



Transformational & inspirational Teaching, Learning and Assessment Framework

'TLA is at the heart of what we do'

I. Introduction

This Teaching, Learning and Assessment (TLA) Framework, is LECB's TLA Policy, which intends consistently inspire the educators (tutors, trainers, assessors, curriculum managers, learning support assistants, teaching assistants, coaches, mentors ...) who work with our students to provide them with a transformational learning experience.

We want to encourage innovation, experimentation and action research to build on the current evidence on what makes a difference and what doesn't. We all need to be researchers in our classrooms and in those of colleagues, when we peer observe.

We want diverse students to achieve in the widest sense. Our target is for students to achieve qualifications consistently at rates above national averages. Achievement, however is wider than achieving a qualification. It's about improving wider outcomes for all our students. We want students to make progress towards becoming increasingly well- rounded individuals, who are resilient and healthy, able to learn and are prepared for the challenges of our times. Individuals who can actively and meaningfully participate in civil life, in bringing up their children, in being in friendship and partnerships, as employee in the workplace and as ethical entrepreneurs in a responsible economy. This is why we embed English, maths, sustainability, enterprise, employability skills, British values, safeguarding, Prevent, health and wellbeing, equality and diversity and digital skills into lessons across the curriculum.

II. How this framework was derived at

This framework has been inspired by the available research on effective TLA by Hattie, Coffield, Anderson & Krathwohl, Petty and others. Educators have a very important role in making learning happen and they can enhance it by evaluating the effect they have on students' learning (Hattie:2012).

III. What does transformational and inspirational TLA look like?

1. There is clear planning that aligns teaching, learning and assessment

- Teaching, learning and assessment are planned for (in writing). There are big plans which give an overview of the year (scheme of work) and those which give the details for every lesson (lesson plans). The planning instruments may vary in appearance but they align teaching and learning objectives, teaching, learning and assessment activities (Coffield:2014) and take account of individual needs. Planning is structured enough to ensure students make progress, yet flexible enough to take account of emergent opportunities and individual needs.
- Planning reflects the aims for the course and the objectives for each lesson. It reflects the intention to develop well-rounded individuals. So embedding is part of all our lessons.
- Planning on regulated courses will be strongly determined by an external syllabus. All planning needs to be influenced by the professional knowledge of LECB educators and their knowledge of individual students' needs, which are informed and supported by effective initial assessment, in some subjects detailed diagnostic assessment as well as individual learning plans which have clear targets and include both student and tutor reflection on what's working well and how and what needs to improve and how.

- Teaching and learning objectives are explicit, negotiated with students and sufficiently challenging for all learners. They embrace a wide range of knowledge types and thinking skills such as remembering, understanding, applying, analysing, evaluating and creating as well as skills levels.

2. TLA is challenging and engaging

- Learners are motivated by the right balance of challenge and support. This challenge is created through combination of selecting appropriate knowledge and skills and thinking skills with making teaching activities active learning experiences and providing the appropriate stretch and support for individual learners.
- Examples of students actively engaged in learning include a variety of question types and questioning techniques. Questions are used to scaffold learning and support differentiation. Student' previous knowledge and experience is the starting point for much learning. Students are asked to get actively stuck into learning by asking critical questions themselves, working out the knowledge they need to learn for themselves, by teaching each other, by assessing their own and peers' learning and by experiential learning. Tutors support them with clear guidance, structure, effective feedback, stimulating resources and helping them with making links to previous learning, other subjects and real life.
- Tutors gives regular and fair feedback which focuses on developing students' growth mindsets, on giving feedback on how well they carried out the task, what progress they have made towards their goals and what students need to do to improve further including their next steps. This is also known as the goals, medals and mission approach. This then gives students the know-how to close the gap between their current performance and the desired outcome. (Coffield:2014). This is the purpose of Individual Learning Plans. This is the purpose of learning. Where progress has stopped, learning has stopped.
- Learning is a social activity and students have the opportunity to work by themselves, in pairs, in groups and in plenary. Working with others strengthens their capacity for collaboration, networking and team working which are important competences in enterprise and employment and contribute to health and wellbeing.
- TLA activities and approaches are varied and so are the resources used to support them. High impact evidence-based TLA activities include show and tell, questioning for understanding, advanced organisers, worked examples, collaborative learning and many more. Resources need to be professional and inclusive and selected on the basis of whether they support and enhance or get in the way or even hinder learning. Worksheets, handouts and course books may give important structure but they must be supplemented by realia, flashcards, props, web 2, audio-visual aids, games, speakers, visits, mini whiteboards and more to make learning come alive, varied and engaging.
- Formative assessment is integrated seamlessly and takes place regularly. Assessment activities are varied and may look like ordinary learning activities apart from being assessed.

