



Teaching, Learning & Assessment  
**Handbook**

## A Foreword by the Principal

“The research suggests that educators should work to convey to their students two big ideas: first, a sense of connection and relatedness...and second, a sense of growth and potential, by giving them work that is challenging, rigorous, and meaningful, and by helping them recognise that they are getting better at it, even as they struggle through moments of frustration and failure.”

**Paul Tough in Education Week Teacher**

“Every learner deserves a champion; a teacher who will never give up on them, who understands the power of connection and insists that they become the best they can possibly be.”

**Rita Pierson**

Over the last ten years or so there has been an emergence of evidence related to what does and what does not work in learning environments (classrooms, workshops, kitchens, salons etc). Often this research can appear to be contradictory and this sometimes leads to confusion. That said, via the organisations and individuals listed at the back of this handbook; several clear strategies have started to emerge as having a positive effect on learning.

This handbook has been developed with this research in mind. The first three key principles are all based on sound theory and evidence related to how students learn best. Some of the links to this research are listed at the back of this document and you are strongly encouraged to engage with this work – this is espoused in the first principle in terms of professional behaviours.

The fourth principle focuses on the fact that it is every teacher’s responsibility to make language and literacy explicit – we’re all English teachers!! The rationale for this is simple – English underpins everything else a student learns.

Some of the principles and concepts identified in this handbook might be new and unfamiliar. Support will be provided by the Hub to ensure these concepts and related techniques become familiar. Again, your engagement with this is strongly encouraged.

Sometimes the world of FE can be hectic. But let’s not forget why we joined this wonderful sector and let’s also be aware that effective teaching, learning and assessment practice is key to the College’s overall mission and strategic aims, and fundamentally, to do the right thing for our learners.

**Darren Hankey**  
Principal & Chief Executive

# Principle 1 - Effective teaching, learning and assessment practice starts and ends with teachers

## Rationale

Teaching is not about systems, policies or procedures – it's about teachers in the classroom or other learning environments having detailed subject-knowledge, being organised, forming effective relations with their learners and reflecting on their practice.

### HCFE expectations



#### Teacher beliefs

- Be clear about your purpose and aim, and ensure these are in line with the College's RESPECT values
- Ensure how you teach and assess is in line with the best evidence-based practice
- Be up-to-date with current thinking in terms of theories of learning and how learning takes place



#### Subject knowledge

- Possess a deep knowledge of your subject area
- Memories are formed as a residue of thought, so understand the ways to get your students to think about course and lesson material
- Ensure you evaluate the thinking behind students' methods to identify misconceptions



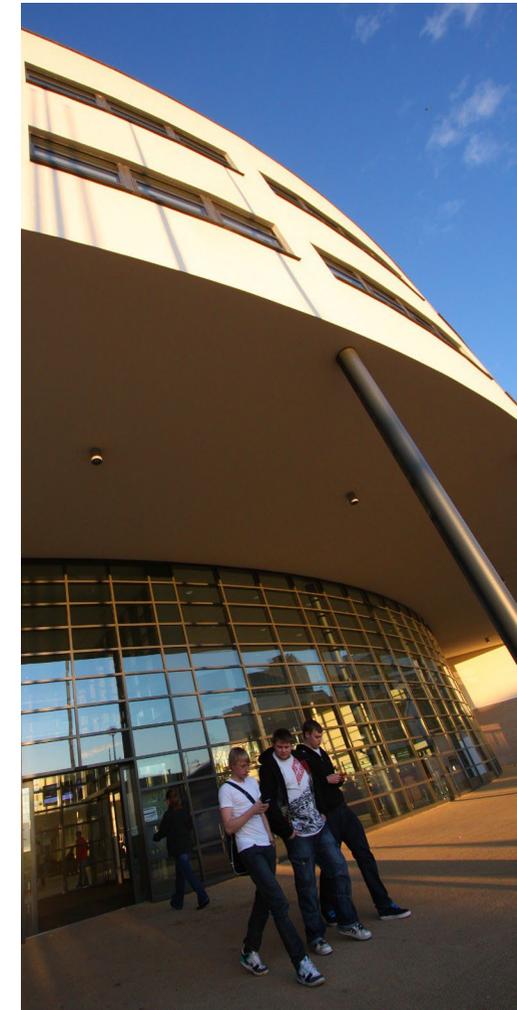
#### Preparation and management

- Share learning intentions and the planned direction of travel with students
- Have clear rules which are enforced
- Coordinate resources and space to ensure efficient use of your time



#### Professional behaviours

- Constantly reflect on your practice seeking others' views – we can all improve and develop
- Engage with CPD to purposefully develop your own practice
- Support your colleagues
- Employ effective communication with parents/employers





