



BISHOP HEBER HIGH SCHOOL

RESPECT • OPPORTUNITY • ACHIEVEMENT

LEARNING AND TEACHING POLICY

Including Careers, Work Related Learning and Enterprise
Education, Early Entry and Fair Assessment & BTEC



“Learning is driven by what goes on in the classroom” Inside the Black Box - Black and Wiliam (1998)

Learning and Teaching: Why we exist as a School
‘The purpose of a school is to help a family educate their child’

Introduction

This is the most important of all School policies. It reminds us of the primary reason for the existence of the School and the criteria by which we are judged. It is focused on the needs of students and the policy is revised each year to incorporate newly learnt good practice. Our policy reflects the principles learnt from the Assessment for Learning (AfL) initiative with Cambridge and Kings.

Bishop Heber aims to be a high achieving comprehensive school. Our examination results reflect our success in enabling ‘cohorts’ of students of all abilities to succeed. This success is not accidental but derives from the high quality of the teaching and support staff and the importance placed by the School on learning, teaching and achievement. However, Progress 8 (P8) and Attainment 8 (A8) measures require us to look in much more detail into individuals’ progress and achievement.

Key learning principles

- There is no known ceiling to achievement – intelligence can be developed.
- Each student must know what to do in order to improve and how to do it. High expectations on their own are not enough.
- Consistency of experience is fundamental. We are a team and consistency makes us greater than the sum of our parts.
- Every student has the right to be successful and the ability to achieve
- Our job is to create learning; not process and record what we find.

Please read the Learning and Teaching Policy carefully and discuss in your Subject Areas how it can be best implemented. Keep up this debate during the school year, particularly in relation to specific year groups or individual students. All staff are learning leaders in the School but some staff have particular responsibilities (SLT, Subject and Year Leaders, as well as TLR post holders).

Please use the Staff Handbook to familiarise yourself with our procedures.

David Curry
Headteacher



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Learning and Teaching

- ✓ Students should be taught how to learn and how to reflect on their learning.
- ✓ Learning objectives must be shared and reviewed.
- ✓ Clear structured lessons promote learning.
- ✓ Teachers must create and maintain a purposeful learning environment.
- ✓ Achievement must be recognised and rewarded.
- ✓ Underachievement must be challenged, not just identified.



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Learning and Teaching

Learning and teaching are interactive. It is important that we teach students how to “learn to learn” (metacognition) in order to become self-directed independent learners and develop skills for life-long learning.

Learning to Learn

It must be made explicit to students what they need to do to be successful in their learning. This could include:

- discussions with students about their learning
- explanation (by teacher, between students, by students to whole group)
- scaffolding (writing frames, sentence starters)
- modelling (sharing students’ work, working through examples, guided writing, sharing planning and demonstrations)
- developing effective study skills (e.g. revision techniques, recording notes, summarising)
- thinking skills (learning how to learn – metacognition)
- formative feedback and target setting on how to improve

Learning objectives must be shared and reviewed

If students are to take responsibility for their own learning, they need to know what they are expected to learn and how they can achieve it. Providing objectives allows students to engage with the process of learning.

Teachers must make the learning objectives explicit to all students. This will usually happen in the early part of the lesson but could happen at other stages in the lesson. This can be done in a variety of ways:

- written or projected onto the board
- orally
- written by students in their books
- printed on handouts

These objectives must be revisited throughout and at the end of the lesson. This can be done in a variety of ways:

- students review their learning against the lesson objectives
- teacher questions with differentiation by questioning
- students record two key points (individually or in pairs)
- teacher recaps



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Clearly structured lessons promote learning.

- i. Lessons must have a clear start. This could include starter activities such as demonstrations as well as a review/recap of previous learning. The setting of homework should normally take place in the first part of the lesson and be revisited at the end of the lesson. Setting homework at the end of the lesson may discriminate against students with learning difficulties.
- ii. Lessons must have a clear finish which will include a review of learning objectives (see above) but may, also, include quick fire questioning to correct misapprehensions or a preview of the next lesson/s. Lessons should finish on time and students must not be released early for break/lunch times.

Activities should be varied, purposeful and appropriate to meet the needs of all students

Students learn in different ways. Recognising this and planning for it provides stimulus and is inclusive.

- A range of teacher led and student centred activities should be used
- Teachers must use a range of teaching strategies to take account of learning needs of all students
- Teachers should not sit working on laptops during lessons; working on e-mail or other administration tasks is not appropriate unless it is supporting learning
- Students must have the opportunity to work in a variety of ways, such as individually, in pairs, small groups, whole class situations
- Differentiation is a powerful tool for student learning in the classroom and at home. This will take many forms and can include:
 - differentiation by outcome
 - differentiation by task
 - differentiation by question (open questioning)
 - developing and adapting resources to both support and extend students taking into account all students' needs
 - the use of student groupings (academic and social)

Achievement must be recognised and rewarded

Student achievement must be celebrated. This can be done in a number of ways:

- using the School reward system.
- using a Subject Area's reward system
- postcards/letters of commendation to parents/carers
- displaying students' work (on display boards)
- sending students to the Subject Leader or SLT to show good work
- celebration events/evenings and assemblies
- School's publicity e.g. Newsletter, website



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Underachievement must be challenged

All students are capable of achievement and underachievement. Identifying and challenging underachievement is the responsibility of all teachers and TAs. The aim of a teacher is to initiate change, not to process underachievement. High expectations are not enough on their own; action is needed to ensure they are met.

