

<u>Policy Title</u>	NCG Teaching, Learning and Assessment Policy	
<u>Policy Category</u>	Compliant	
<u>Owner</u>	Assistant Director Quality (TLA)	
<u>Group Executive Lead</u>	Executive Director of Quality	
<u>Date Written</u>	June 2022	
<u>Considered By</u>	NCG QA/TLA Forum / Executive Board	
<u>Approved By</u>	Executive Board	
<u>Date Approved</u>	July 2022	
<u>Equality Impact Assessment</u>	The implementation of this policy is not considered to have a negative impact on protected characteristics	
<u>Freedom of Information</u>	This document will be publicly available through the Group's Publication Scheme.	
<u>Review Date</u>	May 2024	
<u>Policy Summary</u>	This policy identifies the required characteristics of all teaching, learning and assessment at NCG. The policy sets out the framework for the evaluation of teaching and learning and aligns the NCG strategic aim to pursue exceptional teaching, learner experienced and outcomes with national standards for teaching and education.	
<u>Applicability of Policy</u>	<u>Consultation Undertaken</u>	<u>Applicable To</u>
Carlisle College	Yes	Yes
Kidderminster College	Yes	Yes
Lewisham College	Yes	Yes
Newcastle College	Yes	Yes
Newcastle Sixth Form College	Yes	Yes
Professional Services	Yes	Yes
Southwark College	Yes	Yes
West Lancashire College	Yes	Yes
<u>Changes to Earlier versions</u>		
<u>Previous Approval Date</u>	<u>Summarise Changes Made Here</u>	
September 2022	<ul style="list-style-type: none"> Peer review being established as one of the learning walks Industry updating changed from 5 days every 5 years to 3 days encouraged every 2 years. Setting the ethos of teaching within NCG Strengthened the importance and review cycle of the TLA personal development plan part and reflections on the impact on teaching practice and student experience. Updated the 12 TLA indicators for currency, mapped to UKPSF Incorporated the importance of reflection techniques and CPD to support peer reviews. Embedded more detail of reasonable adjustment into appropriate indicators. Removed the aspects of a requirements of careers CPD 	



September 2020	Makes clear the minimum expectations for ETLA and arrangements for remote and online learning.
September 2019	Minor changes made to reflect detail with Ofsted education inspection framework.
September 2018	Update to new policy format. The 12 TLA Keys changed and/or included the word indicators. Separation of Lewisham and Southwark College in the implementation of the policy to individual colleges.

Linked Documents	
NCG Safeguarding Policy	To highlight the key responsibilities and processes should a teacher or educator identify a safeguarding concern during their routine delivery and tutorial work
NCG Equality, Diversity, Inclusion and Belonging (EBID) Policy	Adapting TLA activities to the changing needs of learners and teachers in order to remove barriers to learning.
NCG Malpractice Policy	Applies to all staff that have a teaching, learning or assessment role or are involved in the associated supporting services.
NCG Attendance management Policy	Sets out the expectations for recording and managing learner attendance
NCG Code of Conduct Policy	Sets out the principals, values and standards governing the professional behaviour of all colleagues.
NCG Performance Policy	This links to the performance management process for all NCG colleagues and assist and encourage the development of colleagues to achieve, maintain and exceed satisfactory standards of work in accordance with the annual performance review process.
NCG Assessment and Internal Verification and Moderation Policy	Details the reporting process where potential employees' malpractice or maladministration is identified.
NCG Student Positive Behaviour Policy	If malpractice is confirmed and disciplinary action is taken, the policy will set out the options for the student appeals process.
NCG Careers Education, Information Advice and Guidance Framework	This links to the NCG CEIAG Framework in ensuring learners are fully supported to make informed choices and career decisions in preparation for and progress to their best next steps.

