

STRATEGY

LEARNING AND TEACHING 2016/17 – 2019/20 ASPIRING TO EXCELLENCE

Strategaeth Dysgu ac Addysgu 2016/17-2019/20
Anelu at Ragoriaeth



Scope and Application

Pembrokeshire College is committed to providing its students with a first class learning and teaching experience. Underpinning this commitment is this learning and teaching strategy that encapsulates quality assurance, quality improvement and the Aspire programme. The Aspire programme seeks to motivate all staff to be aspirational and to develop their skills and talents to be the very best in order to raise quality and standards.

Table of Contents

1.0	Introduction and Context	1
2.0	Link to Strategic and Operating Plans (2016)	1
3.0	Overarching Strategy	5
4.0	Aims and Objectives	6
5.0	Internal Management	7
6.0	The Welsh Language	7
7.0	General	8
8.0	Document Control	8
9.0	Quality Development Plan - Action Plan for Learning and Teaching Strategy	9
	Appendix 1 – Learning Walks	12
	Appendix 2 – Learning Walk Strategy	14
	Appendix 3 – Faculty Monthly Briefing Agenda	15

1. Introduction and Context

1.1 This Learning and Teaching strategy is introduced at a time when the focus on developing learners' holistic knowledge, skills and attitudes so that they are equipped to enter the world of work and make a positive contribution to the Welsh economy, is an essential element of Welsh Government policy.

1.2 The strategy also builds on the views of HM Inspector of Education and Training in Wales expressed in his recent Annual Report 2014-2015.

Employment opportunities in Wales now require much higher skill levels than in the past. A curriculum fit for the twenty-first century needs to build learners' intellectual strengths, their curiosity and creativity, and their adaptability and resilience. A challenging, ambitious curriculum helps learners to develop high-level thinking skills – their verbal, numerical and critical reasoning. (Estyn 2015).

1.3 The new Common Inspection Framework (CIF) introduced in 2015 has been revised in its approach to judging the standard of learning, teaching and assessment. The strategy has adopted "Learning Walks" to assess the standards of learning and teaching giving a more realistic assessment of the quality of provision incorporating direct observation, learner feedback and the quality of learners' work.

1.4 While this strategy seeks to respond to Welsh Government current priorities it is also the opportunity to create a unique formula for learning and teaching at Pembroke College changing the emphasis from quality assurance to quality improvement. The Aspire strategy will create a platform from which a Learning Community can be created and in which excellence in learning and teaching can be a central theme.

1.5 This strategy combines support for teachers with regular feedback from learners and key stakeholders on the learning experience and learner outcomes.

2. Link to Strategic and Operating plans (2016)

2.1 Learning and Teaching is specifically referenced in the Strategic Plan and commits to:

1. Deliver outstanding quality learning programmes and support services in order to be recognised as one of the best performing colleges in the UK, with all sector subject areas classified as “excellent” by the Welsh Government.
2. Promote and support inspirational teaching and active learning through innovative learning technologies.
3. Break the link between poverty and low achievement by ensuring that learners from recognised areas of deprivation realise the same standards of achievement as those from less deprived areas.
4. Be a fully inclusive college welcoming learners with disabilities and learning difficulties, and offering equality of opportunity in education and training.

2.2 The relevant institutional strategic goals to this learning and teaching strategy are:

OP 5 – Develop skills in all learners which are critical for their life chances, including improving literacy and numeracy, and embedding themes of sustainability, enterprise and employability in learning programmes.

Objective i) – Embed literacy and numeracy support across all delivery, targeting an improvement from 83% - 90% of audited learner work demonstrating literacy and numeracy support.

In order to achieve this objective, the learning and teaching strategy will:

- i) Develop through the audit process a more comprehensive record of the annotation of literacy and numeracy using the generic college marking scheme
- ii) Develop through staff CPD enhanced feedback to learners where the correction of literacy errors is the norm.
- iii) Publish eILP guidance so that short and medium term target setting for literacy and numeracy are set in personal tutorials.