1. Identification

- teachers will familiarise themselves with relevant data as it becomes available (for example, SEN (Additional and Different) Register, NFER CATs scores, forecast grades using Fisher Family Trust) and use this to inform expectations and monitor progress
- relevant data must be shared with students (teachers and tutors)
- teachers must address barriers to learning which may prevent students from achieving, such as disruptive, passive behaviour or lack of confidence
- teachers must be aware of other factors, such as SEN and Aim Higher, needs as well as any social and emotional influences that may affect learning
- regular subject/pastoral area discussions must focus on promoting achievement and result in actions that challenge underachievement

2. Challenge

Teachers must:

- talk to students about their learning in order to establish reasons for any underachievement. Targets are usually negotiated and must be reviewed (e.g. Parents' Evenings and/or STEPs – Setting Targets and Evaluating Progress). Progress must be recognised
- use appropriate sanctions when work or behaviour fails to meet an acceptable standard. If students fail to respond to sanctions then the Subject Leader and/or Year Leader/Tutor must be informed and the information recorded on PARs. Parents should also be informed via the Student Planner
- give regular short term achievable meaningful targets and learning goals

Subject Leaders must:

- ensure Schemes of Work and assessment tasks are appropriate, rigorous, differentiated and sufficiently challenging. The implementation of Schemes of Work must be monitored. Schemes of Work and assessment tasks must be reviewed and amended as appropriate
- regularly lead the subject area in grading work against age related expectations (FFT [Fisher Family Trust] & MTG [Minimum Target Grade])
- monitor and track the progress of individuals and groups of students against relevant data on SISRA. Subject Leaders must liaise with Year Leaders and line managers.
- use appropriate actions to support students and staff in challenging underachievement



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Year Leaders must:

- Ensure the same standards within PSHCE lessons
- use a variety of sources of information to have an overview of achievement grades (9-1) and progress within their year group
- liaise with Subject Leaders, students, staff, parents and any other agencies, regarding actions to tackle underachievement

Teachers must ensure a purposeful learning environment is maintained

The way in which teachers manage the classroom will have a significant effect on students' learning and behaviour. Students learn and progress in a structured and stimulating environment.

- punctuality and regular attendance are essential for staff and students
- an electronic register must be taken for every lesson. In the event of computer problems, a paper register must be sent to the front office as soon as possible
- if a student is absent from your lesson having attended the previous lesson, the Year Leader should be informed as soon as possible
- students must enter and leave the classroom in an orderly way at the instruction of the teacher
- teachers must dismiss students in time for their next lesson
- teachers must have a seating plan for every class. The seating of students is very important and must be at the direction of the teacher. Strategic seating can challenge underachievement and promote learning. Seating plans should be changed each half term.
- lessons must last the full duration and students, including Sixth Form, must not be dismissed early
- teachers must ensure that classrooms are left clean and tidy. If furniture is moved, it should be returned to its original position. Graffiti and other damage will not be tolerated and must be reported to the Subject Leader and Site Staff immediately and appropriate sanctions used
- teachers are responsible for managing stimulating displays which should be changed regularly

Assessment

The Assessment for Learning Strategy underpins our assessment practice throughout the whole school. The effective assessment and marking of work are fundamental to successful learning and teaching. All assessment information should be used formatively. All Subject Areas have their own Marking Policy that gives more detailed guidance for effective assessment within that specific subject, however there are common expectations across the School.



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Formative assessment

The aim of formative assessment is to give students clear guidance about how to improve their work. Students must be told of the assessment criteria for both class work and homework tasks.

1. All work that is formally assessed must receive formative comments. This will usually be in writing. When formative feedback is given verbally by the teacher, it may be appropriate for it to be recorded by students in exercise books or files.
2. Opportunities must be given for students to act upon the guidance. This could be done through class or homework, for example:
 - a starter or a plenary activity
 - discussion with the student
 - a peer assessment activity
 - peer teaching
 - re-drafting pieces of work
3. A formative comment should:
 - be concise and accessible for students
 - highlight achievement
 - be diagnostic
 - indicate how improvement can be achieved, usually consisting of one or two targets
 - be personal by using the student's first name
 - encourage and support the student in a constructive way
 - encourage students to take ownership of their learning
4. Peer and/or self - assessment should take place at least once every term in every Subject Area. The aim of self-assessment is to enable students to be actively involved in the assessment process and give them ownership of their learning.

Cross year assessment tasks

1. There must be a minimum of one cross year assessment task per term in every Subject Area. These tasks can be set for classwork or homework.
2. The task must be common across comparable groups.
3. There are many types of cross year assessment task including:
 - an extended piece of written work
 - an investigation/project
 - a practical task
 - whole class presentations, sometimes using ICT
 - an oral or aural activity
 - a mid topic test
 - an end of unit test
 - end of Key Stage test



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- the end of year examination

Cross Year Assessment - Achievement Grades

1. At KS3 it is the responsibility of individual Subject Areas to ensure that the full range of split grades is used for every cross year assessment task.
2. At KS4 & Sixth Form, grades should be awarded according to examination board criteria.
3. Each Subject Area must have a clear rationale regarding the awarding of grades within each Subject Area across the entire year group.
4. These grades should be collated and recorded centrally following any necessary Subject Area moderation.

Assessment of Classwork and Homework

1. It is essential that staff record grades for all assessed classwork and homework in their mark books as this will allow individual progress to be monitored.
2. Forecast Grades must be recorded in teachers' markbooks and used to inform discussion.
3. With past examination questions/papers, grades can be given, even if the task is **not** a cross year assessment task. The relevant assessment criteria and grade boundaries should be used when assessing these tasks.
4. When the teacher is marking work, classwork and homework will be marked and returned within 3 weeks. The depth of marking should relate to the nature of the task set.
5. Notes/folders must be checked for accuracy and content at least once a half term (there must be visible evidence that notes have been checked, for example, a teacher's signature).
6. For certain activities it is appropriate to award a numerical mark
7. Staff must follow the Whole School Marking for Literacy Policy (see Appendix One).

Presentation

Teachers must ensure that work is presented to the highest possible standard at all times, excluding rough and draft work

1. Teachers must not allow students to deface books, folders and planners.
2. All written work must have titles underlined, a date and an indication whether work is class or homework.
3. When completing ICT based work, presentation remains very important and should be carefully checked for grammar and spelling errors.



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Homework

Learning takes place inside and outside the classroom. To support students, homework must be planned, differentiated, meaningful, clear and set regularly.

1. Homework **must** be set according to the homework timetable in Years 7 and 8. In Years 9 to 11 the amount of homework to be set each week is indicated on the Homework Timetable. This enables students to plan their time effectively.
2. A variety of homework tasks can be set, such as:
 - questions
 - research
 - thinking
 - reading
 - extended writing
 - past papers
 - notes
 - learning/revision
3. **All homework must be assessed.** This can be done in a variety of ways, such as:
 - marked by the teacher
 - peer/self-assessment
 - orally
 - by testing
4. Homework tasks must be planned and must not be solely to 'finish off' work. Where possible, homework should be set early in the lesson, as setting homework at the end can discriminate against students with learning difficulties.
5. Students must be clear about the purpose of the homework and how it will be assessed.
6. Students must be given clear written instructions of the homework task, deadline and how to complete the work.
7. It is the responsibility of the teacher to ensure that homework is written in the students' planners.
8. Where appropriate, the previous homework should be recapped upon in the lesson, clarifying misunderstandings and giving feedback upon positive aspects.



