SPARSHOLT
COLLEGE GROUP

SPARSHOLT
CAMPUS

ANDOVER
CAMPUS

UNIVERSITY CENTRE
SPARSHOLT

FE Curriculum Delivery, Teaching & Learning, & Quality Improvement Policy

Excellence • Passion • Teamwork • Integrity • Innovation

Our Mission

Raising Aspirations, Unlocking Potential, Advancing Futures

Our Values

Excellence, Passion, Team Work, Integrity, Innovation, Sustainability, Valuing Others and Supportiveness

Sparsholt College Group

The Sparsholt College Group (the college) includes Sparsholt College, Andover College, University Centre Sparsholt, Sparsholt College Services, Westley Enterprises and Andover Town Football Club. College Group policies apply to each part of the group unless specified otherwise.

The FE *Curriculum Delivery, Teaching & Learning, & Quality Improvement Policy* was approved by the Board of Governors in March 2024 and supersedes previous publications.

Originator:	Vice Principals Curriculum; Director of Learning & Quality
Located:	College Group Intranet/Sharepoint College Website
Due for review:	May for July 2026

FE CURRICULUM DELIVERY, TEACHING & LEARNING, & QUALITY IMPROVEMENT POLICY

FE CURRICULUM DELIVERY, TEACHING & LEARNING, & QUALITY IMPROVEMENT POLICY

1.   Purpose

1.1   The purpose of this policy is to provide a policy framework to all those who deliver, enable and support learning in the Sparsholt College Group (the college) FE community. The policy aims to ensure that all decisions and activities support the promotion of excellence in Teaching, Learning and Assessment (TLA), success for all and result in the continual and sustainable improvements in practice to enable progression within and beyond college.

2.   Contextual Statement

2.1   This policy is placed in the context of:

- Sparsholt College Group's Mission Statement and Values
- Sparsholt College Group's Strategic Plan
- Sparsholt College Group's DigiEd Strategy
- Sparsholt College Group's Artificial Intelligence (AI) Strategy

2.2   It sets out the college's plans to secure further improvements in TLA practices and is supported by an annually reviewed strategy document. It has links to policy documents relating to Human Resources (including capability); Managing Learner Conduct & Performance, Careers & IAG, and SEND.

3.   Policy Statement

3.1   The college has a sustained commitment to:

1) Placing the learner at the centre of the entire journey from independent advice and guidance to progression to work and/or Further/Higher Education/independent living whilst providing support which extends equality of opportunity to all.

2) Planning, delivery, assurance and continual improvement of inclusive TLA that empowers, stretches and challenges every individual appropriately so they meet curriculum expectations and fulfil their individual potential through:

- Clear, unambiguous and unbiased advice and guidance aligned to the Matrix Standards and the National Careers Strategy, which utilises staff expertise to assess the skills, knowledge, aspirations and potential of every individual to ensure that they are provided

with a programme of study which best fulfils their current, and expressed future, aspirations and needs.

- Effective assessment of learners' initial abilities to support the setting of appropriate, but challenging, targets for achievement and to ensure that appropriate support is provided to ensure equality of opportunity in meeting these.

- Assessment for learning that involves the frequent use of:

  - a variety of valid, reliable, sufficient, fair assessment methods generating formative, and summative, judgements of learners' progress.

  - constructive feedback providing clear targets which, and effective guidance that, enables learners to improve knowledge, skills competence and the Professional Learner skills necessary to support independent learning; accurate and sufficient assessment records that inform learner targets, the planning of delivery, and the reporting of progress to colleagues, learners, and other stakeholders.

  - timely use of EdTech and AI to strengthen the essential digital skills of learners and allow learning to continue outside of timetabled hours (both at home as well as in college).

- Personalisation of TLA which draws upon learners' skills, knowledge and prior experiences to provide a programme of instruction, coaching and support which ensures they progress effectively towards their personal goals.

- Facilitation of an interactive, participative curriculum which involves learners in planning the pace, and content, of TLA so that they develop appropriate professional, independent learning skills that are transferable across all areas of the learner experience, support learners' future ambitions and provide the core skills needed to be successful in life.

- As enshrined within the college's SEND policy, the college seeks to ensure that all individuals are supported to fulfil their academic potential through the mitigation, wherever possible, of any barriers. In addition, this policy is guided by the college's statutory responsibilities under the Children and Families Act (2014) as defined by SEND Code of Practice (2015).

- Delivery of a broad study programme which prioritise the development of independent, professional learners who (in addition to fulfilling curriculum goals) acquire:

  - sustainable personal, entrepreneurial, and employment-related skills which prepare them for future careers.

