

Adult Learning Kirklees Tutor Handbook Appendix G

Quality of Education – Planning, Teaching and Assessment

This document is intended as a summary of good practice that should be observable in all ALK lessons. It is a clear and explicit set of expectations about learning and teaching. It provides a framework within which we can judge the quality of teaching and learning and assist with the review and development of planning and delivery. It is also intended as a practical document to inform and assist.

The aim is to inform planning, including:

- Our quality cycle.
- Planning at all levels.
- Developing ourselves as tutors and leaders.
- Ensuring our work is effectively monitored and developed.
- Focus for lesson observations.

Why is Planning Important?

Planning is crucial to enable the tutor to identify the learning intentions/objectives of the lesson. Tutors need to know what it is they want their learners to be able to know and understand at the end of the lesson.

Planning helps to:

- Set high expectations which inspire, motivate and challenge learners.
- Promote good progress and outcomes.
- Demonstrate good subject and curriculum knowledge.
- Plan and teach well-structured lessons.
- Adapt teaching to respond to the strengths and needs of all learners.
- Make accurate and productive use of assessment.
- Manage attitudes and behaviour effectively to ensure a good and safe learning environment.
- Fulfil wider professional responsibilities.

What are the Principles of Planning?

- Consistently high expectations of all learners.
- Planning and teaching enables exceptional learning to take place.
- Systematic and effective checking of learners understanding throughout lessons leading to effective intervention.
- High levels of engagement and commitment to learning.
- Constructive feedback ensures that pupils make rapid gains.
- Well-judged and often inspirational teaching strategies that match individual

pupils' needs accurately.

Effective Learning takes place when learners:

- Arrive on time, equipped for the lesson.
- Show an interest and enjoyment in learning the subject and have a positive attitude towards it.
- Are motivated and engaged.
- Answer questions willingly, explaining and demonstrating their ideas clearly using subject specific vocabulary.
- Concentrate and complete tasks, even when the work is particularly demanding.
- Can plan and organise their work.
- Show the ability to evaluate their own work and that of others.
- Respond positively to suggestions for improving their work.
- Work confidently and independently, as well as co-operatively with others.
- Complete homework tasks to the best of their ability.
- Show an understanding of where they are working, what they need to do to improve and set their own targets.
- Acquire new knowledge or skills in their work.
- Explain confidently and clearly what they have learned.
- Show creativity and initiative when asked to apply what they have learned to new situations.
- Understand how current learning relates to previous work.
- Ask questions and show a desire to learn.
- Are able to reflect on their learning.
- Feel valued and have their successes or achievements celebrated.
- Are able to work in a secure and attractive learning environment.

Teaching is effective when:

- The tutor is a role model for learners to aspire to.
- The programme of study is developed as a series of relevant lessons.
- Learning objectives were the starting point for planning lessons.
- Often when lessons have been planned with colleagues.
- Teaching Assistants are informed and play an active role in supporting learning.
- There is an organised start to the lesson i.e., activity to engage learners from the outset.
- Learning and objectives and outcomes are communicated to the learners.
- The tutor builds upon earlier knowledge, skills and concepts.
- Learning activities are varied and the most suitable to enable learners to achieve the expected outcomes.
- Learning activities are differentiated by task, resource or outcome; time is created to support individuals which may be the most effective form of differentiation.
- The tutor demonstrates good subject knowledge.
- The tutor is enthusiastic and tries to inspire learners.
- Lessons are well structured; pace, challenge and momentum are maintained.

- The tutor actively teaches the whole class, groups, or individuals throughout the lesson. They communicate an interest in and enthusiasm for the subject and the learners learning in general.
- Group work is planned, purposeful, focussed and well-paced.
- Routines are established which support and develop independent learning.
- The tutor gives clear instructions and explanations.
- The tutor uses modelling to help learners to use skills and processes independently.
- The tutor uses appropriate and varied questioning techniques and strategies.
- The tutor leads discussion effectively and learners demonstrate a high level of participation.
- The tutor assists learners in the organisation of their work, providing good models and writing frames when appropriate.
- Strategies are used to ensure high standards of behaviour.
- The tutor plans for appropriate and effective use of maths English and ICT.
- Expectations of the level of work and behaviour are high and there is a productive atmosphere.
- Tutors promotes equality.
- The tutor monitors carefully the involvement of learners in activities and handles difficulties effectively.
- Relationships between learners and tutors are positive and purposeful.
- A culture of rewards and celebration of high-quality work is established.
- The lesson is memorable.
- Homework extends, reinforces, or allows for application of what has been learned.
- Learning outcomes are assessed in a variety of ways.
- Assessment of progress enables effective planning of future lessons.
- The lesson has time for a plenary and an orderly finish.

Assessment is effective when:

- Learners receive oral and written feedback targeted at improving their work.
- Learners are aware of their targets and the level or grade at which they are currently working. They know the areas for improvement based upon their last piece of work.
- Opportunities are sought to show learners examples of 'good work'.
- Learners are given the opportunity to reflect on and assess their own work and each other's against a given criteria.
- Tutors use learners' data information to plan lessons accordingly and monitor student progress.
- Assessment is based on objectives/ outcomes created from the programme of study/ examination syllabus.

Educational Teaching Assistants and other support staff will be most effective when:

- Skills and expertise are known by the tutors and well used.

- They are introduced to the teaching group and promoted as another member of staff.
- They are well briefed and fully aware of the learning objectives and outcomes and how they are to be met.
- A useful range of support tasks are carried out so that the tutors' time is used for teaching and additional support.
- They are involved in planning wherever possible, meetings and have access to professional development.

Resources used in lessons should be:

- Exciting, inspiring and motivate the learners to contribute and develop their ideas.
- High quality.