Equality Impact Assessment

	Judgement	Explanatory Note if required
EIA 1 - Does the proposed policy/procedure align with the intention of the NCG Mission and EDIB Intent Statement in 2.0?	Yes	Yes – ensuring our learners receive exceptional education
EIA 2 - Does the proposed policy/procedure in any way impact unfairly on any protected characteristics below?	No	
Age	No	
Disability / Difficulty	No	
Gender Reassignment	No	
Marriage and Civil Partnership	No	
Race	No	
Religion or Belief	No	
Sex	No	
Sexual Orientation	No	
EIA3 - Does the proposed policy/processes contain any language/terms/references/ phrasing that could cause offence to any specific groups of people or individuals?	No	
EIA4 - Does the policy/process discriminate or victimise any groups or individuals?	No	
EIA 5 - Does this policy/process positively discriminate against any group of people, or individuals?	No	
EIA 5 - Does this policy/process include any positive action to support underrepresented groups of people, or individuals?	Yes	Reflected in the policy in regard to any reasonable adjustments where a learner or staff member may have additional learning needs and/or a disability
EIA 6 - How do you know that the above is correct?	This policy has been reviewed by the QTLA forum, trade unions and NCG Executive NCG, prior to approval by NCG Corporation. The membership of these groups is indicative of the wider population within NCG.	

1. Purpose, Scope, and intent of this Policy

NCG is one of the country's leading college groups. Learners' studying at any of our colleges will have access to a suitably purposeful, transformative, and inclusive teaching and learner experience to help them achieve their ambitions and career goals. The fundamental ethos of this policy is to facilitate teachers 'crafting' their practice through professional feedback, coaching and reflection, supporting teachers through an inclusive, and diverse approach to Teaching, Learning and Assessment (TLA). Reflection is widely regarded as one of the most important ingredients in any recipe for professional growth and the development of teachers (O'Leary, 2020). As such we hope that the Group's teachers and educators will welcome the evaluation of teaching, learning and assessment in the spirit in which it is intended, which is to receive feedback on their contribution to the learner journey, actively engage in professional discussion and reflection and, with considered guidance on how to improve the session/practice further, to aspire to teaching mastery.

To enact this, this policy identifies the arrangements for implementing the common annual improvement cycle for teaching, learning and assessment across NCG, in pursuit of the NCG strategic theme of *exceptional teaching, learner experiences and outcomes*. The policy sets out the framework for the evaluation of teaching and learning into a pragmatic framework, by considering national standards for teaching and education and checked against sector norms to ensure that it is fair and representative of current practice.

Through this policy, NCG will ensure that: a) the learner experiences meet expectations; and b) teachers receive regular feedback on how to further develop their practice for their ongoing professional development, for example through coaching and mentoring. The premise underlying this strand is that all teachers can develop and improve their practice, given considered and well-intended feedback.

In practice, this means that learners receive a consistently inclusive, supportive, and challenging education: starting points are suitably assessed; that delivery is purposeful, engaging and stretching; and thereby ensures that learners develop new technical, academic, or applied skills, knowledge, and inclusive and respectful behaviours. Teachers will create a climate of high expectations, with high challenge and characterised by a positive learning environment of mutual respect, care, and empathy in being sensitive to individual needs. In doing so we aim to secure exceptional outcomes for all of our learners, which facilitates their successful progression in further education (at a higher level), higher education and employment (including apprenticeships).

2. Definitions

- The term **learner** is used in its widest sense and includes all learners, whether young people aged 14-18, learners with specific high needs, apprentices, adult learners, or higher education students.
- The term **teacher** is used to describe all teaching and training staff, including teachers, lecturers, instructors, skills trainers, learning support

practitioners, coaches/mentors, work experience coaches and teachers in managing positions.

- **SLT** relates to the senior leadership team in the College – comprised of a principal and their senior deputies.
- **Great Place to Teach** is an NCG brand, used occasionally for communications associated with TLA, to represent Group-wide events, conferences, good practice and highlight the annual cycle of continuous improvement.

3. Implementation and Compliance

This policy is reviewed and agreed (at least) biennially and must be implemented in full through college TLA/ETLA procedures, alongside guidance for teachers (for example a handbook or similar).

The policy will be reviewed by Quality Assurance and Teaching, Learning and Assessment (QTLA) Forum and is consulted upon with relevant trade unions at a national level on behalf of all colleges and approved by the Executive Board.

The policy applies to all teachers and educators in NCG – without such policy, college leaders cannot carry out their duty to evaluate the quality of education in their college and ensure that the learners receive the required ~~and~~ standard of education.

It is the responsibility of college SLT to share the policy and local procedures through, for example teacher forums, guidance for teachers or any other relevant communication channels.

