

Teaching and Learning Policy 2023/24

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| Author | Deputy Executive Principal – Teaching, Learning & Improvement |
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| Person Responsible | Deputy Executive Principal – Teaching, Learning & Improvement |
| Approval/review bodies | SLT and Governors |
| Frequency of Review* | 12 months |

Policies will be reviewed more frequently if required

| Review History: | | |
|-----------------|---|--|
| Date: | Reviewed by | Reason for review |
| Nov 2018 | Deputy Principal Curriculum | Significant revisions to make it more generic so that departments can tailor their approach to observations |
| Aug 2019 | Deputy Principal Curriculum | Significant revisions to make the Policy fit one centralised approach – giving more visual appendix materials to supplement |
| Sep 2020 | Deputy Executive Principal and Lead T&L Governors | Revisions to mark the focus being on Learning Walks, rather than full observations; on self-reflection and on the wider areas that will be included in the T&L judgments of teaching staff both inside and outside the learning spaces. |
| Aug 2021 | Deputy Executive Principal | Review entire Policy to harmonise approach for all Colleges. |
| Aug 2022 | Deputy Executive Principal | Review Policy – minor amendments. |
| Oct 2022 | Deputy Executive Principal | Observation criteria adjusted for Full Observations to be completed in two-week window following Union consultation |
| Nov 2022 | Deputy Executive Principal | 5.9 Has been added as agreed by Unions and at Governors. “If there are unobservable sessions, due to the schedule of the Observee, we may need the two-week period postponed. However, if there are just 1-2 incidents in the 10 day window that cannot be seen (i.e. assessment or trip) then we will not extend the 10 day period but leave it as originally planned. If a member of staff is sick for 3 or more days, we will cancel the window and rearrange another window rather than extend the stress of waiting.” |
| July 2023 | Deputy Executive Principal | Change the Policy to reflect the move to ungraded lesson Visits rather than graded observations. |

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1. Introduction

- 1.1. The term “College” refers to Dartford, Gravesend, Tonbridge and Hadlow College campuses. This Policy should be used alongside the Teaching and Learning (‘T&L’) Handbook found on the Teaching and Learning [StaffNet site](#).
- 1.2. The Policy is congruent with principles of effective teaching and learning, as set out by Ofsted (the Office for Standards in Education) and the [ETF Professional Standards](#).
- 1.3. Teaching and Learning (T&L) will play a key part in making the College ‘outstanding’, Highly Effective T&L is not only about learners passing examinations or achieving their main qualifications, but also embraces the development of appropriate academic and employability skills so that all our learners are well-equipped for further study and/or employment. The College’s goal is to ensure that everyone achieves their full potential and becomes, as far as possible, an independent life-long learner and can make a positive contribution to society.
- 1.4. The College’s Vision:
 - 1.4.1. our College will be consistently recognised as a national leading vocational centre dedicated to delivering outstanding teaching and learning;
 - 1.4.2. courses will continue to reflect local and regional industry needs and be in fields where we have a proven track record; and
 - 1.4.3. our learners, as a result, will be the first choice by employers.
- 1.5. The College’s T&L aims to support achievement of the vision by prioritising the following key areas:
 - 1.5.1. Ensure that all learners enjoy the best possible learning experience that meets their individual needs and that all learners can achieve and make good progress relative to their starting points and learning goals – this will be evidenced in the end of year student outcomes, and in the termly student survey results.
 - 1.5.2. Develop the College culture, whereby all teaching staff deliver Effective or Highly Effective lessons to motivate and engage learners; and teachers are reflective in their practice, and commit to, and take responsibility for their own Continued Professional Development (“CPD”) – this should be evidenced in the central log of CPD in iTrent; and
 - 1.5.3. Continue to embed Equality & Diversity (social, moral, spiritual, and cultural), Literacy & Numeracy, Fundamental British Values (to meet the Prevent agenda) and e-Learning/blended learning within the curriculum, so that it is integrated into all curriculum areas and all courses with excellent outcomes.

This will be underpinned with a theme of linking employability skills, both general and vocational specific, to everything we do. This is evidenced in student surveys, and in feedback from Lesson Visits and Learning Walks.