OP 7 - Deliver outstanding quality learning programmes and support services in order to be recognised as one of the best performing colleges in the UK, with all sector subject areas classified as ‘excellent’ by the Welsh Government

Objective (iii) - Correlate outcomes, teaching observations and learner voice feedback to monitor levels of excellence in learning and teaching and disseminate best practice using the Quality review model.

In order to achieve this objective, the learning and teaching strategy will:

- i). Revise the existing observation strategy to include secondary sources of evidence and enable feedback to be made available through the new college dashboard.
- ii). Use the range of learner feedback mechanisms to gather feedback on the quality of the learning experience. Strategies to include classroom visits; questionnaire pop ups in SOLA sessions and feedback gathered in social areas.
- iii). Record the best practice observed in Learning Walks on a central database which will provide impact assessment and feedback on the learning experience alongside audit findings. The database will be used to inform peer led CPD sessions as well as other national priorities.

Objective (vi) - Ensure poor standards of behaviour and conduct are addressed through preventative measures and early intervention through successful implementation of 8-week assessment process.

In order to achieve this objective, the learning and teaching strategy will:

- i). Adopt the practice advocated in Pivotal training based on the forging of learning relationships through the induction period and prior to the close of the 6-week rule.
- ii). Offer regular CPD sessions on successful engagement strategies which will equip teachers with the skills to engage and maintain learner focus during formal contact sessions and in non-contact time. CPD will be delivered in a variety of ways including mandatory faculty meetings (see appendix 3), formal inset days by Pivotal trainers and through peer led initiatives under the "Mission Possible" initiative.
- iii). Contribute to the collation of a set of core values adopted by the institution and shared with learners through induction so that the key principle of "This is how we do it here" underpins the management of learners.
- iv). Contribute to the revision of the 6-week rule strategy and ensure dissemination through faculty briefings.

OP 8 - Promote and support inspirational teaching and active learning through innovative learning technologies.

Objective (i) – Develop and deliver **an effective blended learning programme** to support 20 level 3 vocational programmes.

In order to achieve this objective, the learning and teaching strategy will:

- i. Ensure staff are fully trained in the methodology, principles and skills of blended learning;
- ii. Develop a proactive blended learning space and the associated delivery team, to ensure delivery is effective; and
- iii. Monitor delivery systematically and rigorously and take any remedial actions to ensure the provision is effective.

Objective (ii) - Develop and deliver **an effective blended learning programme** to support the new WBQ for 12 Level 3 programmes.

In order to achieve this objective, the learning and teaching strategy will:

- i. Ensure staff are fully trained in the methodology, principles and skills of blended learning;
- ii. Develop a proactive blended learning space and the associated delivery team to ensure delivery is effective; and
- iii. Monitor delivery systematically and rigorously and take any remedial actions to ensure the provision is effective.

Objective (iii) - Develop an ‘open classroom/Learning walks’ culture which supports sharing best practice and promotes high quality learning and teaching

In order to achieve this objective, the learning and teaching strategy will:

- i). Introduce the Learning walk initiative for 16/17 and record strengths and best practice which can be shared through CPD sessions.
- ii). Introduce peer led CPD sessions showcasing best practice from learning walks at Faculty meetings will enable staff to engage with other staff to practice these new skills.

Objective (v) - Continue to support staff through CPD to take advantage of naturally occurring ESDGC opportunities and monitoring progress through observation analysis, targeting an increase from 80% in 2014/15 to 85% in 2016/17.

In order to achieve this objective, the learning and teaching strategy will:

- i). Showcase best practice at CPD sessions in order to share ideas and embed further ESDGC in delivery sessions.
- ii). Continue to engage with external trainers to introduce contemporary practice to teaching and assessing staff on Institutional Planning and Quality Days.