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Inclusion

Every student at Bishop Heber High School has the right to receive the highest quality education. It is our responsibility to ensure that their educational needs are met. Ensuring inclusion involves

- setting suitable differentiated learning challenges
- responding to students' diverse learning needs
- working to overcome potential barriers to learning and assessment

Different groups of students have specific needs which the school supports in a number of ways:

SEN

1. Information on students with SEN is available on Sharepoint. This information must be entered in all mark books and targets discussed with students/families.
2. Information regarding these students is required from teachers on a regular basis. It is imperative that this is returned promptly when requested.
3. The Inclusion Resource Provision (IRP) will support staff in meeting the needs of students. This will include providing information, guidance on appropriate teaching strategies and the adaptation and provision of teaching resources (see Educational Needs Coordinator- ENCo).

Aim Higher

1. The ENCo will provide updated information to Subject Leaders each academic year identifying the Aim Higher (gifted and talented students) in each year group – initially data driven using information from CATs.
2. Subject Leaders will identify the Aim Higher students in their subject for each year group. This will be a minimum of 5% of the cohort. This information will be listed on Sharepoint and updated annually.
3. Each Subject Area is responsible for ensuring the needs of Aim Higher students are met.
4. The AHT with responsibility for Aim Higher will also oversee a programme of activities for these students that will provide extension activities beyond the classroom.

Teaching Assistants (TAs)

1. The School will assign TAs to support the teacher in meeting the diverse learning needs of students.
2. They will work alongside teachers both within the classroom environment and outside the classroom at the direction of the teacher, e.g. small group interventions, fieldwork etc.
3. It is the responsibility of the teacher to provide appropriate guidance to the TA. The teacher is responsible for the planning of work and communication with the TA.
4. There should be regular communication between teachers and TAs about how teaching can be structured to support students. TAs will often have in-depth knowledge of the student being supported.



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Literacy & Numeracy

Literacy and numeracy skills underpin learning across the curriculum and are the responsibility of all teachers. In order to promote consistency, there is a common approach to the marking of literacy errors and these are indicated in the attached appendix. These must be addressed in all groups, in all subject areas.

Supporting Learning

Students' learning and personal development is supported in a number of different ways across the school. If an academic concern arises it should be referred to the Subject Leader. If the problem is of a personal or serious nature it should be referred immediately to the Head of Year. If it relates to Child Protection it must be referred immediately to the ENCo (refer to CP Policy)

Role of Tutors

1. The Tutor has an integral role in supporting students learning and personal development. The role of the Tutor is focused on learning and teaching. It does not revolve solely around administrative tasks.
2. The Tutor sets the standards and expectations of students for the day. A partnership exists between the Tutor, Year Leader/s and the Subject Leaders in order to monitor the academic and personal development of students within the Tutor Group.

Registration

1. Registration periods are part of the school day and should contribute to the learning and teaching process in the School.
2. Registration periods are formal occasions and silence should be maintained while the register is taken. If there is a problem taking an electronic register, a paper register must be sent to the office immediately.
3. Seating plans must be used and a copy given to the Year Leader at the start of the academic year.
4. Year Leaders will provide a scheme of work for PSHCE and maintain this resource. In addition, in PSHCE lessons, Tutors should aim to talk to students on an individual basis to monitor personal and academic progress.
5. Students must be engaged in meaningful activities during tutor time.
6. All students should be encouraged to read and classes involved in the Accelerated Reader Scheme are expected to read their Accelerated Reader books in silence for 10 minutes every day during afternoon registration.
7. Students must have visited their lockers and be seated at 9.00 a.m. / 3:20 p.m.
8. Tutors must arrive to registration on time and remain with their Tutor Group for the duration of the registration period. Tutors are role models and punctuality is essential.
9. All students must remain in their Tutor Group room for the duration of the registration period unless they have a legitimate reason for leaving. This includes Sixth Form students.
10. Tutors must escort their form to assembly and stay with their form for the duration of the assembly.
11. Form rooms must be left tidy at the end of registration.



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12. During registration, a variety of activities can be set, such as:

- register students
- check/sign Planners
- tutor +/- or students can complete/confirm homework in planner
- give out notices / letters etc.
- highlights of the day
- student 'welfare' check
- mentoring
- review student 'Report Card'
- highlight a news item of the day and discuss
- read a poem
- accelerated reader
- play a piece of music
- review citizenship / PSHCE activity/work preparation activities
- silent reading
- revisit theme for the fortnight: e.g. Happiness (what has been your happiest moment of the day John?)
- quick quiz
- contributions to Year/School Council
- Year/School Council feedback
- review PARs (attendance)
- two minute student presentations on weekly theme and preparation of the same
- what did you see (what did you watch on TV)
- display – Tutor Group Notice Board/s
- website of the day
- fact of the week (see Heber website)
- tidy tutor base/room
- support students placed on a school detention
- place all chairs/stool on table
- calm and orderly departure

Year Leaders

Year Leaders are responsible for the personal and academic well-being of all students within the School. They work in partnership with tutors and classroom teachers in promoting the School ethos across the year. They are available to discuss the individual needs of any student within their year group.

1. Year Leaders monitor and support the learning of all students in Years 7–11. In the Sixth Form, the AHT Director of Sixth Form Learning has this responsibility. They work in partnership with Tutors and teaching staff. They are available to discuss the academic needs of individual students.
2. The Year Leaders will collect information and monitor individual student progress in a number of ways:
 - concerns and recommendations for students
 - data, tracking and summary reports



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- monitoring reports – teachers will give comments on identified student progress over a 2 week period
- report cards – completed by the teacher every lesson for identified students
- parents will be informed of student progress where appropriate

Subject Leader

1. The role of the Subject Leader is to manage learning and teaching within the curriculum / Subject Area.
2. Any concerns with the academic progress of an individual student must be referred to and discussed with the appropriate Subject Leader.
3. Subject Leaders will support the professional development needs of individual staff members within their curriculum area.
4. Teachers must identify any students whose academic performance is a cause for concern. Initially, this must be dealt with within the Subject Area.

Senior Leadership Team

The SLT is responsible for the overall leadership, management and development of learning and teaching across the School community.