4. NCG 12 Teaching, Learning and Assessment Indicators

To enable an engaging, stretching, and inclusive teaching and learning experience, teachers need to have a solid knowledge and understanding of the subject(s) they teach. As well as this, they need to know how to effectively teach that that subject (and embed relevant knowledge, skills, and behaviours), and, more generally, how to teach. These three types of essential knowledge are known as subject knowledge, pedagogical knowledge, and pedagogical subject knowledge. Subject knowledge can be defined as teachers' knowledge of the subject they are teaching, pedagogical knowledge as teachers' knowledge of effective teaching methods, and pedagogical subject knowledge as teachers' knowledge of how to teach the particular subject or topic. In order to bring to life these types of knowledge inputs into a learning session, NCG has a consistent set of 12 indicators of high quality TLA, that are used to structure professional dialogue, feedback and development. These are applicable to all teachers, across all provision types and levels. The indicators are checked against national standards for teaching e.g., ETF Professional Standards 2022, sector norms and provides a 'best fit', rather than direct reference against the UK Professional Standards Framework (UKPSF) in higher education.

Table 1 below provides the description against each indicator.

Indicator	Description
Planning	<p>Planning must be sufficient to give students an appropriate sequence of learning tasks that embed and reinforce learning, with the opportunity to gain new knowledge and skills, whilst allowing time to review previous material for the purposes of successful revision and recall. Planning should draw on the subject knowledge and subject pedagogy of the teacher and take into account industry engagement and opportunities to integrate wider themes where naturally occurring and/or relevant (this may include equalities and respect, English and maths, British values and learner personal growth by promoting independence and curiosity). Planning for online sessions should incorporate appropriate adjustments– what works in a face-to-face classroom session, may not always be suitable for online delivery.</p> <p>UKPSF - A1, A4, A5, K2-K4, V2, V3</p>
Individualisation	<p>All teachers must understand the learners’ relative starting points, including any reasonable adjustments, which will be dependent on their entry skills and knowledge and how far they have progressed through the planned learning – this will underpin the entire process of lesson planning. Teachers must match tasks to learners’ needs and readiness; scaffolding and supporting to make tasks contextually relevant and accessible to all but ensuring that all students are stretched to succeed at the required level, whilst concurrently ensuring an equitable, inclusive, and diverse approach to practice.</p> <p>UKPSF – K2-K6, V1</p>
Purpose	<p>All sessions will have a clear purpose to develop relevant knowledge, skills, and behaviours, which are articulated to learners. This will include the success criteria in the context of the session and the steps required to over meet the basic expectation (challenge).</p> <p>UKPSF - A1, K3, V3</p>
Readiness	<p>All sessions must ensure that teachers and their learners are appropriately prepared for and are ready to participate; high risk practical sessions should always start with a check of PPE, risks, and hazards; teachers will set a positive example through their own readiness and standards. Ensuring that rules, expectations, and consequences for behaviour are explicit, clear, and consistently applied. Online sessions should include a reminder of basic etiquette and e-safety.</p>

	UKPSF - A1, A2, A4, K1-K4, V1, V3
Managing Learning	<p>NCG teachers will foster a positive learning environment of mutual respect, care, and empathy in being sensitive to individual needs. NCG teachers must be able to manage the delivery and learning process through skilful classroom management, modelling and technology where appropriate in creating a climate of high expectations, with high challenge and trust; they should be mindful in their planning of the common stimuli that influence learner engagement (i.e., emotional, behavioural, cognitive factors) and implement reasonable adjustments in all learning environments. Adjustments must be made when delivering online or blended delivery and teachers should not simply assume that methods in the classroom are instantly transferrable.</p> <p>UKPSF – A5, K5, V1</p>
Pace	<p>NCG teachers will maintain a suitable pace (to maximise productivity and minimise wasted time e.g., starts and transitions) by providing clear, explicit instruction and by moving briskly through planned theory and practical activity and exercise work (where applicable); if the guided content is covered, learner centred activity must have a clear purpose, timescale for completion and success criteria; online delivery must be adjusted accordingly to ensure engagement remains high.</p> <p>UKPSF – A1,2, 4</p>
Assessment for learning	<p>NCG teachers will ensure all sessions begin with an evaluation of existing skills and/or knowledge – this may be a skill scan, exercise or activity, it may be questioning – but it must connect new ideas to what has previously been learned (and re-activating/checking that prior knowledge), the assessment process will then be continued throughout the session to appropriately gauge learner progress, identify misconceptions, sticking points and respond through additional teaching, training and assessment as required. Online sessions are encouraged to use integrated tools such as posting, hands up and surveys to help with assessments as appropriate.</p> <p>UKPSF - A1-A5, K1, K2, K4, V1, V3</p>
Questioning	<p>Verbal and written questioning must take into account the learners starting points and will be used effectively to elaborate students thinking, check learning and develop deeper connections and understanding; questioning must be both frequent and reaching to determine how successfully core knowledge is retained and understood by the learner.</p>