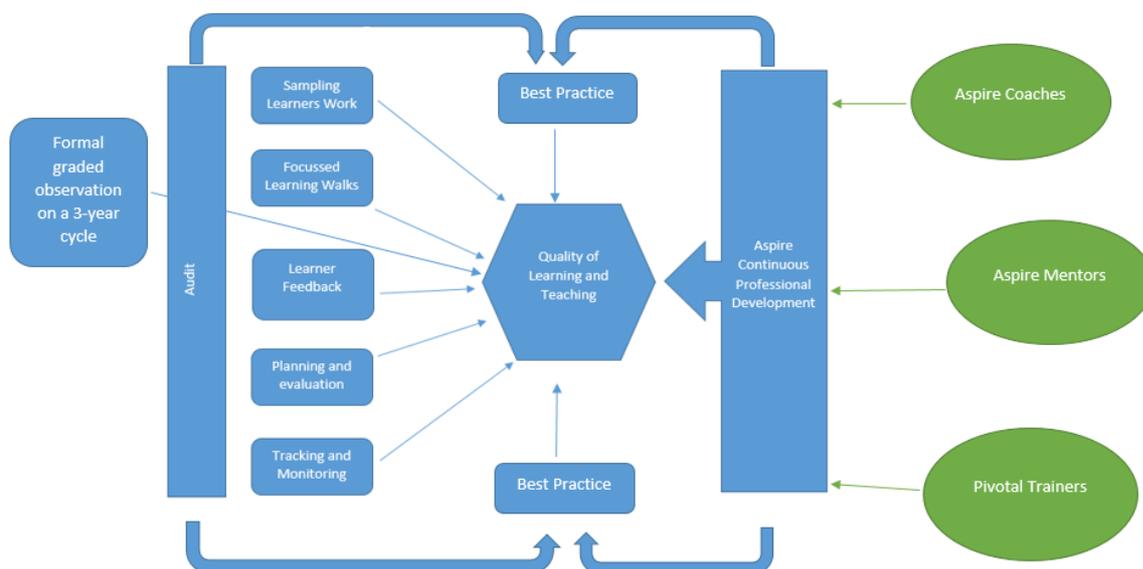
OP 18 – Adopt an open and transparent working culture, committing to valuing and investing in staff, enabling them to provide excellent teaching and support.

Objective i) – Derive a staff development plan from the analysis of classroom observations.

In order to achieve this objective, the learning and teaching strategy will:

- i) Build on present practice by planning CPD programme based on feedback from Pivotal training, Observations, Learning Walks and Welsh Government priorities.
- ii) Develop the Learning and Teaching model so that Learning Walks can monitor learning and teaching practice and Learner feedback can measure the overall success of the Learning and Teaching Strategy.

3. Overarching Strategy



- 3.1 The Learning and Teaching model is developed in light of recent changes in Estyn observational practice and from the generally held view that the college strategy of direct formal observation has achieved its aim of establishing a profile of good teaching practice across the college.
- 3.2 This strategy seeks to build on this profile and introduce secondary sources of evidence to include focussed learning walks. The definition of the Learning Walk is outlined in Appendix 1 and a summary of possible learning walk themes throughout the year is outlined in Appendix 2.
- 3.3 The model details the balance between support through the Aspire Coaches and Mentors which will be deployed to introduce new and innovative practice whilst responding to issues raised through the audit findings of the secondary sources which impact upon quality improvement
- 3.3 The model will provide a comprehensive impact assessment on the quality of Learning and Teaching through the audit of secondary evidence which will be undertaken through the Quality Cycle (Appendix 4).
 - **sampling of learner work** will feedback on the quality of feedback to learners, the annotation of literacy and numeracy and the monitoring of individual targets through vocational evidence.
 - **focussed learning walks** will provide a snapshot of learning and teaching and offer an opportunity for professional discussion on strengths and areas for development through Aspire CPD.

- **learner feedback** will provide critical input into intervention, improvement planning and the deployment of support.
- **regular checks on key elements of planning** will ensure that teachers prepare coherent learning schemes and assessment strategies which enable learners to succeed.
- **tracking and monitoring learner progress** will ensure that learners are progressing well, receiving appropriate feedback and that assessment is being completed in a timely fashion; in addition where support is needed it can be deployed effectively.

Newly qualified Estyn Peer Inspectors (PIs) will be deployed to assist the Quality team to undertake these checks in conjunction with the Curriculum Area Manager (CAM). Each audit sample will be carried out at key stages in the Quality cycle to evidence improvement or areas for intervention.

