPs – the process**

How the ILP is used, that is the process, is at least of equal importance as the product (the document).

A learner should use the ILP to:

- record what they want to achieve on their learning journey, their goals and progression options
- negotiate and plan exactly what they are going to do, how and when. The ILP will include:
  - learning targets and outcomes and timescales, and details of how success will be determined (success criteria)
  - details of the resources, support and guidance the learner will use
  - details of where and how the learning will take place.
- view every assessment as a learning opportunity and plan for the next steps in learning
- reflect on:
  - what and how they learned
  - what went well and why
  - what went less well and why
  - where they could use the skills and approaches again

### **Extracts from OFSTED reports in relation to ILPs**

*Learners benefit from a high level of close, personal involvement in planning their learning to meet their needs. Learners agree individual targets, which tutors monitor through learners' reflective logs. [Blackburne House Education march 2016 OUTSTANDING]*

*Constructive oral feedback helps learners develop their skills further in most lessons. Learners are clear about how well they are progressing. They receive regular written feedback on their work and on their recorded progress in their individual learning plans. [Bristol CC February 2016 GOOD]*

*Tutors facilitate learners to identify and record targets for their learning and recognise what success may look like as they develop their personal learning plans. [Thurrock Adult Community College, August 2017 GOOD]*

A separate diagram of how the ILP records and informs RAPAP can be found **Appendix G**.

### **The benefits of ILPs**

Learners can use ILPs to:

- take ownership of their own learning
- recognise the value of prior experiences
- make sense of new experiences and understand how they learn
- plan to practise skills and gain confidence by applying them in a range of different contexts such as the workplace, at home or in the community
- identify and understand the barriers to learning, and where they can find support to remove them
- measure their own success

### **Tutors can use ILPs to:**

- listen to learner voices, review performance and respond to learner needs
- integrate processes around the learner: initial and diagnostic assessment, action planning, learner contracts, additional support needs, learner performance, progression options and exit information
- match teaching, learning and assessment strategies to learners' strengths and needs, and ensure that learners are on the right programme/s and achieving according to expectations
- plan opportunities for learners to extend their learning into contexts such as the workplace, community or leisure activities
- plan opportunities for progression to further learning, volunteering and employment

### **Managers can use ILPs to:**

- make efficient use of core processes and procedures
- evaluate learners' responses to new teaching, learning and assessment approaches
- support consistent standards and sustainable improvement
- record the RARPA process
- monitor the quality of provision and provide data for impact measures

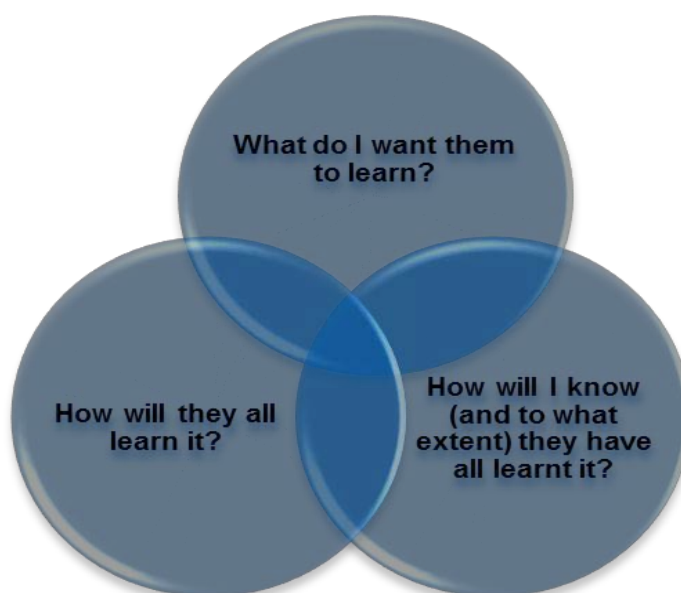
### **Extracts from OFSTED reports in relation to monitoring and reviews**

*Teachers take a forensic approach to the monitoring of learners' progress and achievement. Teachers use ongoing assessments and checking of learning very effectively to pinpoint priorities for development. [Huddersfield new College April 2016 OUTSTANDING]*

The careful monitoring of learners' understanding and skills development and frequent assessment throughout their course support learners to make good progress and succeed. [Bristol CC February 2016 GOOD]