	UKPSF - A3, K1, K2
English and Maths	<p>All NCG teachers are also teachers of English/communication and mathematics/numeracy and should therefore plan to actively develop and consolidate English and maths knowledge or skills and seek opportunities to develop learner understanding wherever relevant and reasonable. Basic numeracy, reading skills and oracy should be developed in the majority of sessions to support opportunities for employment and/or learners undertaking English and maths qualifications.</p> <p>UKPSF – A1, K1</p>
Feedback	<p>All learners should expect and receive meaningful, prompt, useful and actionable feedback, so that they understand how they can improve, if they have met or exceeded the success criteria and/or what they need to do to improve further – learners should be able to confirm that they understand what this means to them, and what they will do as a result; teachers will monitor the impact of their feedback and correct learner misunderstandings immediately.</p> <p>UKPSF - A3, A4, K2, K5</p>
Adding value	<p>The course must add demonstrable value – this will generally include a balance of consolidation/recall, of which the proportion will increase as the course session moves through the year, however it should always contain the delivery of new skills and knowledge, or new examples, case studies to help consolidate understanding; learners should be encouraged to be both curious and independent. HE students should be encouraged to engage in meaningful collaboration between staff and students in programme design, content, and delivery, adopting the concept ‘Student as Producer’, which seeks to recognise outputs of student research as a valued activity within an inclusive academic community.</p> <p>UKPSF - A1, A5, K1, K2, V2, V3</p>
Progress	<p>Linked closely to adding value, learners should be able to ‘showcase’ or ‘demonstrate’ new skills or knowledge throughout their planned learning – if not, then the teacher should reflect and improve the planning and delivery accordingly. This may involve covering similar ground as recap and reskilling and reduce the effects that a learner’s disability or difficulty may have on their learning.</p> <p>UKPSF - A1, A4, A5, K2, K5</p>

5. NCG and Teacher Commitment

NCG is committed to the professional status of the profession and as such will ensure that all teachers on permanent contracts work toward the following:

- All (unqualified) teachers at NCG will work toward, and typically complete, a recognised teaching qualification, at an appropriate level within 2 years. Whilst undertaking a teaching qualification, teachers will have access to structured teaching and learning support as an Early Career Teacher (ECT).
- All teachers of academic (A level) courses will arrive with teaching training/qualifications at an appropriate level.
- All teachers at NCG will be functionally competent at level 2 or higher (equivalent to a good GCSE pass or L2 functional skill) in both English and maths on joining NCG. This can be evidenced through a qualification or equivalent diagnostic test (such as BKSB or similar).
- All teachers at NCG will have access to an introduction to the 12 TLA indicators and continuous professional development and feedback aligned to the indicators.
- All teachers at NCG will have access to professional development in reflection techniques and providing effective feedback within peer learning walks.
- All teachers at NCG will have access to basic digital training via Microsoft Learn, local college provision or from NCG Professional Services.
- All teachers at NCG will have access to online masterclass sessions at least once per term, organised by NCG Professional Services.
- All teachers at NCG will be supported with their applied literacy and numeracy subject knowledge and pedagogy where required or requested.
- All teachers will need to remain in good professional standing by staying up to date with their subject specialism. To do this, the teacher must complete regular industrial updating to maintain their currency within their vocational sector. All teachers will be encouraged to undertake an immersive project work/industry secondment for at least 3 days with an industrially relevant employer of their choosing. This activity is encouraged every two years – the timing in the academic year and nature of this leave must be agreed with the college principal and will be paid absence. Other examples of professional updating may include¹:
 - External examiner training / updating.
 - Attending an external masterclass.
 - Being a member of a special interest group or professional body.
 - Shadowing with an industrial relevant employer.