- 3.4 Within monthly Faculty meetings regular peer-led CPD sessions held as part of a new Aspire CPD initiative will be delivered to promote and support inspirational teaching and active learning through innovative learning strategies and digital technologies. A format for the proposed meetings is offered in Appendix 3.
- 3.5 Staff will be encouraged under the Aspire “Mission Possible” programme to engage in Supported Experiments and share their findings on Institutional Planning Day workshops.

4. Aims and Objectives

- 4.1 The aim of the Learning and Teaching strategy is to switch the focus from quality assurance to quality improvement and progress the standard of Learning and Teaching from Good to Excellent with improved practice impacting on learner progress, achievement and attainment.
- 4.2 The strategy will achieve the above aim through the following objectives, the strategy will:
1. Introduce a learning and teaching model which combines investment in learning and teaching through an innovative CPD strategy and the use of secondary sources of evidence to monitor improvement.
 2. Use the Aspire initiative to create a Learning Community with a continuous theme of excellence in learning and teaching by supporting staff and learners through Aspire Coaches.
 3. Introduce regular learning walks, conducted by Curriculum Area Managers and college based Estyn Peer inspectors, to monitor the improvement of learning, teaching, assessment and learner progress.

-
4. ~~Complete the current 3 - year cycle of graded observations and then move to an ungraded model in September 2018.~~
 5. Sharpen the focus on target setting and review in tutorial sessions in order to drive learner progress such that learners will be expected to know their short and medium term targets as evidenced in their eILP.
 6. Place a greater focus on capturing regular learner feedback through formal/informal meetings and surveys to inform the quality of the learning experience.
 7. Adopt a formative, peer-led delivery of CPD in line with the Aspire CPD plan, using regular faculty meetings, networks and inset days to ensure that innovative teaching, learning and assessment strategies are showcased and follow up support is available for staff to improve their teaching sessions.
 8. Sharpen the focus on improving feedback on literacy and numeracy development, combining annotation with short and medium term target-setting.
 9. Encourage use of digital resources to enhance teaching practice and improve learners' digital literacy skills.
 10. Assess the impact of Learning Support assistants deployed in the classroom and workshop environment.
 11. Encourage teaching and assessment strategies which embed a set of core values (PREVENT) and challenge learners both inside and outside the classroom to solve problems in order to develop higher-level thinking skills – verbal, numerical and critical reasoning.
 12. Engage further with the supported experiment (Mission Possible) initiative allowing staff to experiment with new ideas and contemporary teaching methods in line with the Aspire CPD plan to build learners' intellectual strengths, their curiosity and creativity, and their adaptability and resilience.
 13. Work closely with trained Aspire Coaches to promote a changed culture where learner-teacher relationships are established effectively so that challenging behaviour does not become a barrier to achievement and attainment.
 14. Utilise the services of trained peer inspectors, CAMs and senior lecturers where possible to undertake a supportive audit function and setting clear and consistent standards and expectations for all aspects of course organisation.
 15. Record feedback received from learning walks, regular learner feedback and audit activity to assess the impact on the quality of learning and teaching through a newly designed data capture system.

5. Internal Management

1. The Head of Curriculum and Quality Assurance (HCQA) and the Organisational Development Manager (Aspire) (ODM) will oversee the Learning and Teaching Strategy and be responsible for all aspects of its implementation in association with key stakeholders. The progress of the strategy will be reported on a regular basis according to the Management flow diagram contained in Appendix 5.
2. The Organisational Development Manager (Aspire) will be responsible for operational planning, monitoring and recording of all learning and teaching CPD events as outlined in the Aspire CPD Plan.
3. Pivotal Trainers will lead on behaviour management and will support staff in managing their learners in realising a cultural change.
4. Aspire Coaches will support staff in raising teaching and learning standards and will carry out any remedial work required.
5. Peer inspectors will advise and guide the supportive audit and learning walk functions in order to ensure that measurement is against Estyn parameters and inspection developments.
6. The Learner Voice co-ordinator will liaise with learners to introduce a new learner led process for gathering learner feedback via a range of mechanisms.
7. HCQA in association with the Head of Management Information Services (MIS) will continue to develop the platform to gather and report the data generated from the Learning and Teaching model in order to measure the impact on learning and teaching practice.