- 1.6. At North Kent College we want teaching staff to have high expectations for students, with sessions that are engaging, well planned, that build prior knowledge and are sequenced so students learn and do more as they grow and progress in their learning.

Our priority this year is **Learn, Do, Grow**. Our intention is that both staff and students excel in their work, and in their contributions towards building a respectful and caring college community.

The New Framework

This is a supportive framework that intends to encourage teachers to develop teaching, to take risks, to embrace and implement ideas for the benefit of improving outcomes for learners. This is a process that matches many other institutions in terms of an ungraded model built to foster development and build a 'community of learning' where we are inspired and learn from each other.

All staff will have a series of lesson visits during the 2023-2024 academic year, with the purpose of these visits to identify and celebrate practice; so that this can be more widely shared across the College community. It also provides a means of early identification of development needs so that teachers can be supported with ongoing development to acquire these skills.

Delivering the Expectations for Learning – LEARN

- Learners follow clear **learning** routines.
- Learners develop **employability** skills.
- Learners are **assessed** and receive feedback.
- Learners make and **review** their progress.
- Learners are preparing for their **next** steps.

Our Values for Teaching – GROW

- Tutors set challenging **goals** to grow.
- Tutors routinely **reflect** on their practice.
- Tutors are **open** to new ideas.
- Tutors **widely** seek opportunities for self-development.

2. Application and Scope

- 2.1. We appreciate that for some, full graded observations can be stressful, whilst others will have seen it as an exciting opportunity to showcase their learners' learning however, this year we are moving to an ungraded model, where we will call any lesson seen, as a 'Lesson Visit'. We have removed the grading for Lesson Visits to further develop a culture of trust and openness. We work on the assumption that everyone who is in a teaching role, wishes to continue to develop their practice, and we want to encourage that development within a collaborative and supportive framework.
- 2.2. Where lessons are now ungraded, there may be terminology used to describe the quality of the T&L, however this is not prescriptive but may include the following three terms being used:
 - 2.2.1. Highly effective; the highest standard of teaching is demonstrated.
 - 2.2.2. Effective; the minimum standard of teaching expected; and
 - 2.2.3. Not yet fully effective; where teaching needs support.
- 2.3. Whilst a Lesson Visit is one indicator on the effectiveness of T&L, it is just one indicator of many. We value a more holistic approach to the assessment of the quality of T&L, with wider key performance indicators such as: previous year data, and/or current in-year data, group retention, quality checks on marking, external verification, current group attendance, learner voice feedback, learner surveys and progression audit comments. We consider the bigger picture when reviewing the quality of teaching and learning for our learners, which means looking at what happens outside of the teaching environment, as well as inside it with learners. We recognise that pastoral and academic support is an essential part of the teaching staff role and will therefore, also contribute to our judgments on the overall quality of T&L within the College.
- 2.4. Application and Scope will also require that the College samples Lesson Visits carried out by any provider operating subcontracted provision on its behalf, or conversely will expect to have sample Lesson Visits for any provision where we are delivering to external students (such as those through our School Link Programme). These Lesson Visits will usually, but not always, be part of a Learning Walk and therefore ungraded.

3. Lesson Visit Vocabulary

- 3.1. Lesson Visit is any occasion where a member of teaching staff is viewed with learners present in a learning context. This may take place in a learning space,

within college, on an employer's premises, or in an outdoor setting. This may, but not exclusively, include times where the member of teaching staff has volunteered to be observed as part of peer development, as part of an interview process, or included for tours from Visitors including Governors.

- 3.2. For the purposes of Lesson Visits, the person facilitating the lesson will be referred to as the 'Host' and any person entering that lesson, will be referred to as a 'Visitor'. It is the intent of any Visitor(s) to see the best practice for each teaching member of staff. That said, we are not looking for theatre but rather typicality in lessons. This Policy refers to any employee of the College who is timetabled to teach on any course/programme, including, Heads of Curriculum (HoC), their Deputies, their staff, assessors, instructors, sessional staff, practitioners, and any other staff who teach curriculum hours. We will use the term "teaching staff" to denote this group.