Teachers give learners useful verbal feedback on community learning courses, and both verbal and written feedback on qualification courses, that helps them understand what it is they need to improve. As a result, learners develop good practical skills and produce work to a high standard. [Derby ACL, July 2017 GOOD]

### **TEACHING, LEARNING AND ASSESSMENT**



### **The grade one edge**

- Well-judged and imaginative teaching, learning and assessment strategies which develops curiosity, interest and keenness to learn
- Inspirational, aspirational, lively and exciting
- Consistently high expectations where learners thrive



- Dedicated tutors with excellent subject knowledge and/ an outstanding understanding of the learners they work with. Working tirelessly to ensure all learners achieve the best possible outcomes in skills and knowledge.
- Challenging tasks and development of learners' skills of self-evaluation and self-reflection.
- Generate high levels of enthusiasm for participation in, and commitment to, learning.
- Develop high levels of resilience, confidence and independence in learners
- Resources presented attractively and activities suitably differentiated to ensure all learners can develop very well indeed
- Close personal involvement of learners in planning their learning to meet their needs
- Supportive and at the same time honest feedback, which makes it clear how learners can improve, using 'growth mindset' feedback strategies and techniques.
- Highly inclusive and welcoming. A place where all learners can flourish and succeed.

The Diamond Lesson Plan illustrates how to put the above criteria into action.



### **OFSTED Common Inspection Framework in relation to teaching, learning and assessment**

When planning teaching, learning and assessment consider the extent to which:

- Teaching and assessment methods and resources inspire and challenge all learners and meet their different needs, enabling them to enjoy learning and develop their knowledge, skills and understanding.
- Learners are supported to achieve their learning goals, both in and between learning sessions.
- Staff have qualifications, training, subject knowledge and experience relevant to their roles and use these to plan and deliver learning appropriate to learners of all abilities.
- Staff identify learners' support and additional learning needs quickly and accurately through effective initial assessment, leading to the provision of high quality and effective support to help learners achieve as well as they can.

- Staff work with learners to ensure that teaching, learning and assessment are tailored to enable all learners to make good progress and prepare for their next steps.
- Staff assess learners' progress and performance and ensure that assessments and reviews are timely, frequent, fair, informative and reliable.
- Learners receive clear and constructive feedback through assessment and progress reviews and/or during personal tutorials so that they know what they have to do to improve their skills, knowledge and understanding to achieve their full potential.
- Teaching, learning and assessment promote equality, raise awareness of diversity and tackle discrimination, victimisation, harassment, stereotyping, radicalisation and bullying.
- Staff are aware of and plan for individual learners' diverse needs in teaching or training sessions and provide effective support, including making reasonable adjustments for learners who have special educational needs and/or disabilities.
- Teaching promotes learners' spiritual, moral, social and cultural development. Teaching, learning and assessment support learners to develop their skills in English, mathematics and ICT and their employability skills, including appropriate attitudes and behaviours for work, in order to achieve their learning goals and career aims.

### **Generic Community Curriculum**

A common thread running through teaching, learning and assessment, regardless of discipline, is the generic community curriculum. These are the skills required to make people well rounded citizens. Developing these skills makes people alert to the essentials of political, economic, social and technical changes, now and forever. When planning courses consider how you will support learners to meet the demands of the generic curriculum.

When planning with your teams consider how the course will support learners to:

- be healthy
- stay safer
- enjoy and achieve
- make a positive contribution to the local community
- achieve economic well-being
- improve English and communication skills
- improve mathematical skills
- improve spiritual, moral, social and cultural skills
- develop an understanding and appreciation of British values
- develop ICT skills
- develop confidence in ability to learn (learning to learn)
- access information, advice and guidance to support progression

### **The Promotion of British values**

Providers are required to promote the British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs (Prevent strategy 2011). [www.gov.uk/government/publications/prevent-strategy-2011](http://www.gov.uk/government/publications/prevent-strategy-2011)

In addition, providers are judged on the extent to which they *prepare learners for successful life in modern Britain* [Extract below from *FES Inspection Handbook updates 31/07/2017*]

- how well learners know how to protect themselves from the risks associated with radicalisation, extremism, forms of abuse, grooming and bullying, including through the use of the internet, and how well they understand the risks posed by adults or young people who use the internet to bully, groom or abuse other people, especially children, young people and vulnerable adults
- how well learners know how to keep themselves fit and healthy, both physically and emotionally
- the extent to which learners feel and are safe and have a good understanding of how they can raise concerns if they do not feel safe; the confidence that any concerns they may have are taken seriously and followed through appropriately
- learners' understanding of their rights and responsibilities as a learner and, where relevant, as an employee, and as citizens and consumers in the community; and how well they work cooperatively with others in all settings and promote good and productive working relationships with their peers, employees and employers
- the extent to which learning programmes, including enrichment activities, allow all learners to explore personal, social and ethical issues and take part in life in wider society and in Britain
- whether learners comply with any guidelines for behaviour and conduct stipulated by providers or employers and manage their own feelings and behaviour at work and during learning sessions.