6. The Welsh Language

The College is committed to the promotion of the Welsh Language and will endeavour to address and support the needs of the Welsh speakers in accordance with the College's Welsh Language Scheme.

Yr Iaith Gymraeg

Mae'r Coleg yn ymrwymedig i hyrwyddo'r iaith Gymraeg a bydd yn ymdrechu i ddelio ag anghenion siaradwyr Cymraeg â'u cefnogi yn unol â Chynllun Iaith Gymraeg y Coleg.

7. General

The College is committed to the promotion of the Education for Sustainable Development and Global Citizenship (ESDGC), the Welsh Language, Equality and Diversity, Essential Skills, Health, Safety, Safeguarding, Wellbeing and the Environment.

Mae'r Coleg wedi ymrwymo i hyrwyddo Addysg ar gyfer Datblygiad Cynaliadwy a Dinasyddiaeth Fyd-eang (ADCDF), yr iaith Gymraeg, Cydraddoldeb ac Amrywiaeth, Sgiliau Hanfodol, Iechyd, Diogelwch, Diogelu, Lles a'r Amgylchedd.

8. Document Control

Version	Description	Date	Creator	Reviewer	Authoriser	Document Custodian
1.0	FIRST ISSUE	31/10/16	P Robinson / S Tindall	B. Walters	S. Lusher	D. Meddings
Signed			<i>P M Robinson</i>	<i>B. Walters</i>	<i>S. Lusher</i>	<i>D. Meddings</i>

9. Quality Development Plan

Action Plan for: Learning and Teaching Strategy 2016-2018

Action Point (arising from report above) Specifically "What do you want to improve?"	Measurement and desired outcome	Achieved by doing what?	Resources / persons required	Person(s) responsible	Monitored by Senior Manager	Completion Date / progress update
1. To introduce the new Learning and Teaching model in September 2016	Adopted in September 2016 following ratification by SMT and Board of Governors	Model introduced to staff and CAMs in faculty briefings and SMTs in June 2016	Agenda items in Faculty briefings and SMT meetings	HCQA	DP Curriculum	July 2016
2. Create a forum for discussion on excellent learning and teaching	Learning and Teaching excellence is discussed regularly and CPD focussed to improve practice.	Implementing the CPD opportunities outlined in the CPD plan 16/17	Aspire Coaches Excellent practitioners	ODM	DP Curriculum	July 2017
3. Introduce regular themed learning walks, conducted by Curriculum Area Managers and Peer Inspectors.	Learning Walks conducted by CAMs from September 2016 with records submitted to HCQA	CAMs will receive training on learning walks and the associated documentation and reporting procedures.	CPD sessions to establish minimum standards.	HCQA, MIS and CAMs	DP Curriculum	Sept 2016
4. Complete the current 3 - year cycle of graded observations and then review with regard to an ungraded model in September 2018	Transition to a fully ungraded model by September 2018	Completing the present cycle	Observers undertaking targeted observations in 16/17 and 17/18	HCQA and CAMs	DP Curriculum	July 2018

5. Place a greater focus on capturing regular learner feedback through formal and informal meetings	A more representative data set of learner feedback through more frequent learner engagement and discussion.	Working closely with the learner Voice co-ordinator to realise the learner Voice strategy.	Regular meetings and reviews.	HCQA / Learner Voice co-ordinator.	DP Curriculum	July 2017
6. Adopt a formative, peer-led delivery of CPD using regular faculty meetings, networks and inset days in line with the Aspire CPD plan.	Monitoring and recording of learning and teaching CPD and coaching activity	Implementing the CPD opportunities outlined in the CPD plan 16/17 to include input in monthly faculty briefings set out in the Quality Calendar	Aspire Coaches Excellent practitioners Aspire Officer	ODM	DP Curriculum	July 2017
7. Sharpen the focus on improving feedback on the literacy and numeracy, combining annotation with short and medium term target settings.	Feedback which combines thorough annotation with targets and timelines for improvement.	CPD and coaching and support opportunities on giving feedback and short and medium term target setting, including support with WEST	Aspire coaches WEST coordinator	ODM.	DP Curriculum	July 2017
8. Increased use of digital resources	Use of digital learning and assessment through learners' own devices using quiz based digital applications.	Implementing the CPD opportunities outlined in the CPD plan 16/17	Aspire coaches Learning and Technology Development Manager(LTDM)	ODM	DP Curriculum	July 2017