## Principle 2 – Getting the climate right: setting the scene for high expectations

### Rationale

A teacher is responsible for setting the tone of how courses and lessons are delivered. Interpersonal relationships and communication are critical for the teaching and learning process as well as the social and emotional development of learners



#### HCFE expectations



##### Expectations

- Have clear and high expectations of learners in terms of their behaviour, attitude and quality of work demanded
- Constantly reinforce high expectations - never accept low standards, these will be reciprocated
- Be demanding of students but ensure they maintain and enhance a sense of their self-worth



##### Teacher-student interactions

- Remember, you are the adult and the professional
- Constantly nurture positive relationships and high levels of support for all learners
- Provide and promote an environment where students can learn and thrive



##### The attribution of success

- Be aware that students' beliefs about intelligence and ability affect their learning
- Always attribute success to effort and hard work rather than ability or being smart/intelligent.
- Work with all learners to ensure they develop a growth mindset



##### Failure, resilience and grit

- Tell students that throughout the course setbacks are likely – these are to be expected
- Reinforce that setbacks are opportunities to learn and develop
- Provide an environment where students value failure, resilience and grit

# Principle 3 – High quality instruction is key to student success

## Rationale

High quality instruction has been found time and time again to enhance student outcomes and central to that is getting learners to think for themselves. This can be underlined by developing distinctive cues to aid memory retention/learning as well as providing an environment where students can practise new skills and knowledge, and where these are regularly tested. New technologies can help underpin effective instruction, assessment and feedback

### HCFE expectations



#### Structure delivery for effective learning

- Ensure new learning is introduced progressively
- Aim to develop distinctive cues to aid memory retention and learning
- Constantly review previous learning – spread this out to allow students time to forget



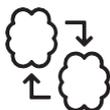
#### Explicit instruction

- Set clear objectives for each lesson or 'chunk' of learning
- Explain and model concepts, knowledge and skills with clarity
- Ensure learners get the chance to practise new knowledge and skills – regular testing is effective



#### Practise and formatively assess

- Allow time for students to practise to ensure effective skills/knowledge acquisition and development
- Use self-testing techniques with model answers/artefacts to encourage meta-cognition and self-regulation
- Make regular checks for understanding via an effective range of questions in lessons and via tests



#### Use of assessment

- From formative and summative assessment, use timely feedback to drive progression and improvement
- Highlight clear actions and SMART targets
- Only use grades for summative work





## Principle 4 – Everyone is a teacher of language, literacy and numeracy

### Rationale

Language (talking), literacy (spelling, punctuation and grammar) and, to a lesser degree, numeracy skills underpin effective learning - if students cannot read, write and talk properly this will hold back their learning, development and improvement. Furthermore, student progression in to the world of work or to higher education is likely to be thwarted – this is not acceptable. The College has a team of English and mathematics specialists, but it's everyone's responsibility to ensure these skills are enhanced and promoted at every given opportunity.

#### HCFE expectations



##### Effective planning

- Use initial assessment results to identify each learner's strengths, weaknesses and development areas
- Plan to embed language, literacy (including reading) and numeracy\* into every lesson based on IA findings
- Be aware of topics covered in each learner's substantive English and maths programme(s)



##### Effective embedding

- Use exemplary language and literacy skills, and make these explicit to students
- Provide opportunities for learners to develop their spelling, punctuation, grammar, reading and numeracy\*
- Exploit unplanned and incidental learning to make language, literacy and numeracy explicit



##### Effective promotion

- Constantly espouse the benefits of effective language, literacy and numeracy – make this explicit to students
- Highlight the opportunities to be gained from possessing effective English and maths skills and qualifications
- Praise learners for the efforts to improve their language, literacy and numeracy\* skills
- Use the College-wide literacy marking codes