Actively promoting the values means challenging opinions or behaviours which are contrary to British values.

As a result of promoting British values learners should:

- understand how citizens can influence decision-making through the democratic process
- appreciate that living under the rule of law protects individual citizens and is essential for their well-being and safety
- understand that there is a separation of power between the executive and judiciary, and that while some public bodies (such as the police and army) can be held to account through Parliament, others such as the courts maintain independence
- understand that the freedom to choose and hold other faiths and beliefs is protected in law
- accept that other people with different faiths or beliefs to oneself (or have none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour and
- understand the importance of identifying and combatting discrimination

### **Spiritual, Moral, Social and Cultural Aspects of the Curriculum**

As part of an FE and Skills inspection OFSTED inspectors will consider SMSC development when forming a judgement about:

- the development of learners' personal, social and employability skills
- how well equality and diversity are promoted through teaching and learning and
- how effectively curriculum planning meets learners' SMSC development needs

### **Defining SMSC development**

The **spiritual development** of learners is demonstrated by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interests in and respect for different people's faiths, feelings and values

- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences

The **moral development** of learners is demonstrated by their:

- ability to recognise the difference between right and wrong, readily apply this understanding in their lives and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues

The **social development** of learners is demonstrated by their:

- use of a range of social skills in different contexts, including working and socialising with others from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the modern British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the learners develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

The **cultural development** of learners is demonstrated by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures within the learning setting and further afield as an essential element of life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global economies

Extract from School Inspection Handbook

## **PLANNING DOCUMENTS**

In order to help you plan your session you might find the following documents useful:

- scheme of work
- session plan

The above can be found in **Appendix H**.

## **REVIEWING PROGRESS**

The individual learning plan process will provide the drive and impetus for reviewing progress of learners.

**Particularly effective practice identified in inspections includes:**

- Training staff who will conduct reviews so that their purpose is fully understood, not assuming that 'anyone' can conduct them well.

- Having effective links between progress reviews and individual learning plans. Learners need a plan setting out their long-term learning goals, so that checks on progress towards completing their plan can be made.
- Holding reviews more frequently for learners who require learning or additional support.
- Arranging additional reviews if learners fall behind or require more guidance towards the end of a learning programme
- Using progress review meetings to check the progress that a learner has made against their individual learning plan and to plan in detail the learning that they are to receive between the current and next progress review meetings. This should cover all aspects of the course, including, where appropriate, any additional support.
- Checking whether any extra additional support is required above that being given.
- Using the meetings to monitor progress, identifying causes if it is slow, and increasing the frequency of meetings in response.
- Recording progress and targets clearly for the period until the next review meeting. Learners record their required actions in their ILP so that they can 'check' or cross-through as they complete them. Breaking larger targets down into a series of short understandable required actions can help improve learner progress.
- Using reviews to reinforce key messages on health and safety, safeguarding and Prevent and equality and diversity.
- ILPs are checked for their impact on learners, such as clearness of targets, use of individual learning plans and progress towards completing them. Observation is used to check the effectiveness of reviews, identify good practice or to suggest improvements.
- In Adult and Community Learning, knowing what progress each learner is making, achieved through group or individual discussion.

### **Health check: ILPs and Reviewing Progress**

Run through these health check questions to assess your practice in relation to reviewing progress.

- What training have staff received who review progress?
- How are ILPs included as part of induction for learners?
- How is their importance covered in handbooks for learners?
- How does your planning for reviewing progress and when this should take place *reflect the needs of individual learners*?
- How do you monitor that progress is reviewed when it is supposed to be?
- How do you check that actions and targets set are reviewed?
- How do you check that learners understand the targets set with them?
- How are additional support needs included?
- Can you show that individual learning plans are amended during the course?
- How do learners receive a copy of the updated ILP?
- How do you know that those involved find the progress reviews useful?
- How are progress reviews included as part of quality improvement procedures and activities?
- Does this give you information on both the completion of ILPs and the actual process?