¹ Not an exhaustive list

- All teachers in NCG must record their professional development in iTrent - this should be at least 28 hours in an academic year (pro rata for part time staff) - all relevant internal and external CPD will count, including online mandatory training.

6. The Evaluation of Teaching, Learning and Assessment (ETLA)

NCG recognises the uniqueness of our college communities and the importance for leaders of teaching and learning to enact this policy by taking ownership and accommodating local differences and starting points in the college teaching and learning communities. There are also a number of different and equally successful approaches to improving teaching and learning in education and we understand that 'a one size fits all' approach, may not always be appropriate to facilitate improvement. Colleges are therefore required to implement and maintain an ETLA procedure that meets their needs, but is consistent with the criteria below:

- 6.1.** The ETLA procedure must consider both the inputs into a successful session (i.e., subject knowledge, pedagogy, and subject pedagogy) and the 12 TLA indicators in the professional feedback to teachers.
- 6.2.** The ETLA procedure should not be limited to a single learning visit of teaching exposition or demonstration, instead the process must include wider evaluation over time, including the extent to which planning, and delivery is typical, an evaluation of learner work focusing on the acquisition of skills and knowledge; the progress reviews of learners and in speaking to learners about the experiences (learner voice).
- 6.3.** Learning Walks (LW's) are intended to be short 'temperature checks', to provide developmental feedback to help facilitate teachers 'crafting' their practice through reflection. They will typically be around 20 mins, although the observer may stay longer in some circumstances, for example if an emerging issue relating to wellbeing/safeguarding was apparent, or it was deemed necessary to get a fairer/balanced view of the session. This would equally work in favour of the teacher - simply consider a lesson with a 'bumpy' start due to learner tardiness, or an issue with technology for example.

The procedure should make clear where LWs are unannounced/scheduled/agreed and all college SLTs should work toward an open-door culture of trusted development and support. This will inevitably require an ongoing dialogue with staff to review the efficacy of the procedure. The annual process of ETLA will make use of at least two developmental learning walks as detailed below, the output of these will be tracked through an agreed system (for example a Microsoft form) and will assist the ETLA team in determining areas of strength, and for further development across the College to support CPD plans and formal reporting to senior leaders.

6.3.1. Peer Learning Walk

The opportunity for the first learning walks to be undertaken by a teaching peer of the teacher. The teacher will be responsible for selecting the peer who must be an employee of the college, to be a trained teacher, have relevant (at least 3 years' experience or suitable experience as defined by the TLA stakeholders) and be ideally experienced in the subject area of delivery or exemplify practice in a TLA indicator. If this is not possible, the teacher can arrange for a member of the college ETLA team to undertake the LW, with prior agreements. The peer will be required to feedback to the teacher following the LW, following the college feedback process. A member of the college ETLA team may be in attendance to listen to the feedback, seek clarification and help develop supportive plans to facilitate continuous improvement.

6.3.2. College eTLA Learning Walk

The second LW should determine to what extent the teacher has acted on previous developmental feedback. This learner walk will be undertaken by the college ETLA team and will largely focus on progress made since the previous LW and/or formal learning visits.

- 6.4.** Formal learning visit: In addition to the learning walks, there should be at least one formal learning visit that will be selected in line with the college quality cycle and any risk assessment arising from self-assessment. This may be part of curriculum-wide activity e.g., 'deep dive', or it may be scheduled individually. The teacher should be given at least 2 working days' notice and the window for evaluation should not typically be longer than 5 working days. This is to ensure that the teacher has time to collate evidence of planning for effective learning, examples of learner work and any examples of good practice, but does not promote excessive lesson preparation, which exceeds requirements and is not typical of usual practice. The principal may agree an extension to the evaluation if part of a wider college or department technical review, which may make the timeframe inappropriate, however the intent of this clause (to reduce staff workload) must be considered and applied. The evaluation will typically last longer than 30 minutes and not more than 60 minutes. ETLA used for new teachers, as part of teacher training courses, can be used to satisfy this element of the policy as long as SLT are satisfied in the rigour and quality of feedback is aligned to that described in 4.0.
- 6.5.** Teachers delivering via blended routes should expect a proportional balance between evaluation of face to face and online delivery; virtual walkthroughs may need to be agreed and scheduled in advance as part of the learning walk process to overcome access issues to streaming/conferencing apps such as Microsoft Teams (see 6.3).