Revision: STRAT-003							
9.	Encourage formative teaching and assessment strategies which embed a set of core values (PREVENT) and challenge learners to solve problems to develop higher-level thinking skills – verbal, numerical and critical reasoning (AFL)	Learning Walk reporting of formative assessment strategies that equip learners with the skills needed to complete their formal assessments /evidence from SOLA skills sessions.	Implementing the CPD opportunities outlined in the CPD plan 16/17	Aspire Coaches SOLA Excellent practitioners	ODM	DP Curriculum	July 2017
10.	Develop new ideas and contemporary teaching methods.	Number of staff engaging with the ASPIRE CPD opportunities, including the Mission Possible initiative	Implementing the CPD opportunities outlined in the CPD plan 16/17	Aspire Coaches	ODM	DP Curriculum	January 2017
11.	Develop a changed culture where learner-teacher relationships are established effectively.	Focus on learner engagement and the establishment of core values and beliefs by induction 2016	Work with Pivotal trainers to support staff.	Aspire Coaches (Pivotal)	ODM	DP Curriculum	Nov 2016
12.	Utilise the services of trained peer inspectors and senior lecturers to undertake a supportive audit function across the academic year.	Conduct regular audits to track and monitor the quality of programme management and drive improvement.	Undertaking themed audits across the academic year.	Dedicated systems development.	HCQA, Faculty Heads, CAMS	DP Curriculum	July 2017

<p>13. Record feedback received from learning walks, regular learner feedback and audit activity to assess the impact on the quality of learning and teaching.</p>	<p>Dashboard platform established in Autumn 2016 to receive feedback from the Learning and Teaching model and report effectively.</p>	<p>Establish a newly designed data capture system which can report on elements of the strategy.</p>	<p>Investment in the data capture system.</p>	<p>Head of Management Information Services</p>	<p>DP Curriculum</p>	<p>Dec 2017</p>
---	--	--	--	--	----------------------	-----------------

Appendix 1

Learning Walks

The purpose of a Learning Walks is to:

- provide a snapshot of learning and teaching and support staff through regular feedback, to improve their practice.
- Identify good practice which can be shared or highlight possible areas for development through Aspire CPD.
- Monitor and support specific elements of provision or practice.
- Provide evidence of impact after an initiative has been implemented
- Provide an opportunity to maintain a dialogue with staff and learners and obtain feedback.
- Provide an opportunity to view learners' work.

The Learning Walk allows flexibility to focus on particular themes throughout the learner experience.

Appendix 1 (continued)

Ffurflen amdro gyda'r dysgwr

Learning Walk Form



ID

Date of Activity

Category

Programme

Sub Area

Course Tutor

Activity Details

Is there evidence of a positive learning environment?

Is there evidence that Learning taking place?

Are innovative teaching and learning strategies being used?

Were there any opportunities missed?

Strengths

Areas For Development

Signed By

Signed Date

Appendix 2

Learning Walk Strategy themes

Month	Theme	Audit
September	Attendance / Learner feedback on enrolment.	Literacy and Numeracy / IA and diagnostics
October	Learner feedback on induction, tutorial arrangements and eLLP	Learner Voice/classroom visits
November	Learner Work inspection of learner portfolios, progress discussion. The impact of LSA deployment	Assessment planning/moderation of assessment strategies.
December	Retention/attendance/ target setting.	
January	Assessment techniques/ Learner Work Literacy and Numeracy	Learner Voice / classroom visits
February	Learner Work	Literacy and Numeracy distance travelled
March	Internal Verification	IQA verification checking
April	Support intervention	
May	Completion	Learner Voice / classroom visits
June	Attainment	

Appendix 3

Faculty Monthly Briefing agenda

1 hour (4.10 – 5.00 pm)