## **ASSESSMENT AND FEEDBACK**

Day-to-day assessment is an essential aspect of effective learning. It involves the tutor focusing on how learning is progressing during the session, determining where improvements can be made and identifying the next steps.

During the session, tutors need to be listening to, observing and engaging with the learners they are assessing. Tutors can use the strategies of questioning, observing and talking with

learners. They can develop methods for quickly checking on learners' understanding and they can also develop more sustained assessment activities that give them a particular insight into how well the learners are applying what they have learned.

To make full and effective use of assessment strategies, tutors need to regularly engage learners in the process. They need to help them to judge how well they are doing. To carry out this successful **assessment in partnership** requires a shared understanding of what is to be learned – the learning intentions – and what tutors expect the learners to be able to do after they have learned it – the learning outcomes. To help learners, tutors share the learning intentions with them, usually at the start of the session, using language they understand. Tutors discuss with the whole group and with smaller groups of learners what they can do as a result of their learning, both during and towards the end of the session.

Tutors provide feedback on learners' responses and work, drawing on their analyses and judgements. This on-going oral and written feedback refers back to the learning intentions in order to identify for the learners where they have been successful and what they need to work on next to progress. During all assessment conversations, tutors need to allow for the sometimes unpredictable nature of learners' learning and so be flexible in their responses.

### **Extracts from OFSTED reports in relation to assessment and feedback**

*Tutors assess learners' progress effectively using a range of good techniques such as tests and presentations in lessons. Learners check each other's skills and understanding, and as a result develop their evaluative skills. [Knowsley Family and Community Education January 2016 GOOD]*

*Recent innovations include a ...college-wide promotion of the idea of the 'growth mindset' to encourage Skills improvement. [Huddersfield new College April 2016 OUTSTANDING]*

Use the checklist in **Appendix I** to ascertain which key principles you use in relation to assessment and feedback.

### **ACHIEVEMENT**

The key performance indicators for 2018-2019 in relation to attendance, retention, pass and achievement rates are:

**Attendance 94%**

**Retention 95%**

**Pass 99%**

**Achievement 95%**

**NOTE:** these figures are subject to change and are reviewed and revised as necessary. These have been revised in December 2018.

These key performance indicators should be used to monitor the courses you deliver. Your organisation needs to constantly review how your courses are performing against these KPIs.

When making a judgement about how well your learners succeed it is important to not only make judgements against these KPIs, but also look at trends over a 3 year period to determine what is happening and why trends may vary. The data should then be used to plan for impact. If achievement is good how can this be sustained? If achievement needs to improve, what actions need to be taken at all levels in the organisation? Also look at the data to make judgements about different groups of learners. For example, how are male learners performing against female learners? How are those from disadvantaged areas performing? Are any gaps emerging? If so what actions can be taken to narrow the gaps?

When making judgements about achievement you might find it useful to refer to the following extracts from the OFSTED Inspectors' Handbook and extracts from some recent OFSTED reports.

### **Extracts from OFSTED Reports in relation to achievement**

*Learners make excellent progress from below average starting points. As a result of highly effective teaching, support and guidance, learners improve their confidence and self-esteem, achieve their qualifications and are well motivated to progress to higher levels of study, training or employment. [Huddersfield New College April 2016 OUTSTANDING]*

*Almost all students make excellent progress as a result of the outstanding teaching and stimulating learning experiences that the college provides. All students have a wide range of challenging targets.... Almost all make consistent and sustained progress against these targets.[Derwent College, April 2016 OUTSTANDING]*

## **PROGRESSION**

When making a judgement about the destination and progression routes for learners it is important to look at trends over a 3 year period to determine what is happening and why trends may vary. The data should then be used to plan for impact. If progression is good how can this be sustained? If progression needs to improve what actions need to be taken at all levels in the organisation? Also look at the data to make judgements about different groups of learners. For example, what are the progression rates for male learners when compared with those for female learners? What is the progression rate for learners from disadvantaged wards? Are any gaps emerging? If so what actions can be taken to narrow the gaps?

When making judgements about progression you might find it useful to refer to the following extracts from the OFSTED Inspectors' Handbook and extracts from some recent OFSTED reports.