\*where applicable

## Indicative expectations per level

	Vision	Delivery	Assessment	Literacy/Numeracy	RESPECT (E&D and Prevent)
<b>Foundation</b>	<ul style="list-style-type: none"> <li>-the development of basic and essential skills</li> <li>-start on the path to fulfilling potential</li> <li>-equip learners to progress to employment or to the next level</li> </ul>	<ul style="list-style-type: none"> <li>-inclusive to assure active involvement and engagement</li> <li>-constant and consistent reinforcement of key concepts</li> <li>-constant and consistent encouragement</li> </ul>	<ul style="list-style-type: none"> <li>-frequent and varied assessment methods used</li> <li>-use of meta-cognition and self-regulation strategies</li> <li>-use of assessment for learning techniques</li> <li>-use results of formative assessment to inform future delivery and learner improvement</li> </ul>	<ul style="list-style-type: none"> <li>-an explicit focus on doing the basics well</li> <li>-constant and consistent reinforcement of key concepts</li> <li>-embed and promote in relation to the main curriculum content</li> </ul>	<ul style="list-style-type: none"> <li>-highlight behaviour expectations early and reinforce constantly</li> <li>-consistently challenge undesirable behaviour</li> <li>-engage with RESPECT initiatives and resources to make explicit</li> <li>-exploit all opportunities to embed and promote</li> </ul>
<b>Intermediate</b>	<ul style="list-style-type: none"> <li>-aim for learners to progress to higher study or employment</li> <li>-prepare learners for more complex course material</li> <li>-move learners further along the path of fulfilling their potential</li> </ul>	<ul style="list-style-type: none"> <li>-as above</li> <li>-ensure learners are engaged in purposeful activity</li> <li>-challenge and support learners to attain the desired standards</li> </ul>		<ul style="list-style-type: none"> <li>-support learners to attain at L2</li> <li>-help learners develop to underpin curriculum knowledge and gain technical skills</li> <li>-make explicit and ensure learners practise</li> </ul>	<ul style="list-style-type: none"> <li>-as above but aim to engage learners in wider discussions</li> <li>-develop learners to explore more complex concepts re the way the world works</li> </ul>
<b>Advanced</b>	<ul style="list-style-type: none"> <li>-aim to develop independent learners</li> <li>-prepare learners for progression into HE or to gain employment requiring higher level technical skills</li> <li>-help ensure learners start to realise their aspirations</li> </ul>	<ul style="list-style-type: none"> <li>-as above</li> <li>-begin to develop learners higher level study skills – critical thinking, independent research, note-taking etc</li> </ul>		<ul style="list-style-type: none"> <li>-support to attain at L2 where identified</li> <li>-more explicit and sophisticated use/application of literacy/numeracy</li> <li>-preparation for HE study – e.g. introduction of Harvard referencing</li> </ul>	<ul style="list-style-type: none"> <li>-as above</li> <li>-the explicit use of RESPECT events and resources to develop literacy/oracy skills as well as developing well-rounded learners</li> </ul>
<b>Higher</b>	Links to TU's LTA strategy	-see box		<ul style="list-style-type: none"> <li>-the explicit development of learners higher level academic literacy and numeracy skills</li> </ul>	

Higher Education	Level 4	Level 5	Level 6+
<b>Aim</b>	To develop the requisite knowledge as well as basic skills application	To embed knowledge and develop the students' skills application	For students to utilise, apply and synthesise the relevant knowledge and skills
<b>Typical approaches to H.E. delivery</b>	Knowledge and skills predominantly taught in lessons and supported with student-centred activities	More student-centred activities which are facilitated by the lecturer to ensure knowledge and skill development	Predominantly lecturer-directed and student-centred activities
<b>Typical delivery methods</b>	Predominantly classroom-based, VLE and other learning resources used to support	More use of VLE and other learning resources to support reduced use of classroom-based delivery	Use of VLE and other learning resources are predominant, classroom delivery used to direct studies

## References

Relevant QAPPS	Links to evidence
Initial assessment and induction – QAPP 3.3	'What Makes Great Teaching' – the Sutton Trust <a href="http://www.suttontrust.com/wp-content/uploads/2014/10/What-Makes-Great-Teaching-REPORT.pdf">http://www.suttontrust.com/wp-content/uploads/2014/10/What-Makes-Great-Teaching-REPORT.pdf</a>
Curriculum planning/preparation, and course team operations – QAPP 3.4	Education Endowment Foundation Teaching & Learning Toolkit <a href="https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit/">https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit/</a>
Assessment – QAPP 3.5	
Unified Tutorial System (UTS) – QAPP 3.6	'What Will Improve a Student's Memory' – Daniel Willingham <a href="https://www.aft.org/sites/default/files/periodicals/willingham_0.pdf">https://www.aft.org/sites/default/files/periodicals/willingham_0.pdf</a>
Education visits/residentials – QAPP 3.9	Rosenshine's Principles of Instruction <a href="https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf">https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf</a>
English & maths – QAPP 3.11	
Curriculum monitoring and control – QAPP 3.17	Evidenced-Based Teachers' Network <a href="http://ebtn.org.uk/">http://ebtn.org.uk/</a>
Safeguarding and Prevent – QAPP 3.18	'The Science of Learning' – Deans for Impact <a href="https://swcarpentry.github.io/instructor-training/papers/science-of-learning-2015.pdf">https://swcarpentry.github.io/instructor-training/papers/science-of-learning-2015.pdf</a>