- 6.6.** Staff evaluating TLA must be suitably qualified and experienced teachers/managers, who are appointed by the college SLT and receive annual training/updating on evaluating TLA. Experienced college leaders are expected to show academic leadership and support the investment in teaching staff by participating in the ETLA process. College leaders who teach will also receive feedback using the college procedure. Group Quality, and/or external consultants, will occasionally support the process to undertake ETLA on behalf of the college. Again, only suitably qualified, and experienced teachers will participate. Group Quality may also support local procedures by evaluating college leaders with a teaching caseload. Where possible and practical, evaluators will have relevant subject expertise.
- 6.7.** The procedure must allow for 'higher risk' provision to be evaluated early in annual cycle – high risk areas may include new teaching staff, or historically weak provision (identified in self-assessment), courses that have received complaints, or have ongoing sanctions from awarding organisations.
- 6.8.** As it is a personalised, developmental process, it must be inclusive so that every teacher participates and benefits from evaluation every year (regardless of length or service); teachers working as advanced practitioner or learning coaches can be evaluated in their delivery of CPD or mentorship of colleagues as it naturally occurs.
- 6.9.** Procedures must follow the annual improvement cycle identified within this policy (section 8).
- 6.10.** Procedures must make reference to how on-line, distant or remote learning will be evaluated – additional guidance, based on sector best practice, will be provide to evaluators via the GPTT microsite. Evaluators must show understanding if the technology fails, or if the teacher experiences issues out of their control. The teacher should not be penalised if trying out new technology or methods if the intended purpose is clear.
- 6.11.** Procedures will make clear the grounds to appeal the formal evaluation summary. This appeal must be focused on naturally occurring, demonstrable evidence/examples of teaching, learning, assessment that do not appear (to the teacher) to have been taken into consideration in the summary evaluation and feedback, yet it could make a material difference in the feedback summary. Teachers who believe that the process is unfair/biased/discriminatory should follow the NCG complaints policy.

- 6.12.** Procedures must recognise excellence when we see it – this may be in the form of sharing best practice through CPD or showcase events, whether at college or Group-level (e.g., through communities of practice, Great Place to Teach events).
- 6.13.** Procedures must integrate with arrangements for annual performance review. Pay progression arrangements are part of an agreement made separately through a joint working group with trade union colleagues and HR at NCG nationally and are covered in the performance management policy. This is intended to ensure that successful teachers are able to progress and thrive, whilst ensuring that any weak provision improves quickly for the benefit of the learners. The CPD should be reviewed and also planned for the year ahead.
- 6.14.** The scale of NCG does mean that the Group is able to run pilots, or experiment with new research based ETLA practice. Should this be the case, then the college principal must request flexibility via the Curriculum Strategy Group in the preceding term. The rationale for doing this should be formally recorded.
- 6.15.** Procedures will adhere to the mission, strategic themes, and values of NCG.

7. Acceptable forms of ETLA

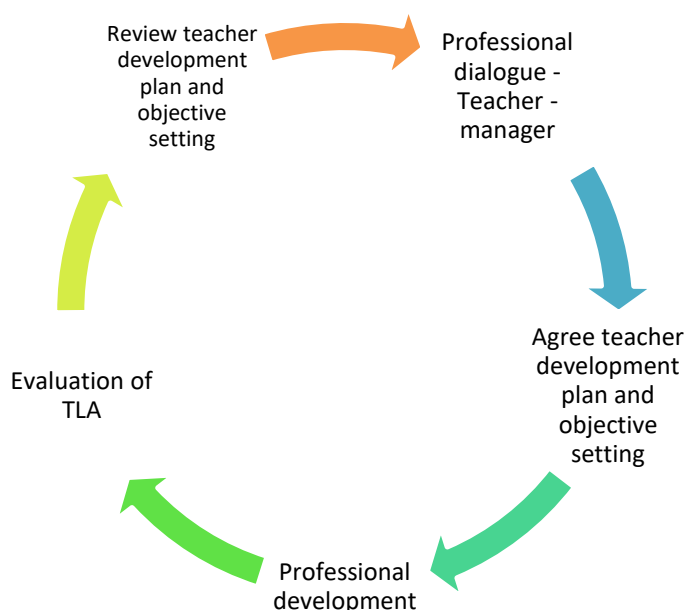
- Visits to the place of learning via short learner walks, or extended learning visits of teaching and learning.
- Deep dives into subject, sector, course themes.
- Focused curriculum reviews through evaluation of learner work (book scrutiny), or evaluation of teacher preparation (i.e., curriculum scrutiny by looking at schemes, intent statements, records of work, teaching resources). This will typically extend to a review of exercise books, learner files, use of information learning technology (ILT) and virtual learning environments (VLE), product of work and portfolio work (as required).
- Evaluation of feedback from learners and apprentices through discussion, forums, or survey.
- Evaluation of feedback from parents or employers, through discussion or survey.
- Evaluation of learning progress records (ILP) and eILP (eTrackr/Smart Assessor).
- Evaluation of online delivery material and VLE resources.
- Virtual learning walks (for online live-streamed delivery).