Cover

“Teaching is an occupation where absence must immediately be dealt with by a replacement. This is demanded by consideration of health and safety and “in loco parentis” and is desirable from a curriculum point of view”

Staff Absence and Cover Policy

“It is inevitable that from time to time all schools will experience staff absences which are invariably disruptive and expensive.”

Staff Absence Local Procedure

Colleagues must endeavour to minimise the disruption to students learning when they are absent from School. Please refer to the above named documents.

1. Whether absence is foreseen or unforeseen staff must make sure that the quality of work left is well planned and appropriate to **all** learners.
2. Unforeseen absence – Cover work must be made available to the Subject Leader +/- or Cover Manager by 8.30 a.m. (preferably by email). Foreseen Absence - Cover work must be made available to the Subject Leader by 3.30 p.m. prior to the day of absence.



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3. Cover work set must include:
 - a. Learning Plan (inc. any TA support)
 - b. Seating Plan and
 - c. Class list
4. The teacher must ensure that work set is 'portable' for students that may use the IRP.
5. Cover lessons should be started off and finished by the Subject Leader (or other senior member of the subject area) whenever possible to ensure the cover supervisor/teacher has all the necessary resources.
6. Subject Leaders must ensure that the member of staff covering the lesson is aware of their location if any additional support is required.

Signed:

Sue Anderson
Chair of Governors

David Curry
Headteacher

Administration Use:	
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APPENDICES:

- A. Whole School Marking for Literacy
- B. Careers, Work Related Learning and Enterprise Education
- C. Technical Education & Apprenticeships Provider Access Policy
- D. Early Entry
- E. Fair Assessment & BTEC



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APPENDIX A

Whole School Marking for Literacy

When a student's work is marked the following symbols should be used by all staff:

- sp** written in margin and the word underlined. This indicates a spelling mistake in this line.
- p** written in margin and the error circled. This indicates a punctuation mistake. Correct the error.
- //** new paragraph needed.
- ^** a word or letter missed out.
- ?** This part (underlined) is confusing or unclear.

Teachers may not wish to indicate all errors in piece of work as this could be demoralising for the student. It is recommended that only a limited number of spelling errors should be identified in a single piece of work.



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APPENDIX B - CAREERS, WORK RELATED LEARNING AND ENTERPRISE EDUCATION

CONTEXT

Careers education and guidance is part of the cross-curricular entitlement of all students and is an essential part of our work in School. In addition we are dedicated to the success of our students and equipping them for economic well-being as an integral part of their learning. The School has adopted this policy as an indication of its commitment to providing that learning, and to delivering to all students their statutory entitlement to Careers, Work Related Learning (WRL) and Enterprise Education (EE)

AIMS OF THIS DOCUMENT

This document sets out the commitment of Bishop Heber High School to develop and promote whole school Careers, Work-Related Learning and Enterprise Education for all students. The programme of activities aims to:

- Participate in decision-making that requires their own and other people's points of view to be taken into consideration
- Prepare for choices of education, training or employment (post-16 and 18)
- Prepare for curriculum choices in KS4 through the Year 9 options process taking account of implications for future career opportunities and implement effectively the developments taking place in the 14-19 curriculum
- Identify and examine sources of information about future careers opportunities
- Prepare for the tasks involved in obtaining further education, higher education, training or employment
- Equip students with the key skills, attitudes and qualities necessary to make a successful transition to adult and working life
- Raise their standards of achievement, self-esteem and confidence
- Enhance the curriculum by adding vocational relevance and interest including experience of a workplace outside the school
- Ensure the benefits and experience gained from Careers, Work-Related Learning and Enterprise Education are valued, assessed, and developed for successive generations of students
- Develop quality links with businesses and other relevant external partners and agencies
- Enhance the School's culture of enterprise in its management and development, and thereby its performance

CAREERS EDUCATION AND GUIDANCE

- This is included in the PSHCE programme, within the enrichment programme in both Years 10 and 11 and in conjunction with the National Careers Service. In the Lower School in Years 7 and 8, reference is made to Careers in the PSHCE programme and it plays an important part in the Year 9 Options programme. In Year 11, all students have a one to one 'Futures Meeting' with a member of the Senior Leadership Team on at least two occasions where they receive advice and guidance on post-16 pathways. There is further support from the Young Peoples' Service and the Head of Careers. In the Sixth Form, the Sixth Form Team, including Assistant Head Teacher, Director of Sixth Form; Assistant Sixth Form Leader; Head of Careers and Form Tutors deal with all aspects of Higher Education, Apprenticeships and post-18 opportunities in both PSHCE time and on request.



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Careers information is available from the National Careers' Service, the School's Head of Careers and every two years a Careers Convention is organised to which representatives from Industry, Commerce, the Armed Forces, Higher Education and alternative Further Education Providers including Apprenticeship Training providers are invited. Year 10 students are given the opportunity to take part in local industry visits in addition to a one week Work Experience placement. All Lower Sixth students complete a one week Work Experience placement in the summer term.

WHAT IS WORK-RELATED LEARNING AND ENTERPRISE EDUCATION?

Work-Related Learning is defined as planned activity that uses the context of work to develop knowledge, skills, and understanding useful in work:

- *Through work*, by providing opportunities for students to learn from direct experience of work
- *About work*, by providing opportunities for students to develop knowledge and understanding of work and enterprise
- *For work*, by developing the key skills for enterprise and employability

OBJECTIVES OF WORK-RELATED LEARNING AND ENTERPRISE EDUCATION

The objective of delivering Enterprise Education within Work-Related Learning is to develop students who have:

- *Enterprise Capability*, the capability to handle uncertainty and respond positively to change, to create and implement new ideas and new ways of doing things, to make reasonable risk/reward assessments and act upon them in one's personal and working life
- *Financial Literacy*, the knowledge, skills and attitudes necessary to become a questioning and informed consumer of financial services and the ability to manage one's finances effectively
- *Economic and Business Understanding*, a process of enquiry, focused on the context of business, central to which is the idea that resources are scarce so that choices have to be made between alternative uses

Bishop Heber High School will deliver to all students a planned, coordinated and integrated Work Related Learning and Enterprise Education that meets or exceeds the requirements of the QCA guidance framework, the elements of which are to:

- Recognise, develop and apply their skills for enterprise and employability
- Use their experience of work, including work experience and part-time jobs, to extend their understanding of work
- Learn about the way business enterprises operate, working roles and conditions, and rights and responsibilities in the work place
- Develop awareness of the extent and diversity of local and national employment opportunities
- Relate their own abilities, attributes and achievements to career intentions and make informed choices based on an understanding of the alternatives
- Undertake tasks and activities set in work contexts
- Learn from contact with personnel from different employment sectors
- Have experience (direct or indirect) of working practices and environments
- Engage with ideas, challenges and applications from the business world



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ENTITLEMENT AND DELIVERY OF WORK RELATED LEARNING AND ENTERPRISE EDUCATION

All students have an entitlement to:

- A programme of careers education and guidance
- A programme of self-development integral to the School's recording, assessing and action planning process
- A cohesive programme of Work-Related Learning and Enterprise Education
- A curriculum which provides opportunities for all students to learn and achieve

Bishop Heber High School has adopted a whole-school approach to delivery of Work Related Learning and Enterprise Education as part of the entitlement for all students. This includes building relationships between employers, the School and other educational providers in order to ensure that all students aged 11-18 are inspired and given guidance for success in their working life. This complements the teaching/learning processes in school. Specific components include:

- Careers Education and Guidance
- Work Experience
- Aspects of PSHCE
- Mentoring
- Vocational Qualifications
- Additional Enterprise Activities, such as off-timetable days, designed to consolidate enterprise learning and provide an opportunity to practice it.

Work Related Learning Programmes at Bishop Heber High School contribute where appropriate to approved qualifications. KS4 students record their individual achievement in their Progress File (replacing the National Records of Achievement (NRA)).



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APPENDIX C - TECHNICAL EDUCATION & APPRENTICESHIPS PROVIDER ACCESS POLICY

Introduction

This policy statement sets out the school's arrangements for managing the access of providers to students at the school for the purposes of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

Student Entitlement:

Students in Years 8-13 are entitled:

- To find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point.
- To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options evenings, assemblies and group discussions and taster events.
- To understand how to make applications for the full range of academic and technical courses.

Management of provider access requests:

Procedure:

A provider wishing to request access should contact either:

Mrs S Griffith, Head of Careers

Mr T Roberts, Enterprise and WRL Coordinator

Telephone: 01948 860571

Email: sgriffith@bishopheber.cheshire.sch.uk

Email: troberts@bishopheber.cheshire.sch.uk

Opportunities for access:

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents:

	Autumn Term	Spring Term	Summer Term
Year 8	Progress File – fact sheet and activity Work Skills booklet Office Duty	Life skills – assembly and tutor group opportunities Work Skills booklet Office Duty	Life skills – assembly and tutor group opportunities Work Skills booklet Office Duty
Year 9	Assembly by an apprenticeship training provider Business/enterprise challenge	KS4 options event – Technical Colleges and FE Colleges invited Careers Convention with over 100 organisations present – speed networking	Visit to FE College for students who opt for courses Life skills assembly – University to present work



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	Autumn Term	Spring Term	Summer Term
			/ life balance opportunities
Year 10	Life Skills – work experience preparation sessions	Assembly by an apprenticeship training provider Careers Convention with over 100 organisations present including F.E. and H.E.– speed networking	Life skills – assembly and tutor group opportunities Work Experience opportunity
Year 11	Life Skills – assembly on opportunities at 16 1-2-1 Futures meetings with SLT 1-2-1 meetings with CWaC Young People’s Service Apprenticeship vacancies emailed to students and apprenticeship Open Day information eg Airbus available on the Notice Board	Post 16 evening – Sixth Form Options Evening – Technical and Colleges of FE invited to attend 1-2-1 Futures meetings with SLT Support with applications for Post Year 11 Courses 1-2-1 meetings with CWaC Young People’s Service Careers Convention with over 100 organisations present including F.E. and H.E.– speed networking	Life Skills – external exam preparation and final applications for post Year 11 1-2-1 meetings with CWaC Young People’s Service
Year 12	Post 18 assembly – apprenticeships Apprenticeship application information emailed to all students e.g. Airbus, Bentley, plus government website information 1-2-1 Careers Meetings with Head of Careers	Small group sessions: future education, training and employment options Careers Convention with over 100 organisations present – speed networking	Small group sessions: future education, training and employment options. Higher Education Fair Work Experience
Year 13	Workshops – HE and higher apprenticeship applications	Guest speakers from different career routes Apprenticeship applications 1-2-1 Careers Meetings with Head of Careers	Applying to training providers and businesses for apprenticeship vacancies – support available from Head of



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	Autumn Term	Spring Term	Summer Term
	Small group sessions: future education, training and employment options Guest speakers from different career routes 1-2-1 Careers Meetings with Head of Careers		Careers and Sixth Form Support Team

Please speak to our named Head of Careers or Enterprise and WRL Coordinator, to identify the most suitable opportunity for you.

The school policy on safeguarding sets out the school's approach to allowing providers into school to speak to our students (please refer to the School website for a copy of this policy).

Premises and Facilities

The school will make the Main School Hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will endeavour where possible, to make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Head of Careers or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Resource Centre, which is managed by the school librarian. The Resource Centre is available to all students at lunch and break times, and to Sixth Formers throughout the day.

Signed: (Chair of Governors)

(Headteacher)

Administration Use:	
Statutory/Non-Statutory:	Statutory
Website:	Yes
GB Committee:	SPA
Document (Appendix) Formulated:	December 2017
Review:	Annually
Date Reviewed by Committee:	15 th January 2018
Reviewed Document Adopted by FGB:	16 th March 2018
Next Review Date (in line with L&D Policy):	June 2018



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APPENDIX D - EARLY ENTRY

INTRODUCTION

Early entry is one element of Bishop Heber High School's approach to ensuring all students succeed in public examinations. Early entry can play a significant role in improving the attainment and motivation of students and is firmly focused on raising achievement for all. Students are given additional opportunities to achieve or improve GCSE grades in Year 9 and 10 before the final examination period in Year 11. Students, staff and families have informed us of the motivational benefits of students experiencing success throughout their GCSE course are significant. In addition, reducing the total amount of examinations students need to sit at the end of Year 11 enables students to focus on other subjects.

This policy has been written in the light of recent publications questioning the use of early entry (*Mathematics: Made to Measure*, DfE, 2012; *Early entry to GCSE examinations*, Ofsted, 2011) and outlines the School's approach to early examination entry.