- 3.2.1. There may be occasions where there is more than one Visitor in the room. This may be due to annual moderation exercises for all Visitors to ensure consistent judgments across the team; it may be developmental coaching; it may be as part of a tour or learning walk with Governors or other Visitors for other educational reasons.

- 3.3. There are four different types of Lesson Visits that may be used:

- 3.3.1. **Blinks** - These are Lesson Visits where a Visitor will enter a room for less than ten minutes with a view to gleaning an 'impression' of the learning experience. These are unannounced, intended for Visitors to form ideas about typicality around the College. There will not usually be any written feedback from a Blink. However, there may be for verbal or written feedback to a Host if there is an opportunity to give praise, or where there may be an opportunity to offer constructive points upon which to reflect.
- 3.3.2. **Drop-ins** – these are greater than ten minutes but less than twenty minutes in length. They may be announced or unannounced. They may be part of a learning walk or as an independent exercise for individual teaching staff. These drop-ins may be used to log evidence for a member of teaching staff whether strengths and/or areas to develop. The teaching staff may receive verbal or written feedback. A 'Thank You' post card may be left on the desk for informal feedback, which will have written on it any area(s) identified as a strength, and/or something for reflection for the Host to consider as a development.
- 3.3.3. **Full** – up to 30 but not less than 20-minute Visit. All teaching staff will receive at least two full Lesson Visits in 2023/24. A Visitor(s) may leave and return to the same lesson on more than one occasion, for example, in an extended practical session if they are in at the start and want to see the progress made at the end of a lesson. Full Visits are negotiated with the

Host to ascertain which session to Visit. We would encourage Hosts to be bold in their selection of sessions. If the Host has something they wish the Visitor to focus upon when in their lesson, then this should be highlighted prior to the Lesson Visit. The Host may want to explore something that they feel less effective facilitating and want support to improve that aspect of their practice or they may choose something that they are experimenting with and again, wish to have the Visitor's perspective. We encourage Hosts to be confident in selecting an area of their practice that is not necessarily the 'safe' option. The Visitor would like to work with the Host to support development. Please refer to the process map – Appendix 3

3.3.3.1. The Visitor provides initial Lesson Visit feedback verbally, following the written reflection submission by the Host. A coaching style of feedback is encouraged. Visitors will be trained to adopt more of a coaching style when in a feedback session.

3.3.3.2. It is an expectation that the Host will attend the verbal feedback meeting, which will be arranged as soon as possible after the Lesson Visit, but not before the Host has completed the self-reflection aspect of a Lesson Visit proforma (see Lessons Learned) within two working days of receiving the online feedback template sent from *Lessons Learned database*. If the Host chooses not to attend the feedback meeting, and verbal dialogue is refused, the Visitor will provide the feedback in writing only. In this event, there will not be a further opportunity to discuss the detail of the feedback and any action points will be implemented.

3.3.4. **Peer** – time in lesson to be agreed between colleagues. This is where one or more colleagues will visit each another to share good practice. We encourage a culture of Peer Lesson Visiting. The simple Peer Visit proforma allows clear parameters for the Visit and can be found in the Teaching and Learning Handbook.

3.4. **Learning Walks** - these will form part of any monitoring cycle and may, but not exclusively, have a specific focus (i.e., the 3 x I's [Intent, Implementation, Impact], including: assessment for learning, stretch and challenge, questioning, learning objectives, lesson starters or plenaries, attendance, and punctuality). Feedback for Learning Walks may be written or verbal. Each campus will have regular, routine Learning Walks. There will not be notification of which areas will be visited. A timetabled route will be drawn up for each Learning Walk, so that all teaching staff are included across the year, and to ensure there is not regular repetition from week to week for Hosts, being Visited. It should be routine practice that a Head of Curriculum and their Deputy, as well as the Assistant Principal, will regularly Visit lessons as part of Learning Walks and Drop-ins.