8. Process - Annual Improvement Cycle

- 8.1** All teachers will engage in self-reflection and professional dialogue, based on holistic ETLA feedback to determine relative strengths and areas for further improvement, informed by subject content, pedagogy, subject pedagogy and NCG's 12 TLA indicators. Whilst the nature of this discussion will vary, it will be uniformly recorded on an TLA Personal Development Plan (PDP) within the college. The purpose of the TLA PDP is to enable teachers to reflect on the impact of professional development on their teaching practice. The TLA PDP will be typically set by the start of the academic year, and as a minimum updated twice in an academic year, typically during professional development days, with a final 'closing of the loop' at the end of the academic year.
- 8.2** Colleges will implement a form of skills scanning exercise for teachers to reflect on their relative strengths and areas for improvement in relation to key inputs (subject knowledge, pedagogical knowledge, and pedagogical subject knowledge) and NCG's 12TLA indicators. This will provide a stimulus for professional dialogue between teachers and line managers and/or TLA coaches that informs their PDP.
- 8.3** ETLA Feedback to the teacher, based on the items above, must reference the key inputs (subject knowledge, pedagogy) and 12 TLA indicators and will be recorded formally; in the majority of cases most of the indicators will be naturally occurring in any session and the longitudinal nature of the ETLA (involving learning walks and observations) will ensure that staff receive composite feedback over the academic year.
- 8.4** Staff making the evaluation must ensure that an adequate provision of time is made to engage in professional dialogue with the teacher and with the learner group during the evaluation.
- 8.5** The views of the teachers should also be considered and recorded as reflections on the feedback. This should focus on the development aspects, but the evaluator can use it to record the teacher perspective.
- 8.6** Processes must be established for annual training for evaluators to ensure they work towards a consistent standard, with standardisation of evaluating staff being conducted by Group QA. As a result of both the ETLA, and the resultant professional development plan, teachers can expect to receive personalised training and/or support. This may be delivered in a variety of ways included bespoke sessions, college, or Group CPD, online resources or mentorship.

8.7 The professional dialogue will also seek to establish best practice from across the Group. Where best practice is identified, colleagues will have the opportunity to provide mentorship for example within the ITE provision, share practice in masterclasses and/or take a role within the subject community of practice leadership.

8.8 The process is summarised below. The process is best described as one of development-support, not of punitive-compliance. Very few teachers will ever leave NCG due to ETLA, however most, if not all, will benefit from honest, well intended feedback.



9. Alignment with Professional Standards for Teachers and the UK Professional Standards Framework for teaching and supporting HE

The policy framework seeks to simplify and combine existing and complementary standards currently used by many teaching professionals across the sector, whilst setting a consistent framework for teacher feedback across NCG.

NCG Teachers are encouraged to attain Qualified Teaching and Learning Status (QTLS) and Advanced Teacher Status (ATS) with the Education and Training Foundation, or equivalent professional body.

For colleagues working toward the existing ETF, the 12 TLA indicators may offer nothing new, other than assurance that Group expectations are in line with professional teaching and learning expectations. NCG Teachers may aspire to attain Qualified Teaching and Learning Status (QTLS) and Advanced Teacher Status (ATS) with the Education and Training Foundation and to aid with their applications the table in annex A provides a 'best fit', rather than direct reference to the components of the policy and 12 TLA indicators. The table also reflects on how other aspects

of the policy are in line with these standards.