GUIDING PRINCIPLES

Consideration of early entry for examinations should always take into account how it will optimise individual students' chances of success. Early entry will be used in a way that enables students of all abilities to achieve or exceed their ambitious target grades. Early entry practices should make a demonstrable contribution to this being achieved or exceeded.

Students will always be allowed, and may actively be encouraged, to re-sit an examination at a later date even if good progress has already been made. Early entry will not be used in a way that encourages the 'banking' of notional pass grades (for example, a 4 in GCSE Mathematics), but be used as a stepping stone to promote higher achievement.

Typically, students experience the following early entry:

- Year 9 - ICT Level 2 course (MSO/ECDL)
- Year 10 - Mathematics (Set 1)
- Year 10 - English Language

Since the introduction of Early Entry Policy, we have seen increased uptake/stay on rates in the Sixth Form in these subjects.

Early entry should maximise students' opportunities to succeed in any given subject. It should, therefore, enhance students' sense of enjoyment and may play a role in their choice to continue to study that subject beyond GCSE.

Early entry in practice

The following processes should be completed prior to entry:

- Students should be informed by the class teacher of that subject



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- Opportunities should be made available for parents/carers and students to meet a senior member of staff and the relevant Subject Leader to discuss the entry policy
- Subject Areas have a clear rationale of the selection process for early entry

Rationale:

ICT Level 2 course (MSO/ECDL); provides an early experience of external assessments for students. The early entry supports the development of clear expectations around preparation for and undertaking of external exams. Successful outcomes over a number of years has shown it motivates students into Years 10 and 11.

Mathematics (Set 1) the students are gifted mathematicians and ready to undertake GCSE mathematics, successfully. In Year 11 they are challenged and stretched with GCSE Further Mathematics which is a very good grounding for A level studies.

English Language split entry allows students to focus on English Language with few other distractions. It allows students to be assessed at the end of their language studies and focus on literature in Year 11.

The following processes should be completed following the receipt of results:

- Results analysis will be undertaken to ensure that the outcomes of early entry are contributing strongly to raising achievement for all students.
- Choices of post-16 courses will be reviewed in light of any early entry practices at KS4 to ensure that early entry does not negatively affect students' ability to undertake further study in that subject.

Final decisions regarding early entry will be taken by the Headteacher. A decision will be taken on each student's individual circumstances, taking into account the professional judgement of staff and the availability of resources.

Signed: (Chair of Governors)

(Headteacher)

Administrative Use	
Statutory/Non-Statutory:	Statutory
Website:	Yes
GB Committee:	SPA
Document Formulated:	November 2014
Review:	Annually
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Reviewed Document Adopted by FGB:	4th December 2017
Next Review Date:	June 2018



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APPENDIX E - FAIR ASSESSMENT, BTEC AND BCS (ECDL) ASSESSMENT POLICY

1. Internal Moderation and Access to Fair Assessment

Internal moderation is a key process carried out throughout the delivery of a qualification to ensure that assessment methods are consistent across all teachers/ assessors and that the outcomes are fair to all learners.

The aim of this policy is to ensure that:

- ✓ internal moderation practices are valid and reliable, cover all tutors/ assessors and meet the requirements of the awarding organisation
- ✓ the internal moderation procedures are fair and open
- ✓ accurate and detailed records are kept of internal moderation decisions

As a centre we will:

- ✓ ensure that all members of staff involved in the delivery of BTEC courses have completed the OSCA materials as required
- ✓ ensure that all assessment activities are valid, appropriate and fit for purpose
- ✓ apply a strategy that will provide a representative sample of results from all teachers/ assessors
- ✓ create a plan of internal moderation in relation to assessment and activities and keep detailed records of these activities
- ✓ define, maintain and support effective internal moderation roles, including the provision of training where required
- ✓ provide standardised or specialised documentation where appropriate to support internal moderation and record keeping
- ✓ ensure that feedback and outcomes of internal and external moderation support future development of good practice
- ✓ carry out an annual review of internal moderation procedures
- ✓ ensure that whenever staff assess students' work for external qualification this is done fairly, consistently and in accordance with the specification for the qualification concerned
- ✓ ensure that students are aware of the procedures available should they wish to appeal against an assessment decision
- ✓ ensure that all BCS ECDL IT exams are conducted as specified in the latest Operations Manual, including all new Invigilators to be observed in their first Live Test and also on an annual basis



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Recording and Record Keeping

Evidence of a robust internal moderation system will be required at external moderation and for audit purposes; therefore there must be reliable and auditable record keeping systems in place. It is the responsibility of all staff involved in the delivery of a course that requires internal assessment to participate in the moderation process.

This includes attending relevant internal moderation meetings, keeping the necessary records and submitting marked candidates work as requested.

There will be at least two members of staff involved in the inputting of data, in order to claim certificates.

All assessment evidence that has been internally moderated must be kept on site until after the external moderation. The work remains the property of the candidate and can be returned to the candidate according to the requirements of the relevant awarding organisation.

Access to Fair Assessment

Statement of assessment

- ✓ we aim to provide a variety of qualifications which provide all students with the opportunity to achieve their full potential by the most appropriate route
- ✓ our assessment policy is based on the concepts of equality, diversity, clarity, consistency and openness
- ✓ we will endeavour to ensure that the assessment processes are implemented in a way which is fair and non-discriminatory

Access

Students are made aware of the existence of this policy and have open access to it. It can be found in the Main School Office, School Library and also online on the school website. All teachers are made aware of the contents and purpose of this policy and it can be found in the Staff Handbook. This policy is regularly reviewed and may be revised in response to feedback from students, teachers or external organisations.