### **Progression KPI for 2018-2019**

85% based on a 70% minimum return.

### **Extract from FES Inspection Handbook**

***Inspectors will consider how well learners progress to education, training and employment in line with their plans for the future.***

To make this judgement, inspectors will consider the extent to which:

- Learners make progress during their programme compared with their starting points, with particular attention to progress by different groups of learners
- Learners progress to relevant further learning and employment or self-employment relevant to their career plans or gain promotion at work
- Learners acquire qualifications and the skills and knowledge that will enable them to progress to their chosen career, employment and/or further education and training that have been planned in line with local and national priorities for economic and social growth.

## Extracts from OFSTED Reports in relation to progression:

*The majority of learners continue to positive destinations such as employment, further and higher education or voluntary work upon completing their courses. Learners with further barriers to progression, such as family or caring responsibilities and medical problems, are helped by managers and staff to overcome obstacles and to plan for progression on an individual basis. [Blackburne House Education March 2016 OUTSTANDING]*

*Teachers and other adults act as excellent role models and promote high expectations and aspirations, helping learners to develop a wide range of skills suitable for employment and higher levels of study. [Huddersfield New College April 2016 OUTSTANDING]*

## QUALITY IMPROVEMENT AND THE QUALITY CYCLE

The quality improvement protocols and processes and the quality improvement cycle for the Community Learning Trust are founded on the OFSTED Common Inspection Framework (CIF) and the FES Inspection Handbook, which apply to all learning and skills inspections.

Full details can be found in **Appendix J**

### Observation of Teaching, Learning and Assessment

#### Observation of Teaching, Learning and Assessment: Policy and Procedures

##### Aims

The principal aims of observations are:

- To improve teaching, learning and assessment
- To improve the learner experience
- To improve outcomes for learners

The results of the observations contribute to self-assessment and quality improvement.

##### Policy

- Kirklees Council Adult and Community Learning operates no notice observations. The quality manager has oversight of the observation process and is assisted by Kirklees College partners.
- Observers are experienced practitioners, and all have expertise in undertaking observation of teaching, learning and assessment.
- All tutors are visited once in 12 months as a minimum.
- All new tutors are visited within 6 weeks of the start of course delivery for a developmental learning walk and within 3 months for a formal observation.
- The criteria for observations are taken from the common inspection framework; education, skills and early years (2015) and from the further education and skills inspection handbook (2017). Tutors and managers need to familiarise themselves with the framework (and related guidance).
- Lessons are graded and should feed in to a provider's appraisal processes and procedures.
- The manager and tutor receive a copy of the written observation report within **10 working days**. There are spaces on the observation report for the tutor and manager to add their comments. Once comments have been added, the completed forms are to be returned to the monitoring officer **within 10 working days of receipt**.



In all cases the tutor and line manager will be expected to address the areas for development and key questions to address identified in the observation report, and formulate an action plan. Progress on the action plans will be followed up at the next monitoring visit with managers, and will be followed up by the observer at the next observation of teaching, learning and assessment.

- If there are serious areas for concern Kirklees Council monitoring officers will arrange a meeting between the tutor's line manager and Kirklees Council's Adult and Community Learning manager or Quality Manager to agree a plan of action for the tutor to ensure that appropriate arrangements for support are in place and to ensure the needs of the learners are being addressed. The line manager will then discuss the action plan with the tutor and provide any necessary support. Following support a further joint observation will be arranged by the tutor's line manager and an observer. When the tutor is re-observed the observer will report on progress against the identified areas for development from the previous observation report and the tutor's action plan, where this is appropriate. Improvements are required within a structured time frame in order for the tutor to continue to teach for Kirklees Council's funded provision.
- The observation team will moderate reports to standardise and assure the judgements of the observers. The process will help to identify good practice and training needs.

### **Procedures**

- No visit will last less than 45 minutes and may last anywhere up to 2 hours to allow for scrutiny of records and collection of learner voice.
- The observer will have relevant identification and expects this to be checked. They also expect to be asked to sign in using the register.
- During the visit the observer expects to have the opportunity to talk to learners.
- During the visit the observer will be introduced to the learners by the tutor and expects to see:
  - A completed risk assessment for the session
  - The register (marked and completed for the session)
  - A scheme of work and session plan
  - Learner journals and ILPs
  - A course file
  - Learners' work if applicable including tutor feedback on the work
  - Learning resources
  - Learner profiles
- Tutors will receive verbal feedback as soon as is practicable. This may be at the end of the visit or at a time which is mutually agreeable to both parties. A copy of the written observation report will be provided to tutors within 10 working days of the visit.