- o   research and study skills which support progression, through FE/HE, to further study.

- o   further improvements, including qualifications where appropriate, to literacy, numeracy, digital literacy skills and 'soft skills' (including note taking, communication skills and presentation skills).

- Pastoral support for all learners which, delivered in a form appropriate to the needs/mode of study, ensures that learners can fulfil their potential by mitigating, as far as practicable, barriers to achievement through:

  - o   Ensuring that all learners have access to a Progress Coach who understands, and can respond effectively to, their specific needs within a timely period.

  - o   Promoting engagement with specialist Wellbeing teams to provide additional technical, or emotional, support to mitigate more severe issues.

  - o   Providing access to specialist Learning Support that enables learners to mitigate the potential impact of learning difficulties, or disabilities, upon their studies.

- Ensuring dynamic contributions from students through a range of fora, resulting in quantitative and qualitative analysis of feedback, followed by effective, timely, action to address student requests and requirements within the budget envelope.

3)   Maintaining a culture of professionalism, accountability, and responsibility amongst staff where a sustained committed to raising standards is:

   • Providing encouragement, training and support for its employees to gain the skills and qualifications that will support their future employability and meet the needs of the college.

   • Informed by experimentation, collaboration, sharing good practice and the meeting of identified requirements for further skills, knowledge and (where appropriate) qualifications.

   • Characterised by a staff team who take responsibility for the development and assurance of their own TLA, specialist subject knowledge and contextual development.

4)   Utilising a comprehensive performance management process, informed by diverse, real-time, evidence to ensure that:

- Performance reviews clearly contribute to the formulation of the annual programme of Continuing Professional Development.

- Improvements in practice can be quantified and, where appropriate, triangulated with the inputs from professional development.

- The progress of curriculum delivery (including support) staff through their continuing development, including the achievement of appropriate formal teaching qualifications and, where appropriate, higher degrees, reflects the expectations of their roles.

4. Quality Assurance

4.1 Ensuring that Quality Assurance, and Quality Improvement, activity effectively identifies opportunities to further develop curriculum delivery is a core element of this policy. This will be realised through:

- Accurate, and timely, use of information from a range of sources to ensure that, where delivery does not meet expectations, prompt and effective action is taken to identify, mitigate, and remove barriers to progress.

- Empowering innovation, experimentation, and creativity by teachers, coaches, and instructors, to effectively utilise new methods of TLA to ensure that delivery motivates, inspires, and stimulates curiosity resulting in the improved effectiveness and success of learning.

- The sustainable management and creation of resources, including the learning environment, that enable practitioners to inspire learners, enhance effective integration of theory into practice, and reflect changing expectations of curriculum delivery.

5. Learner Voice

5.1 Consultation with learners on an individual and collective basis occur at timely points across the academic year, with opportunities to feed back about concerns relating to safeguarding ever present through the 'Ready, Respectful, Safe' See It/Say It initiative. In addition:

- Student surveys are commissioned throughout the academic year to gain feedback on the student experience during their learning journey at the College.

- Professional Learner surveys are commissioned throughout the academic year to gain feedback on core academic skills that learners lack and are confident in, to further inform the support they receive alongside their academic studies.

- Managers undertake focus group activities with students to elicit feedback about their courses or any other aspects of student life.

5.2 There are numerous bodies in which learner views can be represented. The college Student Government umbrella comprises the following mechanisms for students to contribute to college life:

a) Student Council

- The college seeks in-depth student involvement and engagement through its Student Councils, each chaired by the Vice Principal on each campus, for FE learners and also for residents on the Sparsholt campus.

- The purpose of the Student Councils is to involve students in issues that have an impact upon their student lives by involving them in policy initiatives, gathering their feedback and enabling them to make suggestions that will improve the experience of the wider student body.

- Membership of Student Councils is voluntary, and students are nominated by either their tutor, peers or may self-refer via their Progress Coach to the Vice Principal.

b) Student Governors

- The Board of Governors is the highest decision-making body in the college. It has a mix of membership from within (Principal, staff governors, student governors) and also external members from outside the college. There are two FE Student Governors, one for each campus, who provide first-hand insight into the experience of being a student at the college, and are therefore highly valued by the other members of the Board for their knowledge of the college.

- When the term of office of a student governor is nearing expiry or a vacancy arises for any other reason, the Head of Corporate Governance will arrange the selection process of a student by the Student Councils for appointment by the Board. The student governor vacancy will be publicised to the student body through the Student Councils. Members of the Student Council will be encouraged, but not obliged, to stand.

c) Student Association

- A Student Association panel is elected annually from the student community, with the nominated panel representing the views of learners in the formation of extra-curricular (Study+) activities and events. The Student Association panel includes a President, Vice President, Residential Officer, Raising & Giving (RAG) Officer, and a Welfare Officer.