What students can expect from us

- ✓ we aim to ensure that all assessment of work is carried out fairly and in keeping with the awarding body's requirements
- ✓ all portfolio based work will be assessed fairly against the qualification standards, and teachers involved will be fully trained
- ✓ internal assessments will be carried out fairly and according to the awarding body instructions
- ✓ externally marked tests and exams will be conducted according to the requirements of the awarding body
- ✓ a clear procedure which allows them to appeal if they feel that their work has not been marked fairly



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Students can also expect:

- ✓ to be fully inducted onto a new course and given information that can be shared with parents and carers
- ✓ learning outcomes, performance criteria and other significant elements of learning and assessment to be made clear at the outset of the course and when assignments and assessments are set
- ✓ to be given appropriate assessment opportunities during the course, with feedback provided on the quality of the work
- ✓ all work to be marked within three weeks of submission by the student
- ✓ where equivalents and exemptions can be applied, we will ensure that this is pursued with the relevant awarding body

Cheating and Plagiarism

A fair assessment of a student's work can only be made if that work is entirely the student's own. Therefore students should expect an awarding body to be informed if during a controlled assessment, assignment or external examination:

- ✓ they are found guilty of copying, giving or sharing information or answers, unless this is done as part of a joint project
- ✓ they use an unauthorised aid during a test or examination
- ✓ they copy another student's answers during a test or examination
- ✓ they talk during a test or examination

All allegations of cheating and plagiarism will lead to an investigation, which will follow the guidance of the relevant awarding body. If the student is completing a BTEC qualification then further detail is provided in the BTEC Assessment Malpractice Policy.

If a student feels they have been wrongly accused of cheating or plagiarism, they should be referred to the School Complaints Policy.

Appeals against internal assessment of work for external qualifications

Appeals can only be made against the process that led to the assessment and not against the mark or grade. If a student has concerns about the process used in assessing internally marked work for public exams, they should in the first instance talk to their subject teacher to discuss the matter fully. This will hopefully resolve the situation, but if not, the following stages should be observed:

1. Appeals should be made as soon as possible, and must be at least two weeks before the end of the last externally assessed paper in the examination series.



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2. Appeals should be made in writing to the relevant Subject Leader who will inform the Exams Officer and investigate the appeal. Students and parents must be aware that the appeal may result in the mark staying the same, going up or going down.
3. The investigating member of staff will decide whether the process used for the internal assessment conformed to the requirements of the awarding body and the examinations code of practice of the QCA.
4. The outcome of the appeal will be made known in writing, including any relevant correspondence with the board/ awarding body, any changes made to the assessment of the work and any changes to improve matters in the future.
5. After work has been assessed internally it is moderated by the awarding body to ensure consistency between centres. Such moderation can change the marks awarded for internally assessed work. This is outside the control of the school and is not covered by this policy. If you have any concerns about it, please ask the Exams Officer for a copy of the appeals procedure of the relevant examination board.
6. Appeals involving BCS (ECDL) Qualifications need to be made within 20 days of the assessment taking place.

Appeals against centre decisions

1. All students will be provided with written information regarding access to scripts, enquiries about results and appeals.
2. If the School decides not to support an enquiry about results request, or an appeal, students and parents have the right to appeal this decision. Parents should contact the Headteacher as Head of Centre to discuss the School's decision and next steps in the appeals process.

2. BTEC Assessment Malpractice Procedure

Assessment Malpractice consists of those acts which undermine the integrity and validity of assessment, the certification of qualifications and/or damage of authority of those responsible for conducting the assessment certification.

Aim:

- To identify and minimise the risk of malpractice by staff or learners
- To respond to any incident of alleged malpractice promptly and objectively
- To standardise and record any investigation of malpractice to ensure openness and fairness
- To impose appropriate penalties and/or sanctions on learners or staff where incidents (or attempted incidents) of malpractice are proven
- To protect the integrity of this centre and BTEC qualifications

In order to do this, the centre will:

- Seek to avoid potential malpractice by using the induction period and the student handbook to inform learners of the centre's policy on malpractice and the penalties for attempted and actual incidents of malpractice
- Show learners the appropriate formats to record cited texts and other materials or information sources
- Ask learners to declare that their work is their own
- Ask learners to provide evidence that they have interpreted and synthesised appropriate information and acknowledged any sources used



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- Conduct an investigation in a form commensurate with the nature of the malpractice allegation. Such an investigation will be supported by the Head of Centre and all personnel linked to the allegation.
- While the investigation takes place:
 - ✓ The individual will be made fully aware at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences should malpractice be proven
 - ✓ Parents will be fully informed
 - ✓ The individual will be given the opportunity to respond to the allegations made
 - ✓ The individual will be informed of the avenues for appealing against any judgement made
 - ✓ All stages of any investigation will be documented

During the investigation period Edexcel may:

- ✓ Refuse learner registrations/ entries
- ✓ Withhold the release of results/ certificates

Definition of Malpractice by Learners

This list is not exhaustive and other instances of malpractice may be considered by this centre at its discretion:

- Plagiarism of any nature
- Collusion by working collaboratively with other learners to produce work that is submitted as individual learner work
- Copying (including the use of ICT to aid copying)
- Deliberate destruction of another's work
- Fabrication of results or evidence
- False declaration of authenticity in relation to the contents of a portfolio or coursework
- Impersonation by pretending to be someone else in order to produce the work for another or arranging for another to take one's place in an assessment/examination test

Definition of Malpractice by Centre Staff

This list is not exhaustive and other instances of malpractice may be considered by this centre at its discretion:

- Improper assistance to candidates
- Inventing or changing marks for internally assessed work (coursework or portfolio evidence) where there is insufficient evidence of the candidate's achievement to justify the marks given or assessment decisions made
- Failure to keep candidate coursework/portfolios of evidence secure
- Fraudulent claims for certificates
- Inappropriate retention of certificates
- Assisting learners in the production of work for assessment, where the support has the potential to influence the outcomes of assessment, for example where the assistance involves centre staff producing work for the learner
- Producing falsified witness statements, for example for evidence the learner has not generated
- Allowing evidence, which is known by the staff member not to be the learner's own, to be included in a learner's assignment/task/portfolio/coursework
- Facilitating and allowing impersonation
- Misusing the conditions for special learner requirements, for example where learners are permitted support, such as an amanuensis, this is permissible up to the point where the support has the potential to influence the outcome of the assessment
- Falsifying records/certificates, for example by alteration, substitution, or by fraud



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- Fraudulent certificate claims, that is claiming for a certificate prior to the learner completing all the requirements of assessment

3. Reasonable adjustment and special consideration for BTEC qualifications

Edexcel aims to facilitate open access to BTEC qualifications for learners who are eligible for reasonable adjustment and/ or special consideration in assessments, without compromising the assessment of the skills, knowledge, understanding or competence being measured.

This will be achieved by:

- **Reasonable Adjustment:** This is agreed at the pre-assessment planning stage and is any action that helps to reduce the effect of a disability or difficulty, which places the learner at a substantial disadvantage in the assessment situation. Reasonable adjustments must not, however, affect the reliability or validity of assessment outcomes nor must they give the learner an assessment advantage over other learners undertaking the same or similar assessments.
- **Special Consideration:** This is a post-assessment allowance to reflect temporary illness, injury or indisposition that occurred at the time of the assessment.