### **Feedback and appeals**

The observation team and quality manager welcome comments and feedback from tutors and managers following observation, as this will help to inform and improve our practice. A space is provided on the observation report for tutors and managers to add their comments. Tutors can appeal against the conduct and processes of the observation. The appeal should provide reasons for the appeal in respect of the observation process (the conduct of the observation, completion of the observation report and/or observation feedback procedures.). An appeal should be made to the tutor's line manager no later than 5 working days following receipt of verbal and written feedback.

If the appeal is upheld the tutor's line manager will arrange with the quality manager for a re-observation of the tutor delivering to a similar class. This will be arranged as soon as is practicable. The re-observation will be conducted by a different member of the observation team. The report from the re-observation will be the one which is added to the central records held by Kirklees Council.

**Date of Last review: December 2018**

**Date of Next Review: March 2019**

## **Outstanding Teaching, Learning and Assessment**

### **Extracts from 'outstanding' reports**

*Learners benefit from high-quality resources that support their learning inside and outside the classroom. (Huddersfield New College April 2016)*

*The vast majority of learners make excellent progress from often low starting points. Learners and their teachers have very high aspirations. As a result, learners routinely achieve stretching targets, display highly focused attitudes to their studies and are ambitious about their future. (Truro and Penwith College February 2016)*

*Teachers' feedback to learners is outstanding. Learners receive regular written feedback, which they find useful and motivating. In the vast majority of cases teachers' feedback to learners is detailed and accurate and provides the necessary information for them to make improvements. (East Riding College ACL provision Feb 2016)*

### **Grade descriptors: quality of teaching, learning and assessment (Extracted from FES Inspection handbook August 2016)**

Note: grade descriptors are not a checklist. Inspectors adopt a 'best fit' approach that relies on the professional judgement of the inspection team.

Please see the following link to Further education and skills inspection handbook for more details:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/696842/Further\\_education\\_and\\_skills\\_inspection\\_handbook\\_April\\_2018.doc.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/696842/Further_education_and_skills_inspection_handbook_April_2018.doc.pdf)

## **Outstanding Personal Development, Behaviour and Welfare Extracts from 'outstanding' reports**

### **Personal Development**

*Many learners experience a 'life changing' impact. All learners demonstrate positive attitudes to learning and take immense pride in their achievements. For example, retired adult learners on an IT course explained proudly that they could now use a computer to search effectively for information on the internet. (Middlesbrough Council January 2016)*

*[Learners] make informed choices based on their needs and aspirations due to meaningful, impartial careers advice and guidance. They find the continued guidance and teaching throughout the programme very helpful in giving them a clear vision for their next steps. (Hereford and Worcs GTA, March 2016)*

*Learners make excellent progress in their levels of confidence, which they demonstrate in the classroom with high levels of involvement, confidently voicing their opinion and asking searching questions. They can articulate clearly how participation in their programmes has improved their knowledge, skills and attitudes and they take great pride in their achievements. (Blackburne House Education, March 2016)*

### **Behaviour**

*Learners have very positive attitudes to learning, with high levels of attendance and punctuality, the behaviour of adults is exemplary. (East Riding College, February 2016)*

*Learners' behaviour is exemplary. They show a very high level of respect for each other, their teachers and college property. Managers and teachers have successfully created a most welcoming and hospitable atmosphere by adopting and promoting fundamental British values as college values to underpin daily life in the college. (Truro and Penwith College, February 2016)*

### **Welfare**

*Learners feel very safe and protected in the homely and friendly atmosphere of the centre. Learners know what to do and to whom they should go if they have any concerns. Most learners know how to keep safe online. Staff give a high priority to the welfare of learners and support them exceptionally well when they have problems. (Blackburne House Education March 2016)*

*Students feel safe and identify very effectively the importance of internet safety and what to do in case of cyber bullying. They are confident to talk to staff about concerns and know how to keep safe in the workplace. Health and safety risk assessments are very thorough and detailed, and meet the specific needs of the individual students extremely well. (Derwen College, April 2016)*

## **Teaching and Learning Reviews**

### **Introduction**

Sample reviews are scheduled towards the end of the academic year and are primarily intended as a reflective exercise, to ensure managers reflect on their organisation's performance in order to enhance teaching and learning and as a health check on standards and the quality of the learner experience.