Department for Education (DFE) Teachers' Standards can be viewed in full [here](#):

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665522/Teachers_standard_information.pdf

Education and Training Foundation (ETF) professional teaching standards can be viewed in full [here](#):

<http://www.et-foundation.co.uk/supporting/support-practitioners/professional-standards/>

UK Professional Standards Framework (UKPSF) for teaching and supporting learning in HE can be viewed here:

<https://www.heacademy.ac.uk/ukpsf>

Annex A – Standards Map against 12 NCG TLA Principles

<i>NCG TLA Indicators</i>	<i>ETF 2022 Professional Standards</i>
1. <i>Purpose</i>	<ul style="list-style-type: none"> • Inspire, motivate, and raise aspirations of learners by communicating high expectations and a passion for learning.
2. <i>Assessment for Learning</i>	<ul style="list-style-type: none"> • Critically review and apply your knowledge of educational research, pedagogy, and assessment to develop evidence-informed practice. • Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support learning and achievement.
3. <i>Readiness</i>	<ul style="list-style-type: none"> • Inspire, motivate, and raise aspirations of learners by communicating high expectations and a passion for learning.
4. <i>Individualisation</i>	<ul style="list-style-type: none"> • Apply motivational, coaching and skill development strategies to help learners progress and achieve. • Plan and deliver learning programmes that are safe, inclusive, stretching, and relevant to learners’ needs. • Develop learners’ Mathematics, English, digital and wider employability skills. • Support and develop learners’ confidence, autonomy and thinking skills, taking account of their needs, and starting points. • Develop and apply your knowledge of special educational needs and disabilities to create inclusive learning experiences.
5. <i>Planning</i>	<ul style="list-style-type: none"> • Plan and deliver learning programmes that are safe, inclusive, stretching, and relevant to learners’ needs. • Select and use digital technologies safely and effectively to promote learning.



	<ul style="list-style-type: none"> • Value and champion diversity, equality of opportunity, inclusion, and social equity.
6. <i>Managing Learning</i>	<ul style="list-style-type: none"> • Promote and support positive learner behaviour, attitudes, and wellbeing. • Provide access to up-to-date information, advice, and guidance so that learners can take ownership of their learning and make informed progression choices. • Develop collaborative and respectful relationships with learners, colleagues, and external stakeholder.
7. <i>English and Maths</i>	<ul style="list-style-type: none"> • Develop learners' Mathematics, English, digital and wider employability skills.
8. <i>Questioning</i>	<ul style="list-style-type: none"> • Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support learning and achievement.
9. <i>Pace</i>	<ul style="list-style-type: none"> • Inspire, motivate, and raise aspirations of learners by communicating high expectations and a passion for learning. • Apply motivational, coaching and skill development strategies to help learners progress and achieve.
10. <i>Adding Value</i>	<ul style="list-style-type: none"> • Inspire, motivate, and raise aspirations of learners by communicating high expectations and a passion for learning. • Promote and embed education for sustainable development (ESD) across learning and working practices.
11. <i>Feedback</i>	<ul style="list-style-type: none"> • Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support learning and achievement.
12. <i>Progress</i>	<ul style="list-style-type: none"> • Critically reflect on and evaluate your practices, values, and beliefs to improve learner outcomes. • Apply motivational, coaching and skill development strategies to help learners progress and achieve. • Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support learning and achievement.



	<ul style="list-style-type: none"> • Develop enrichment and progression opportunities for learners through collaboration with employers, higher education and/or community groups.
<i>TLA Personal Development Plan</i>	<ul style="list-style-type: none"> • Critically reflect on and evaluate your practices, values, and beliefs to improve learner outcomes. • Engage with and promote a culture of continuous learning and quality improvement.
<i>NCG Masterclasses and Industry Updating</i>	<ul style="list-style-type: none"> • Critically review and apply your knowledge of educational research, pedagogy, and assessment to develop evidence-informed practice. • Develop and update knowledge of your subject specialism, taking account of new practices, research and/ or industry requirements.
<i>Communities of Practice</i>	<ul style="list-style-type: none"> • Share and update knowledge of effective practice with colleagues, networks and/or research communities to support improvement.