Classroom/ teaching areas should:

- Clearly reflect the main subject area taught in them.
- Be attractive and appealing to learners.
- Encourage an enquiry approach to that subject.
- Display key words.
- Display learners work.
- Display examples that show learners how to progress their work.

Planning Documents

When planning your curriculum, you should ensure that each course is coherently planned and sequenced ensuring learners gain sufficient knowledge and skills for future learning and employment. Managers and tutors must construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) the knowledge and cultural capital they need to succeed in life.

The Education Inspection Framework (2019) states that:

“Over the course of study, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts.”

“Learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well”.



“Learners are ready for the next stage of education, employment or training. Where relevant, they gain qualifications that allow them to go on to destinations that meet their interests, aspirations and the intention of their course of study”.

Although ALK and Ofsted do not have a specific format on which to plan and sequence

lessons, the following documentation may support your planning:

- 3I's Proforma (to show Intent, Implementation, and Impact)
- Scheme of work template
- Lesson plan template

3I's Proforma (please see Appendix H of the Tutor Handbook)

Adult Learning Kirklees

3 I's Course Overview Form 2022-2023

Please complete this for every course delivered; this will form part of your one to one prior to observation.

Provider Name:
Course Name:
Accredited or RARPA based?
Curriculum Area/ Theme: Health & Wellbeing, Self-Development and Life skills; Employability including family learning, digital, volunteering.
Intent: What is the rationale/ need for this course and which residents will it target?
Implementation: How is the course sequenced to build knowledge and skills, what are the key Los?
Impact: Outline the next steps/ progression routes for this course, be specific.
Social value/ additional outcomes: What other outcomes will your course achieve such as building confidence, healthy lifestyles, overcoming social isolation...

Kirklees Council Vision and Outcomes	<p>"Our vision for Kirklees is to be 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."</p> <ul style="list-style-type: none"> • People, partners, place. Work with people and partners in a place-based approach. • Best start- family learning/ support for children and young people • Well- mentally and physically healthy • Independent- have control and live independently • Aspire and achieve- lifelong learning for all ages • Sustainable economy- good employment for communities and businesses • Safe and cohesive- cohesive communities that feel safe and protected • Clean and green- sustainable, green environments • Efficient and effective- KACGL works smartly and effectively with community providers 	Tick
Kirklees Council Priorities 2021-2023	<p style="text-align: center;">Council Plan 2021-2023</p> <ul style="list-style-type: none"> • Kirklees economic Strategy • Inclusive Communities Framework • Joint health & Wellbeing Strategy 	
Mayoral Priorities/ WYCA Strategic Priorities	<ul style="list-style-type: none"> • "Our West Yorkshire Communities should be the best to grow up in and the best to grow old in." <ul style="list-style-type: none"> • Tracy Brabin West Yorkshire Mayor. • Prioritise skills and training. • Keep women and girls safe. • Tackle climate change and protect the environment. • Support the unemployed to gain and sustain employment. • Unlock progression opportunities and career adaptability through skills, particularly for those on low wages and with insecure work. 	

AEB Strategic Priorities	<ul style="list-style-type: none"> • Make learning more inclusive to support disadvantaged residents. • Increase the supply of skills to support key sectors in West Yorkshire. • Improve West Yorkshire's resilience by identifying and delivering the skills needed for the future. 	
	<ul style="list-style-type: none"> • Support unemployed to gain and sustain employment. • Unlock progression/ career development for low waged and insecure work sectors. • Make learning more inclusive to support disadvantaged residents. • Increase supply of skills to key sectors- care, digital. • Improve resilience by delivering skills for the future- clean and green. 	

Scheme of Work – A Scheme of Work should contain:

- Aims, General Objectives and Learning Intentions
- The content, skills, knowledge and learning
- Assessment opportunities - this will indicate how you will check that learning and understanding have taken place.
- Resources - this will indicate the use of both generic and specialist resources utilised to engage learners.
- Extended Learning - should challenge the more able learner in the session and/or homework set to consolidate learning in the session.

Lesson Plan

A lesson plan is a framework for a single lesson, it is not a plan of what will take place in a lesson, but a plan of where learning will happen and the activities which will support. It shows the initial starting point, knowledge acquired, activities to support learning and assessment to consolidate and reinforce the content.

[5 Minute Lesson Plan Video Link](#) - shows the steps to complete the form.

Please see below an example of a Scheme of Work and a Lesson Plan

Adult Learning Kirklees - Scheme of Work 2022-2023

Intent		Implementation				Impact
Lesson Number/Date	Topic	New Learning, Skills, Knowledge and Activities	Methods of Assessment	Keywords	Resources for the lesson	Outcome/Success
Lesson 1.	Looking for a job	<ul style="list-style-type: none"> Personal Skills Analysis. Research Job Vacancies online. Research Job Vacancies in local newspaper. Match and highlight personal skills to the job advert and discuss with peers. 	Quiz/Questionnaire Research Teamwork Presentation to peers.	Job Advert Vacancy Human resources Job Description Person Specification DBS Safeguarding Equality and Diversity SPAG	Computer/Phone Paper Pen Local Newspapers Highlighters	All learners will identify their strengths weaknesses, interests and hobbies. All learners will have a found a job to apply for. All learners will be able to discuss their skills relevant to the job.
Lesson 2.	Applying of a job	<ul style="list-style-type: none"> Preparing a CV Preparing a Covering Letter Completing and Application Form 	Questioning Completed pack of documents	Curriculum Vitae Covering Letter Application Form	Computer Paper Pen Job Advert (from previous lesson)	All learners will have a completed: <ul style="list-style-type: none"> CV Covering Letter Learners are to complete their application form for homework.
Lesson 3.						
Lesson 4.						
Lesson 5.						

The 5 minute Lesson Plan

...print and scribble your way to Outstanding!