In addition reviews provide evidence internally for your self-assessment report and quality improvement plan, and externally for organisations such as OFSTED, ESFA and ESF. Reviews also allow managers to identify innovative or particularly effective practice for dissemination across the partnership.

### **The Review Panel**

The review panel will include:

- A manager from the organisation under review (who will chair the panel)
- A member of the observation team (a Kirklees College partner or quality lead)

The manager from the organisation may also choose to have a governor/board member and /or a learner representative on the panel.

## **The Review**

Up to half a day will be allocated for the review visit. During the visit the panel will meet with staff and learners and scrutinise documentation. The panel will investigate how the organisation operates in theory and in practice and will 'triangulate' evidence and responses from staff and learners in order to identify strengths and areas for development.

The review will include the following:

- A joint ungraded observation of teaching, learning and assessment completed by a member of the observation team and a manager from the organisation under review.
- A review of course files including schemes of work and session plans and resources used in teaching, learning and assessment.
- A selection of marked learners' work and individual learning plans, (to include a review of feedback and marking on SPAG and numeracy)
- Monitoring reports to date, including actions against action plans in the reports and any key data/ performance indicators.
- Curriculum plans and any other long term plans.
- Arrangements for health and safety and safeguarding (including Prevent).
- How learner voice is collected and acted upon for impact.
- The overall learner experience.
- External moderators' reports from awarding bodies (as appropriate).

## **Feedback on Review**

Organisations will be provided with a comprehensive OTLA report detailing strengths and areas for development within 10 working days of the visit.

## **LEARNER VOICE AND MEASURING IMPACT**

Learner voice is about:

- listening to learners' concerns, interests and needs
- responding to what learners say by involving them as partners, contributors and agents of change in areas which affect them.
- making changes in processes, procedures and protocols with learners and for learners.

Learner voice empowers learners by giving them opportunities to exercise the same levels of social responsibility and personal freedom that they have in many other areas of their lives.

Learner voice allows organisations to move from a tutor focused to a learner focused model of learning. Learners have a significant input into defining what, where, when and how they learn.

Giving learner opportunities to think and talk about aspects of teaching, learning and assessment can have a direct impact on learners' metacognitive development and on their understanding of how they learn.

Each partner organisation Kirklees works with will have its own way of collecting learner voice. In addition, learner voice is collected through formal written evaluation questionnaires and focus group meetings with learners as part of the observation of teaching, learning and assessment process.

Findings from the learner voice are then used to inform practice and to make changes which have a demonstrable impact on the learners' learning experience.

Examples of good practice in relation to learner voice at our partner organisations:

- elected learner representatives who attend forums and meetings at a number of levels
- use of peer mentors
- learners' involvement in the recruitment and selection of new members of staff
- learners' involvement in session planning

### **Measuring Impact**

Adult learning impacts positively on people's lives in a number of ways which is valuable to the individual.

When measuring impact we use five different domains or areas in life:

- health
- employability skills
- volunteering
- confidence and
- progression to other courses

The impact is collected by asking our learners to complete a Kirklees Adult Learning Evaluation Form, through learner voice feedback, case studies and progression information.

## Entitlement to Professional Development and Training

Kirklees Adult Learning and the Kirklees Community Learning Trust's approach to professional development and training is one of entitlement. Our expectation is that each organisation ensures that each member of staff within the organisation can access their entitlement to training and development relating to their role. The professional development and training programme has strong links to the organisational purposes and priorities so that it has relevance to our overall strategy, aims and objectives.

In order to shape the professional development and training offered, staff at Kirklees and managers within each organisation organise training to meet tutor needs, to identify the knowledge, skills and attitudes which people require to meet their own needs, their organisation's needs and the overall needs of Kirklees Adult Learning and Kirklees Community Learning Trust. The evidence base used includes:

- observation of teaching, learning and assessment
- scrutiny of SARs and QIPs
- discussions with staff and managers
- learner surveys, forums and focus group meetings
- changing national and local priorities
- Community Learning Trust priorities
- Community Learning Works and neighbourhood networks' priorities
- other stakeholders' priorities and discussions

Where areas for development have been identified for tutors there is a mandatory requirement that tutors complete training in those areas. This training may take the form of coaching, mentoring, shadowing/ peer visits or attending more formal workshops and sessions.