- 3.4.1. All teaching staff will be included in Learning Walks as a matter of routine and regularity as part of the Area or Department Learning Walk.
- 3.4.2. If during a Learning Walk there are areas deemed to require support, or the Visitor needs further evidence of practice from what has been seen, then a teacher may undergo a longer Learning Visit or be directed towards support from a Teaching and Learning Coach (TLC) or another appropriate individual for support. If that member has already had one or two full Lesson Visits in the academic year, it may require a third or more Lesson Visits on the back of what has been seen in the Learning Walk. These are to ensure staff are given timely support to further improve their practice.
- 3.4.3. During a Learning Walk the Visitor(s) will complete a template for our records, and the written feedback shared with the Head of Curriculum (HoC). This will be Area or Department based in terms of feedback. The Learning Walk should also be added by the Visitor to *Lessons Learned* as a record.
- 3.4.4. A Learning Walk which includes a new staff member who is on probation, there should be a note recorded on the Central College Database (*Lessons Learned*) so that it forms part of their probation record (see Appendix 2). These will be ragged ('Green' – Effective; Amber – Partially Effective; or Red – Not yet effective) in terms of progress.
- 3.4.5. Learning Walks will usually be focused within one specific Area or Department so that feedback is usually with the Head of Curriculum to discuss trends and patterns seen in the Learning Walk. On the back of a Learning Walk the Head of Curriculum may wish for a specific focus as a follow-up depending on what was seen in the Visits. A Learning Walk is a supportive way to assist the Head of Curriculum in seeing typicality across their Area.

3.5. **Reflection** - Reflection is a vital element of the process of continued improvement. Therefore, after staff are Visited, the focus in feedback will be to ascertain the Host's reflections of the session. For full Visits, the Hosts will always be required to share their reflections as part of the Lesson Visit process. This must be shared with the Visitor within two-days of receiving the Lesson Visit template from *Lessons Learned*.

- 3.5.1. Teaching staff may be directed to use the Iris Connect equipment to develop their teaching practice; This is a way of recording your own lessons, with a view for them to go back and reflect on their own practice. This is a developmental tool ONLY. It is recommended that the Host teacher reviews at least 10-15 minutes of a recorded session with another colleague for their constructive feedback too (i.e., a Teaching and Learning Coach, the Teaching and Learning Improvement Partners, your curriculum management team, or a trusted colleague).

4. Lesson Visit Structure Summary

- 4.1. For 2023/24 all teaching staff will have at least two full ungraded Lesson Visits as well as be part of ungraded Learning Walks.
- 4.2. All Divisions across the College campuses will follow the same process and protocols for Lesson Visits, using the same proformas; a *One College* approach.
- 4.3. Lesson Visit strengths and areas to develop will always be recorded each academic year, and a historic profile of each staff member's strengths and areas to develop, will build over time to inform the training needs for an individual.
- 4.4. It is an expectation that all staff will commit to continued improvement in their practice. Lesson Visit feedback and training needs will form part of the Appraisal process dialogue.
- 4.5. It is the responsibility of the Host to seek out opportunities to develop the areas that have been identified through Lesson Visits in this year or any previous year.
- 4.6. Each teacher will create a CPD action plan for themselves annually to demonstrate their commitment to improving areas of development.

5. Lesson Visit Protocols and Monitoring

- 5.1. Lesson Visits will be carried out by trained members of the College team, which include some SLT, Heads of Teaching and Learning, HoC's, DHoC's, Teaching & Learning Improvement Partners ("T&LIP") and T&L Coaches, and/or external consultants appointed by, and deemed appropriate, by the College, including Governors.
- 5.2. Lesson Visits will be carried out in a supportive fashion, with professionalism, integrity, and courtesy. They will be evaluated objectively and reported accurately and fairly.
- 5.3. If the Host, disagrees with particular points in the dialogue with the Visitor, this should be noted within their own feedback on Lessons Learned and in addition, the Host can note their comments on Lessons Learned for record.
- 5.4. Lesson Visits must adopt a coaching approach to raise performance for all teaching staff who are not yet consistently Effective.
- 5.5. The College will use the skills of Governors where they may take a lead in quality and standards to support the SLT.
- 5.6. Senior leaders and middle managers, as well as nominated members of the wider College, may enter any learning space at any time, and without notice. The length

and frequency of any Lesson Visit, and any notice that may be given, will vary depending on what is seen.