Reasonable Adjustment

A reasonable adjustment helps to reduce the effect of a disability or difficulty that places the learner at a substantial disadvantage in the assessment situation. Reasonable adjustments must not affect the validity or reliability of assessment outcomes but may involve:

- Changes to assessment conditions
- The use of mechanical and electronic aids
- Modification to the presentation of assessment material
- Alternative ways of presenting responses
- Use of access facilitators

Not all adjustments may be reasonable, permissible or practical in particular situations and the learner may not need, nor be allowed the same adjustment for all assessments.

Reasonable adjustment must be approved (internally or externally) and set in place prior to assessment commencing. It is an arrangement to give a learner access to a qualification. The work produced following a reasonable adjustment must be assessed in the same way as the work from other learners. A reasonable adjustment must never affect the validity or reliability of assessment, influence the outcome of assessment or give the learner(s) in question an unfair assessment advantage.

All reasonable adjustments must be recorded using the Edexcel form RA1 (see website for forms www.edexcel.org.uk)

Once completed, these must be held by the centre in the learner's file and should be available at all times for scrutiny by Edexcel if requested.

For BTEC qualifications that are internally assessed the centre will not need to apply to Edexcel to implement a reasonable adjustment but it must:



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- Only make reasonable adjustments that are in line with this policy
- Record all reasonable adjustments made on form RA1
- Keep RA1 forms on the appropriate learner's record
- Make RA1 forms available to Edexcel as required

For BTEC qualifications that are externally assessed, reasonable adjustment requests must be submitted to and authorised by Edexcel prior to the implementation of the adjustment. Such requests must be submitted using form RA2 within 20 days of learner registration. Edexcel will respond to the request within two working weeks.

Special Consideration

A special consideration is given following a period of assessment for a learner who:

- Was prepared for and present at an assessment but who may have been disadvantaged by temporary illness, injury or adverse circumstances that have arisen at or near to the time of assessment
- Misses part of the assessment due to circumstances outside of their control

Where assessment is in the form of on demand assessment such as electronic tests set and marked by computer, then it is probably more appropriate to offer the learner an opportunity to take the assessment at a later date.

A special consideration cannot give the learner an unfair advantage; the learner's results must reflect real achievement in assessment and not just potential ability. To this end, special considerations can only be a small post-assessment adjustment to the mark or outcome. Special consideration cannot apply to "licence to practice" units or qualifications.

All applications for special consideration must be made to Edexcel. Edexcel will only consider requests for special consideration which are submitted by the Head of Centre.

To ensure effective processing of the application, the centre should submit:

- Form SC1
- The learner's Student Report Form (SRF)
- Evidence to support the application such as a medical certificate, doctor's note or any other appropriate information.

Applications to the BTEC Quality Standards Team must be made within seven days of the assessment having taken place.

4. Accreditation of Prior Learning for BTEC qualifications

Recognition of Prior Learning (RPL) is a "Method of assessment that considers whether learners can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills that they already possess and so do not need to develop through a course of learning." *Regulatory arrangements for the Qualifications and Credit Framework (Ofqual/08/3726).*

This policy concerns ways in which a learner might be able to have their skills and qualifications acknowledged whilst avoiding any repetition of learning and assessment. This policy applies to all BTEC qualifications including the National Qualification Framework (NQF) and the Qualifications and Credit Framework (QCF). It does **not** apply



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to GCE, GCSE examinations or any other examinations that require assessment through external examination as these examinations are subject to specific evidence requirements.

Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit or units. However, evidence of learning must be:

- Valid
- Reliable
- Current
- Sufficient
- Authentic

Principles of RPL

- RPL is a valid method of enabling individuals to claim credit for units, irrespective of how their learning took place. There is no difference between the achievement of the learning outcomes and assessment criteria of a unit through prior learning or through a formal programme of study.
- RPL policies, processes, procedures, practices and decisions should be transparent, rigorous, reliable, fair and accessible to individuals and stakeholders to ensure that users can be confident of the decisions and outcomes of RPL.
- RPL is a learner-centred, voluntary (for the learner) process. The individual should be offered advice on the range and nature of evidence considered appropriate to support a claim for credit through RPL, and be given guidance and support to make a claim.
- The process of assessment for RPL is subject to the same quality assurance and monitoring standards as any other form of assessment.
- Assessment methods for RPL must be of equal rigour to other assessment methods, be fit for purpose and relate to the evidence of learning.

RPL is also of value to learners transferring across various learning programmes who have relevant learning but do not hold relevant credits or certificates. This may include learners transferring from NQF to QCF qualifications.

Implementing RPL

Where units are assessed against assessment criteria or grading criteria, then all evidence must be evaluated using the stipulated criteria. In assessing a unit using RPL the assessor must be satisfied that the evidence produced by the learner meets the assessment standard established by the learning outcome and its related assessment criteria.

The prior achievement that would provide evidence of current knowledge, understanding and skills will vary from sector to sector. It will depend on the extent of the experience, technological changes and the nature of the outcome claimed. If the currency of any evidence is in doubt, the assessor may use questions to check understanding and competence.

The RPL process does not allow the recognition of any unit assessed by external assessment because such units are subject to specific evidence requirements.



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Subjects wishing to carry out RPL must ensure that:

- Learners are registered as soon as they formally start to gather evidence
- Records of assessment are maintained as for any other unit/ qualification
- Certification and claims are made according to normal procedures
- All relevant evidence is assessed before assessment decisions are confirmed
- There are designated personnel with the appropriate expertise to support and assure the RPL process

RPL can be used where a learner has not had their prior learning formally recognised. If a learner has certified learning, then they should apply for exemption, not RPL. Exemption is the facility for a learner to claim exemption from some of the achievement requirements of a qualification, using evidence of certified achievement deemed to be of equivalent value.

Signed:

Sue Anderson – Chair of Governors

David Curry – Headteacher

Administration Use:	
Statutory/Non-Statutory:	Statutory
Website:	Yes
GB Committee:	SPA
Document Formulated:	2013
Review:	Annually
Date Reviewed by Committee:	8 th May 2018
Reviewed Document Adopted by FGB:	To be ratified by FGB 11 June 2018
Next Review Date:	June 2018