- The Student Association is overseen by the Assistant Principal – Student Experience, and the Student Events Coordinator.

5.3   In addition, students are encouraged to participate further in college life through wider mechanisms not covered by Student Government:

a) Curriculum Delivery

- The curriculum has been designed to maximise opportunities for involvement in campus life including access to appropriate additional learning experiences such as trips, study tours, competitions and charitable/community events. In addition, the college facilitates and promotes extended study through a variety of remote digital learning platforms and the college VLE to enhance the essential digital skills of learners.

b) Mentoring and Ambassadors

- There are opportunities for students to represent the college in a range of ambassadorial roles (i.e. at schools' liaison and other marketing events, as wellbeing and digital ambassadors) or as academic mentors to their peers.

6.   Continuing Professional Development

6.1   The college aims to deliver a high quality, responsive programme of CPD that is explicitly focussed upon identifying and fulfilling the needs of practitioners, ensuring that positive impacts can be measured through rigorous follow-up activity. Continuing Professional Development activity also targets the needs of the curriculum to ensure, and maintain, up-to-date practice across the college curriculum offer in order that the learning experience of every learner is informed and driven by current approaches and thinking. Good practice is shared through the college Create Hubs and the CPD Menu of Support. In addition, the expectations of the college's CPD programme are that:

- Staff commit to continually improve their practice by engaging in professional learning and reflection
- The promotion of evidence-based pedagogy results in impactful and innovative learning in both virtual and physical learning environments
- There is a culture of learning which promotes inclusion and collaboration, sharing of effective practice and celebration of exceptional performance
- There are clear links between quality assurance and improvement of programmes and learner experience.

6.2   This results in a CPD programme that is:

- A flexible offer, available to all staff. There is a robust and sustained focus on the development of teaching, learning and assessment.

- Staff are supported in ensuring that their 'occupational currency' is maintained through industry-updating opportunities including sabbaticals; membership of relevant professional bodies is actively encouraged.

- Opportunities for research, scholarship and development opportunities are enhanced through the use of funded projects and sector initiatives.

- Professional coaching, mentoring and targeted support is provided, through the skills of the Teaching and Learning Coach team.

7. Teaching, Learning & Assessment

7.1 The role of wider college areas such as Additional Learning Support, Wellbeing and Careers Support play a key role and support the college in its implementation of this policy ensuring that its offer and provision is inclusive and challenging. In addition, the college Tutorial Programme (CTP), including the Sparsholt certificate, is the cornerstone that consolidates learners' personal development and is fundamental to supporting student success.

7.2 This policy is focused on meeting the needs of all learners. Regardless of their starting points and level of study, encompassing a wide range of 'evidence-informed' strategies that are implemented to support all learners and to develop their knowledge, skills and behaviours. This is based on:

1. the formation of durable long-term memories, significant opportunities to practice and the transferal of knowledge to professional application.

2. a challenging, coherently sequenced, curriculum that supports the incremental, and holistic, development of knowledge.

3. the identification of concepts and practices, that are central to the mastery of each subject.

7.3 The college's key TLA approaches are based on the eight college Teaching and Learning Values which form the framework of teaching practice:

- **Behaviour for Learning**: Setting clear expectations for learning and behaviour, maintaining a rapport to ensure high-quality engagement in learning in a tolerant and respectful environment

- **Aiming High***:* Enabling learners to share responsibility for their own learning and assessment, setting goals that stretch and challenge

- **Enabling Next Steps***:* Motivating and inspiring learners to be independent, ready for industry and to develop their subject skills to enable progression

- **Engaging Through Assessment:** Applying appropriate, engaging methods of assessment to allow all learners to make progress and achieve

- **Meeting Learner Needs***:* Being creative and innovative in selecting strategies and resources to help learners to learn and overcome barriers to learning, adapting these to meet learner needs

- **Feedback & Learning Checks:** Assessing the impact of learning and understanding of related content through effective checks, monitoring and feedback

- **Developing Wider Skills**: Promoting Essential Digital Skills, Professional Learner skills and addressing the maths and English needs of learners

- **Inclusive Planning**: Planning and delivering effective lessons for diverse individuals in a safe and inclusive environment.

These eight Values are supported by the college's EVE model, which ensures consistency in high quality teaching and learning across all settings at the college:

- <u>Early</u> **Engagement:** Learners are engaged as soon as they enter the learning environment with the intent of the lesson shared visually and verbally through the 'bigger picture'. The bigger picture includes the setting of lesson intent ('key questions of the session'), core content to be covered and relevant learning links (to assessment, careers or progression). Planned initial 'progress check' activities recap or check prior learning, assess memory, draw on current understanding and set lesson standards.