F 1.16

4.10 Learning and Teaching Best Practice - Digital technologies/literacy

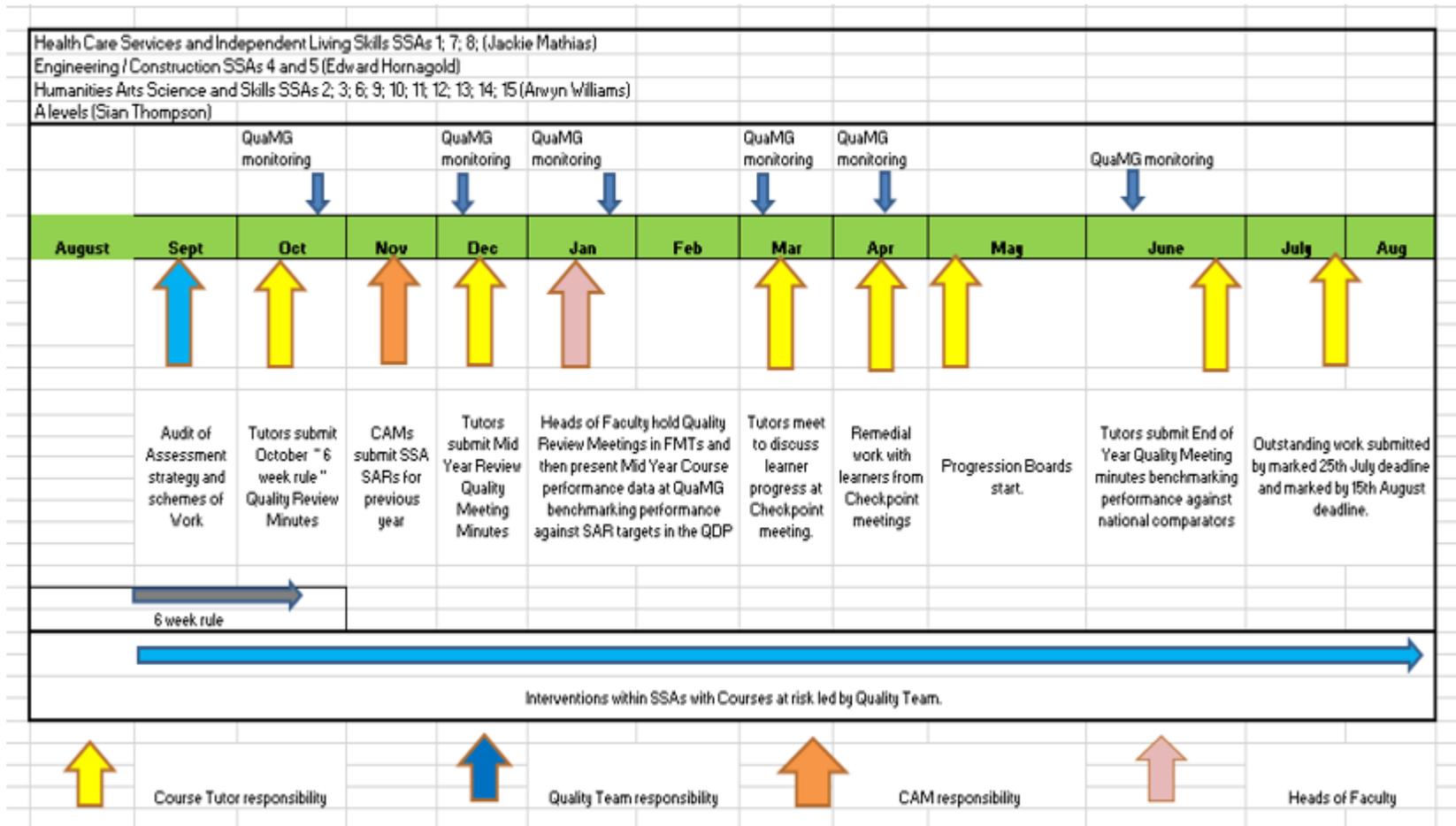
- Literacy and Numeracy
- Welsh Language
- ESDGC
- Assessment and giving feedback
- Target setting

4.30 Strategy policies and practice

- Admissions
- Quality Assurance
- Learning and Teaching

4.45 Head of Faculty update

Appendix 4 - Quality Calendar



Appendix 5 - Management Flow Diagram