# Standard Delivery Format

## In summary – expectations for each and every lesson at HCFE

The standard expected when starting lessons:

- ALL staff will ensure that lessons are set up to start on time – “hard start, soft finish”
- Students will be greeted at the door in a polite and professional manner
- The register will be taken before the lesson starts – if updated during the lesson, do so during a student task
- Predominantly, delivery will take place with teachers on their feet and being active in the learning environment



Step	Rationale	Step
<b>1</b> <b>Orientate &amp; focus</b>	A key phase which sets the tone for the lesson ahead	<ul style="list-style-type: none"> <li>• Be clear and explicit about the high expectations you have for students and the behaviours you expect to see from them in terms of:                             <ul style="list-style-type: none"> <li>• drinks</li> <li>• mobile phone use</li> <li>• badges</li> <li>• readiness to learn (pens, paper, files and specialist kit where applicable – calculators, PPE)</li> </ul> </li> <li>• interactions with others – calm, polite, respectful, thankful and grateful (HARTS)</li> <li>• the lesson's aim and specific outcomes</li> </ul>
<b>2</b> <b>Prior knowledge</b>	Retrieval practice, interleaving and spaced practice are effective teaching techniques. Use this time to see what students can recall from previous teaching	<ul style="list-style-type: none"> <li>• Assess students' knowledge of material covered previously (targeted questions, a quiz, use of technology etc.)</li> <li>• Over time, go back over material covered days, weeks and months previously</li> <li>• Where there are gaps, go over this material again – this needs to inform your practice</li> <li>• Mix-up previous topics in this part of the lesson</li> <li>• Use of knowledge organisers</li> </ul>
<b>3</b> <b>Present new material</b>	Presenting new information is more effective when it's linked explicitly to previous input	<ul style="list-style-type: none"> <li>• Remember cognitive load &amp; limits to working memory - images and words (spoken and written) are effective – dual coding</li> <li>• Make explicit the links between new material and that previously covered (chunking)</li> <li>• Aim to make abstract concepts concrete by using techniques such as analogies</li> <li>• Elaborate new material for students – not just the 'what' – 'why', 'where', 'who' and 'how' – make this explicit</li> <li>• Be clear and provide explicit, step-by-step modelled work and worked examples</li> <li>• Use of knowledge organiser</li> </ul>
<b>4</b> <b>Set a challenging task</b>	Providing desirable difficulties for students is essential for learning and the retention of material	<ul style="list-style-type: none"> <li>• Set tasks which increase in stretch and challenge</li> <li>• Ensure tasks/activities get students to think</li> <li>• Students' work and responses need to inform your practice</li> <li>• Ensure students have modelled work and worked examples as a reference</li> <li>• Question students</li> </ul>
<b>5</b> <b>Provide feedback</b>	A high impact strategy which is essential for learning	<ul style="list-style-type: none"> <li>• As well as your formative assessment, use self-, peer- and spoof-assessment</li> <li>• Get students to reflect on their work – what worked well, what could they do better (metacognition and self-reflection)?</li> <li>• Your feedback to students – what worked well, how could the work be improved (WWW &amp; EBI)</li> <li>• Use the college marking guides to assist with the development of language, literacy and numeracy</li> <li>• Future focused – what must the student do to improve and get better</li> </ul>
<b>6</b> <b>Repeat</b>	Students need to practise, practise, practise	<p>Ensure your practice is:</p> <ul style="list-style-type: none"> <li>• Spaced: delivered and assessed over different times</li> <li>• Interleaved: mix-up different topics and material especially when assessing prior knowledge</li> <li>• Deliberate: explicitly focused on developing students' knowledge and skills</li> </ul>

#### Key principles to ending lessons:

- If staff/students have a lesson following immediately afterwards, the lesson can finish 5 minutes early (10 if the following lesson is a practical lesson) - “hard start, soft finish”
- Update the register to inform of lateness and behaviour for learning score
- Ensure the room is tidy
- Ensure all technology is logged off or switched off if the last lesson of the day
- Switch off lights
- Lock the door





European Union  
European Social Fund  
Investing in jobs and skills



The National  
Skills Academy  
NUCLEAR



Part of  
worldskillsuk



Investors in Diversity



matrix  
Quality standards for excellence  
in service and guidance services  
approved by the Guidance Accreditation Board



Hartlepool College of Further Education  
Stockton Street, Hartlepool,  
TS24 7NT  
01429 292888

facebook.com/hartlepoolfe  
twitter.com/hartlepoolfe  
flickr.com/hartlepoolfe  
youtube.com/hartlepoolcollege