- 5.7. Lesson Visits will begin from Teaching Week 3.
- 5.8. The College will use the findings of each Lesson Visit for other management requirements, for example, subject area Curriculum Course Reviews, area SARs, the College SAR, CPD needs and training, and reporting to Governors.
- 5.9. Any Lesson Visit themes shared (i.e., Reports to the Board) will be anonymised.
- 5.10. Support mechanisms will be put into place to improve practice. This may include training in pastoral care, progression audits and learner feedback, deadlines for tasks or any range of factors that are included in the role as a teacher and/or tutor. Support should not be linked to underperformance, but rather, to improvement.
- 5.11. Some teaching staff will be visited more than others and for longer periods of time for each of those visits depending on the quality of an individual's T&L.
- 5.12. Teaching staff will usually know the date or time of an agreed full Lesson Visit. However, to ensure that 'typicality' is seen across the College, Learning Walks will not be publicised so that teachers will not know they may have a Visitor(s). We do not want staff to change their practice because they are being visited. Do what you 'normally' do so that a Visitor sees "typicality".
- 5.13. A detailed Group Profile on eTrackr and a SOW should be current and available for all lessons (this may be asked to be viewed by the Visitor). Additional planning documentation is optional for the Host to provide, however there should be some evidence of a well-planned lesson with the necessary materials, which will be evidenced by the quality of learning.
- 5.14. Any Lesson Visit proformas completed by Visitors will be shared with the Host and stored on the central College database, *Lessons Learned*.
- 5.15. It is the responsibility of all teaching staff to produce a copy of your Lesson Visit documentation as part of the Appraisal review process.
- 5.16. We encourage an "open door" approach to your learning space. However, there may be designated times when any member of teaching staff may enter another learning space as part of the Peer Lesson Visit process, but these will be at agreed times with individuals or as a one-off whole College initiative.
- 5.17. It is the College's Teaching & Learning team's intention that Lesson Visits be used in a supportive context to improve the quality of teaching and learning.
- 5.18. We encourage Visitors to identify two strengths and only one area to develop so that the Hosts can really focus on what specifically to develop.

- 5.19. When there is feedback given, the focus will be on areas to be developed, as well as strengths. The level of support and training will depend on the Lesson Visit and identified areas for improvement. If support is refused and lessons deemed as not yet effective, then a more formal action plan should be drawn up by the HoC in conjunction with the Teaching and Learning Team for the staff member.
- 5.20. Where teaching and learning is deemed as consistently not yet effective, it may be necessary to invoke the Capability Process to make support a more formalised expectation to improve performance. 'Not Yet Effective' may, for example, be that there is no evidence of planning, students are not given sufficient opportunities for engagement within lessons or have given poor feedback on surveys, insufficient checking of learning or there is a significant safeguarding or health and safety concern.
- 5.21. If a Curriculum Area has Agency members of staff teaching, it will be the Head of Curriculum's responsibility to conduct drop-ins and undertake the Lesson Visit. The HoC will need to assess whether an Agency member is suitable for the short-term, or whether there needs to be a quick turnaround for an alternative solution if they find that the quality of teaching and learning is not yet effective.

6. Coaching, Mentoring and Training

- 6.1. The T&L Team are a supportive service here for the teaching staff.
- 6.2. Most campuses have a central T&L Hub. We promote the T&L Hubs as "safe places" where teaching staff can go to discuss, reflect, refine, and openly seek guidance and support to develop practice. Staff have an open invitation to visit these Hubs and ask for information, support, training, and guidance. We believe in a proactive approach designed to encourage teaching staff to fully engage in self-development and seek out support and guidance for themselves. Seeking out support for your practice is seen as a positive step and should only be viewed as such.
- 6.3. We ensure rigour in supporting those that are not yet consistently effective; we allow freedom to explore new ways of working. and we challenge those teaching staff who are consistently highly effective practitioners to continue to innovate and share their good practice.
- 6.4. New teaching staff will, where possible, be assigned a member of teaching staff as a Mentor from within their curriculum area. The Teaching and Learning team will decide who will be given priority for coaching. Coaches are assigned on a priority needs basis, although the direct support from their HoC is an expectation to support with vocational skills and knowledge.
- 6.5. Teaching staff who can demonstrate they have been consistently effective in their practice and who have shown a commitment to share their own practice can put

themselves forward for such roles as T&L Coaches or other positions within the team to support teaching colleagues (i.e., new teaching staff, PGCE students).