- <u>Varied</u> **Assessment:** Lessons contain varied activities, resources and mixes of assessment that challenge, and teachers are ambitious in their planning. Checks on learning and progress occur regularly throughout the session.

- <u>Evaluative</u> **Endings:** Lessons are planned to include an end-of-session evaluative activity to check understanding and confidence in learning. Responses gathered allow teachers to reflect on the level of learner understanding to shape the start of future lessons.

8. Our People

8.1 It is incumbent on the entire staff community at the college to ensure that this policy is successfully implemented.

8.2 The Strategic Leadership Team (**SLT)** will champion the key principles of this policy. They will also ensure this policy is effectively implemented by:

- Ensuring Assistant Principals and Senior/Curriculum Leaders are accountable with respect to this policy.

- Ensuring that this policy's aims are regularly reviewed and reported on at all levels across the organisation.

- Ensuring that appropriate TLA objectives are included as a key measure of performance for all Assistant Principals and Senior/Curriculum Leaders.

- Delivering on ensuring 'our people' receive continuous investment across a range of platforms resulting in a highly skilled workforce.

- Delivering strategies around Premises and DigiEd that support the implementation of this policy.

8.3   All members of the Curriculum Leadership Group (**CLG)** will be responsible for ensuring the successful implementation of this policy within their areas of responsibility. They will also:

- Make their staff fully aware of this policy, ensuring that they are effectively implementing it.

- Provide regular feedback on the effectiveness of TLA in their areas through six-weekly Internal Quality Reviews.

- Ensure that TLA objectives are a key measure in staff appraisals.

- Lead on the intent and implementation of all elements of this policy within their curriculum area.

- Support and guide all staff within their teams that play a role in ensuring student progress and success.

- Regularly monitor and evaluate the implementation of this policy in their area through a range of mechanisms including learner voice, quality assurance strategies and regular team   meetings.

8.4   The Sparsholt College Group's **Teaching and Learning Coaches** play a key role in supporting lecturers and instructors in their development of successful TLA in all curriculum areas, and all learning environments, both online and in person. Under the coordination of the Learning & Standards Lead, they will:

- Support academic staff to continually improve their pedagogy in all learning environments including online and in-person.

- Coach, guide and develop all teaching staff, to ensure that the key principles of this policy are understood and implemented appropriately and effectively.

- Plan and lead the college's teaching staff development activities and embrace research activity to improve professional practice.

8.5   **All academic staff** who are responsible for teaching, learning and assessment must work to achieve the key aims of this policy. They will:

- Demonstrate a desire and commitment to working with their colleagues and line managers in order to improve their pedagogy and in turn student outcomes.

- Plan to utilise and support key principles detailed in this TLA policy with students, whilst being open to innovation and the implementation of new ideas to benefit students.

- Use the TLA policy to promote excellence in learning and personal development.

- Provide feedback on the impact of the TLA policy, and associated CPD, on their practice and student outcomes.

- Appreciate the value of their subject and content of all lessons.

- Ensure resources created to support learning are done so with accessibility in mind.

9.   College Tutorial Programme (The CTP)

9.1   The College Tutorial Programme aims to deliver a sector leading pastoral and wider enrichment programme, resulting in meaningful development of students' personal and professional growth, and resilience.

9.2   All Progress Coaches at the college view the CTP and tutorial elements of the study programme, or apprenticeship, as a key vehicle to support the student experience, personal development and successful student achievement. In addition:

- All students have access to coaching, mentoring and learning support. This results in the effective identification of students' support needs, ensuring that effective strategies can be considered and implemented.

- The CTP comprises a pastoral offer that aims to remove barriers to student progression, whether that is into a higher level of study or employment.

- Students attend a range of CTP sessions that focus on the development of wider knowledge, employability skills and key values, ensuring that students strive to demonstrate their knowledge in these key areas. This is supplemented by packages of online learning to enhance their knowledge and understanding.

- High quality target setting supports the development of learner progress and high aspirations

9.3   At the start of all programmes, students will be allocated a Progress Coach who will work with students to facilitate their progress through their programme of study. The role of the Progress Coach is key to the successful implementation of the CTP and its related processes. This will involve reviewing the student's individual needs, reviewing progress against well

considered SMART targets, highlighting success, planning for progression and enriching the student experience. Overall activity includes:

- During the initial period of study, all students will be set an appropriate minimum target grade (MTG) and an aspirational grade. The method used to set targets will be dependent on the type of programme being undertaken, with external agencies including ALPS utilised as appropriate.