Educators prepare learners by being explicit about what success looks like. Formative assessment and effective feedback go hand in hand.

- Assessment records are documented to chart the progress learners make and enable tutors to check that there aren't any students who are disadvantaged and that everybody makes good progress relative to their starting point.

3. Outcomes for students are key

- Not only are students' needs assessed, planned for, etc. but for those who need additional support which cannot be reasonably met by the tutor, support is organised in a timely manner.
- All the attention on planning, teaching and learning activities, use of resources, feedback, assessment, differentiation etc. are there to support students to make progress and achieve and to ensure that achievement gaps are closed.
- Outcomes include progress made, qualifications achieved, the development of the well-rounded citizen and progression into further study, (new) employment and volunteering.

4. There is a great, inclusive, learning-oriented learning environment

- Good relationships among students and between students and educators are built through icebreakers, warm and professional rapport building, establishing group agreements, integrating activities which build skills, knowledge and relationships, respectful and clear communication, assertive yet democratic classroom management.
- Learning is enjoyable because it is relevant, challenging and fun.
- Learning happens when students and educators feel safe in an environment that not only doesn't tolerate discriminatory or abusive attitudes and behaviours but actively encourages respect and tolerance and where the physical safety of all takes a high priority. Everyone feels nurtured and particular care is taken of those who might be more vulnerable due to physical, emotional or mental difficulties.

5. Tutors are professional, reflective practitioners

- Tutors are knowledgeable and skilful and bring relevant experience. They have appropriate subject and teaching qualifications. They are enthusiastic and show it in the way they communicate their professional passion to students and fellow educators.
- Tutors see themselves as learners and educators at the same time. They don't aspire to being a sage on the stage. They are interested not only in what they teach but who and how they teach. They are reflective and able to spot their own strengths and areas for improvement. They want to improve and develop and are active in making this happen. They

welcome and critically reflect the options of active in making this happen. They welcome and critically reflect the opinions of peers and engage in regular professional learning and development including attendance of CPD sessions, doing peer observation, reading and sharing books.

6. There are certain things we take for granted but we spell them out anyway

- We all promote respect, tolerance, equality and diversity, challenge prejudice and address discrimination (see Equality and Diversity Policy).
- We are part of the London Borough of Bexley and its wider offer to residents and are committed to contributing to the wider strategic objectives of the Council.
- We ensure that all students feel and are safe (see Safeguarding Policy).
- We make students aware of radicalisation and take steps to avoid it (see Prevent Policy).
- We support students to develop English, maths and digital skills, whatever course they are on.
- We embed employability and enterprise and work together with the LECB employability teams because we recognise how important employment and level of income are to lifting residents out of poverty.
- We promote sustainable ways of living and working which take account of the planet's boundaries and challenge unsustainable behaviour because only a healthy and sustainable environment can support us in improving outcomes for students.
- We need to meet the requirements in the Common Inspection Framework to succeed in Ofsted inspections and to meet expectations of the Education Skills Funding Agency. We also expect tutors to work in line with the Professional Standards for FE.

IV. The Learner Journey

Transformational and inspirational TLA are key to a successful and outstanding learning journey and are complemented by highly effective and timely information, advice and guidance.

V. How we support LECB educators to become and stay consistently transformational, inspirational and outstanding practitioners.

We provide:

- Mentoring
- Regular CPD
- An annual TLA Conference
- OTLAs
- Peer observations
- Coaching
- Supported experiments (action research)
- Tutor meeting

Appendix – bibliography

Coffield, F. (2014) *Beyond Bulimic Learning*, IOE Press

Claxton, G. et.al (2011) *The Learning Powered School*, TLO Ltd

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Hattie, J. (2012) *Visible Learning and the Science of How We Learn*, Routledge

Petty, G. (2006) *Evidence-Based Teaching*, Nelson Thornes