- 6.6. There may be local department-based, informal agreements with your line manager, and informal arrangements in respect of supporting your colleagues and this type of arrangement may form part of a teaching staff member's Appraisal targets but will likely be on a "goodwill" basis.

7. Sharing of Excellent Practice

- 7.1. The teaching and learning team have a responsibility to ensure that where there is excellent practice seen, they will create the opportunities for this to be more broadly shared with other teaching staff within College.
- 7.2. You may be asked to share your outstanding practice as part of a staff development day, and we ask you to undertake this type of opportunity so that others may learn from you. There is no better training than from those who are modelling strong pedagogical practice daily.

8. Induction Probation Periods

- 8.1. The Teaching and Learning team have a well-structured induction process that all new teaching staff are expected to complete.
- 8.2. We actively aim to support and review the work of those taking up a new teaching role in our College. Every new member of teaching staff will have Lesson Visits and where appropriate may be signposted to training, coaching or support, which they are expected to attend to demonstrate a commitment to successfully completing their probation.
- 8.3. An initial Lesson Visit will be undertaken within the first four weeks of any new member of staff joining, irrespective of any previous experience in teaching. In some circumstances it may be necessary to delay the first Lesson Visit to ensure enough learners are present for a Lesson Visit (i.e., if staff join at the end of an academic year after students have left).
- 8.4. If you are new to teaching and have come direct from industry, we will provide opportunities to develop your pedagogical skills early on in your recruitment. It is essential that you prioritise these sessions so that you can develop the skills and knowledge of teaching to better equip you to share your vocational expertise.
- 8.5. During a probation period teaching staff will be expected to complete the Level 1 TEEP programme to help with developing current pedagogical practice. This will usually require you to undertake at least part of the qualification during a holiday period where students are not present on site, so that student learning is not disrupted with your absence, where possible. In addition, any unqualified staff are expected to work through the 'Pathway to Practice' as well.

- 8.6. For teaching staff to pass their probation period, they must have received majority 'green' ragged Lesson Visits, or have strong indications that, with a little support and coaching, they will achieve this. We are realistic that not all newcomers to teaching will be excellent skilled practitioners, but we will be expecting a level of engagement, commitment, and open-mindedness to explore approaches to help make their probation period a success. See Appendix 2 for the Probation Timeline.
- 8.7. If a new member of teaching staff does not consistently demonstrate that they are striving for 'green' during their probation period or on a trajectory to be so, their probation period may be extended, or their contract may be terminated (if support is not engaged with or does not result in improvements). However, we take pride in developing our own staff so that we can harvest talent and grow our own workforce leaders and managers of the future, so we would hope to gain buy-in accordingly.

9. Teaching and Learning Intensive Support

- 9.1. Where a member of teaching staff's performance is identified as causing concern, additional lesson Visits may be required. In such cases, a KSD (Keep, Stop, Develop) Action Plan will be used to address issues with their performance, whether related to inside the lesson learning space or beyond the lesson in the wider tutor role.
- 9.2. The pattern and focus for a Lesson Visit will be agreed at a meeting with the Host and will focus upon the areas identified. Any action plans drawn up should be reviewed on an agreed timeline to allow the Host time to improve their practice with support.
- 9.3. There is no single lesson planning tool for the College, but if a member of teaching staff is in the Capability Process, they will be expected to produce evidence of a planned lesson.
- 9.4. Where teaching staff are due to be Visited as part of the [Capability Process](#), and they are absent for the agreed date of the lesson, they will be Visited on their return within 1-2 days and without notice to another lesson. Therefore, the member of teaching staff should have these lessons adequately planned for, so that the Visitor has access to the planned materials.