- All students will be provided with a minimum number of four formal 1:1 sessions during their programme of study (Flying Start, Autumn Term, Spring Term, Progression). In appropriate circumstances, Progress Coaches may increase the frequency of 1:1 sessions with students to ensure that students' individual needs are met.

- Progress Coaches are aware of any external factors that could potentially impact on students' performance in college and will then utilise specialist resources to ensure that students make progress. This is informed through the RONI tracker as well as frequent collaboration with curriculum teams and wider college departments including Wellbeing (for C4C learners).

- Progress Coaches will ensure that there is effective communication with other subject tutors, to ensure that students remain on track to achieve their targets. This is likely to involve regular reviews of key performance data outside formal 1:1 reviews.

- Students achieve accreditation through the Sparsholt Certificate which develops students' employability skills and resilience.

10.   Homework and Further Study

10.1 Homework guidelines reflect the college's mission to ensure all learners who undertake a Study Programme are rewarded with qualifications, skills and experiences to progress and succeed.   We want every learner to achieve their full potential and recognise that homework enhances learners' learning, improves achievement and as such is an integral part of the curriculum.

10.2 Homework is set in order to:

- Reinforce and consolidate work covered in lessons
- Encourage independent and reflective learning
- Develop a deeper knowledge and understanding of the curriculum and related subjects
- Prepare learners for future lessons or assessments
- Help learners develop essential organisation and time management skills
- Support teachers in making judgments about a learner's progress and level of attainment
- Revise in preparation for external examinations.

10.3 It is recognised that not all homework will be completed at home; in fact some learners who find it difficult to work at home, or for some tasks which may require resources (books, software, equipment) more readily available at college, it will be more desirable to carry out the task during designated 'directed study' periods.

10.4 The principles that comprise the effective setting of homework within this policy are:

- Homework should be carefully planned and be an integral part of the course.
- Homework should be differentiated to meet the needs of individual learners.
- Learners should be adequately prepared for the completion of tasks set.
- Homework should be issued in appropriate quantities and completion dates should be both clear and reasonable.
- Assessed homework will normally be returned within 10 working days.
- Homework should be shared via the appropriate agreed platform to allow access to both the task and related resources remotely.

10.5 The college provides the following guidelines for the minimum number of hours learners should study for outside of lessons:

- Level 3 study programme: 8-10 hours per week
- Level 1 & Level 2 study programme: 5-7 hours per week
- Entry Level study programme: 2-4 hours per week

This will include homework covering all aspects of the study programme, including the main qualification aim, English, mathematics and work experience.

10.6 In terms of the roles and responsibilities of staff, academic members of staff play a key role in the implementation of homework including in relation to:

- Issuing, monitoring and assessing homework regularly.
- Making sure learners understand how their work will be assessed.
- Ensuring learners have a realistic, time-bound target for completion.
- Ensuring homework requirements are written into the agreed platform.
- Staff should check the agreed platform at regular intervals
- Keeping a record of homework tasks and their completion via ProMonitor under the college 'touchpoint' initiative.
- Providing formative/ summative feedback, as appropriate.
- Signposting learners to extension activities to stretch the more able learner.

10.7 Equally, under the college's Professional Learner initiative, learners must:

- Recognise the value of homework and its capacity to improve learning.
- Be responsible for completing homework and organising their time outside of lessons every week.

- If homework tasks are not understood by the learner, it is their responsibility to see their subject tutor before the day when the homework is due for submission, to request clarification or further guidance (in line with Awarding Body regulations where necessary).
- Check the appropriate online platform regularly to complete homework tasks set.
- Meet expectations that homework will be completed and submitted in time.
- Practice English and maths regularly to improve numeracy and literacy skills.
- Use Learner appropriate tools to manage their workload.
- Be aware of the consequences of non-completion/ submission of homework.

Where non-compliance is evident, the following steps should be taken:

- Learners that fail to complete homework tasks may be asked to 'sign in' to designated directed study periods to catch up with work which is incomplete.
- Learners that persistently fail to complete homework will be issued with a 'Performance' alert.
- If a learner does not produce homework following Performance Concern alerts then a Stage 1 Performance Review meeting may be called to address the issue at a more formal level.
- If performance issues continue then a Stage 2 Performance Review may be triggered, leading to further sanctions including but not limited to a Stage 3 Performance Review.

10.8 The college will have in place an annual Curriculum Delivery, Teaching & Learning and Quality Improvement Strategy within which its approach to furthering these policy obligations will be detailed and, where appropriate, linked to the college's Strategic Plan.