10. Online Learning and Remote Delivery

- 10.1. If teaching is being carried out online (i.e. Zoom or Teams), then these sessions can be visited like any other session and should be clearly identified on the central College REMs timetable. Ensure that the link is sent to the Visitor at least an hour before the session.
- 10.2. Online lessons will be Visited using the same criteria as face-to-face lessons, so it will be essential that the teacher can demonstrate effective learning routines,

positive behaviour management, clear lesson objectives, directed questioning and stretch and challenge for example.

11. Prevent Strategy

- 11.1. The aim of the Government's Prevent Strategy is to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism (see [Prevent Policy](#)).
- 11.2. The Teaching and Learning team will ensure that the Prevent agenda is actively promoted and provide training resources to help teaching staff be equipped to embed Prevent and Fundamental British Values into their lessons, which will form part of Lessons Visits.

12. Monitoring and Review of the Policy

- 12.1. The effectiveness of the College's Teaching & Learning Policy will be monitored by Governors through the College Self-Assessment Review processes and the Deputy Executive Principal's Reports to the Board, which include aspects of T&L and Lesson Visit statistics.
- 12.2. The Teaching and Learning Policy will be reviewed annually so that we can take account of changes in national initiatives, Ofsted directives, department outcomes and/or historic observation grade profiles, developments in technology or changes to the physical environment of the College and to consider whether observations/lesson visits will be graded or ungraded, the frequency and method of visiting lessons.

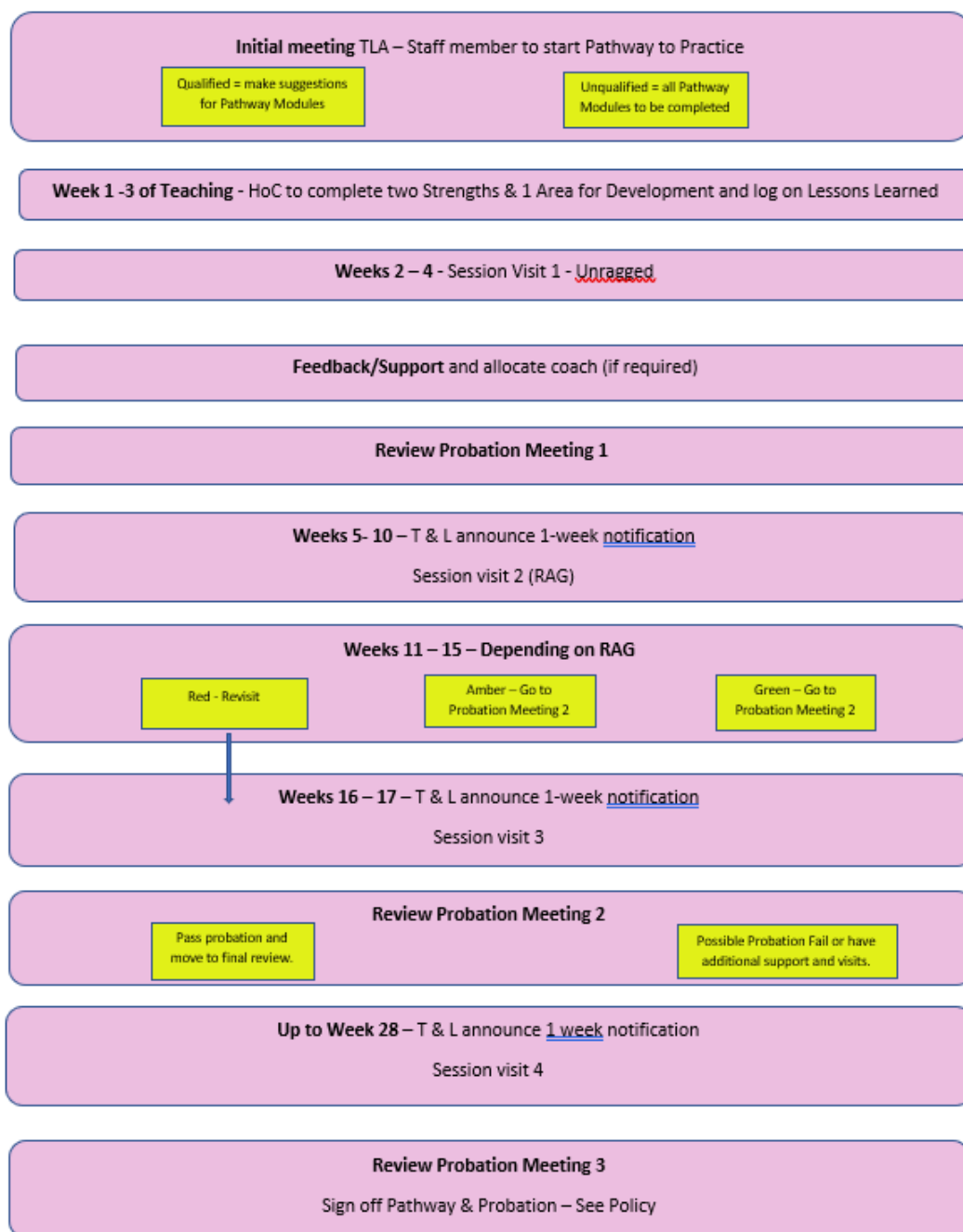
Appendix 1 - Lesson Visits by Role 2023/24

| Job Type* | Lesson Visit Type | Lesson Visit Responsibility |
|---|--|--|
| Probation** Teaching Staff | Visit 1 un-rated, second visit RAG rated | T&L Team (HoC undertakes drop-ins which are logged on Lessons Learned) |
| Non-probation Teaching Staff | Lesson Visits | Usually their Head of Curriculum (HoC) otherwise a wider member of the Lesson Visit Team |
| Technical Instructors (Hadlow College only) | Lesson Visit | HoC/DHoC |
| Instructors (105 teaching hours) | Lesson Visit | Heads of Curriculum (HoC) or their Deputy (DHoC) |
| Senior Instructors (250 hours) | Lesson Visits | HOC's or DHOC's |
| Practitioners | Lesson Visits | HOC's or DHOC's |
| National Maritime Training Centre Staff | Learning Walks | HoC |
| Learning Shop | Learning Walks | T&L Team |

Please note:

- * Regardless of role, all academic staff who teach, support or mentor may be a part of any Learning Walks, Blinks and Drop-ins without notice; this is part of day-to-day practice.
- ** Review Probation Meetings will be held at appropriate times; as a guide, they may be at 1, 4 and 8 months, although they may be condensed in a shorter time frame or there may be an extension to the length of probation and then a readjustment to any further lesson Visitor timescales. These are known as Probation Reviews 1, 2 and 3. The Review dates will be decided between HR and the relevant College HoC and Senior Leader.

Appendix 2 – Probation Lesson Visit Timeline for New Staff



* Review Probation Meetings will be held at appropriate times; as a guide, they may be in month 1, 4 and 8, although they may be condensed in a shorter time frame or there may be an extension to the length of probation and then a readjustment to any further Lesson Visits timescales. These are known as probation Reviews 1, 2 and 3, The Review dates will be decided between HR and the relevant line manager (usually a HoC, DHoC, or AP). Whilst this shows the steps to be taken for teaching staff within the probation period, the times illustrated are a guide and may have slippage within. The route for teaching staff will depend upon judgements made on performance whilst teaching staff are in the probation period until successfully completed. From the second lesson visit, the criteria will be ragged: Green – Effective; Amber – Partially Effective; Red – Not Yet Effective.

Please note: Depending on when teaching staff join the College, there may not be adequate number of teaching weeks to adhere to this schedule fully, in which case there will be adjustments made to ensure a fair probation period is given but with adequate teaching opportunities. If there have not been enough Lesson Visits conducted before the 8-month probation meeting, then it might be deemed appropriate to extend the probation period to include further Lesson Visits and possibly support.

Appendix 3: Lesson Visit Annual Flow Process

