



TEACHING AND LEARNING POLICY



APPRENTICESHIPS & TRAINING



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Education Training Foundation Standards



Purpose

Research within the UK Further Education (FE) sector consistently identifies the teacher as the single most influential factor in a learner's success, attainment and overall experience. As Barber and Mourshed state, 'The quality of an education system cannot exceed the quality of its teachers' (2007). This policy outlines the systems and processes in place to ensure our teachers have the resource, skills, knowledge and experience to deliver exceptional teaching that enables learners to learn, reach their potential and successfully transition on to the next stage of their study or employment.

Learning is central to building futures and changing lives. At Burnley College, we equip learners with the skills, knowledge and professional behaviours required to excel and progress to the next stage of study or employment. Effective learning is a shared responsibility and relies on a strong partnership between the College, the learner and other relevant stakeholders.

This policy is deeply rooted in our core values, informed by educational research and underpinned by the Education Training Foundation's Professional Standards for Teachers and Trainers (Appendix 1) and Rosenshine's Principles in Action. It has been shaped and informed through collaboration with stakeholders and sets out:

- Minimum standards of learning.
- The roles and responsibilities of those involved in the planning, delivery and assessment of high-quality learning.
- The processes for monitoring, tracking and supporting high-quality teaching and learning.

At Burnley College, inclusive learning is at the heart of everything we do. We pride ourselves on an inclusive and holistic approach, recognising that a range of factors may create barriers to learning before a learner enters the classroom. This policy should therefore be read in conjunction with the College's Inclusion Strategy.

Definitions

Role	Definition
Teacher/ Trainer	Any member of staff responsible for delivering a timetabled session, regardless of job title, including those working with apprentices either on site or in the workplace.
Learner	Any individual undertaking a programme of study through Burnley College, regardless of course duration or level, including A Levels, Vocational Courses, Higher Education, Apprenticeships and Commercial.
Classroom Support Staff	Any member of staff providing support to the teachers or learner(s) during a timetabled session, including small group or one to one intervention, such as Student Support Practitioners, Technicians etc.
Stakeholder	Any individual involved in the learner's programme of study or with statutory responsibility for the learner; such as a parent/carer or the employer of an apprentice.
Timetabled Session	A timetabled session is any scheduled activity involving learning, teaching, assessment or review, taking place on college premises, in the workplace, online or in another approved learning setting.

Related Policies

Policy	Link
Safeguarding Policy	https://www.burnley.ac.uk/wp-content/uploads/2025/12/Safeguarding-and-Child-Protection-Policy-September-2025.pdf
Behaviour Policy	https://www.burnley.ac.uk/wp-content/uploads/2025/02/Promoting-Positive-Behaviours-Learner-Standards-Febraury-2025.pdf
GDPR Policy	https://www.burnley.ac.uk/wp-content/uploads/2025/11/Data-Protection-Policy_2025.pdf



Section 1: Roles and Responsibilities

Learning Standards

Our learning standards reflect the stakeholder voice, ETF professional standards and underpinning research. They define the expected contributions of all stakeholders to ensure a high-quality, coherently planned curriculum that enables learners to know more, remember more and apply their learning over time, leading to successful progression into employment, further study or training. The table below outlines the roles and responsibilities associated with each standard, with further detail provided in the sections that follow.

Standard	Teacher/Trainer
Inclusive	Teachers create an inclusive learning environment and have a secure understanding of their learners, including those with barriers to learning and use adaptive teaching strategies to ensure all learners feel they belong and are able to participate positively, attend well and thrive. Teachers deploy classroom support effectively to have a positive impact on learners' achievement and/or wellbeing (where relevant). Teachers take the register within the first 10 minutes of a timetabled session and follow up on any absence in line with the absence policy. Teachers address any behaviours that impact on learning. Teachers report any concerns swiftly and accurately.
Planning and sequencing	Teachers design and sequence a curriculum that inspires learners, develops curiosity and enables them to know more, remember more and apply their learning over time. Teachers work with employers, educators and other external stakeholders to ensure the curriculum is relevant. Teachers develop a curriculum that meets the needs of the awarding organisation, where applicable.

Learner	Classroom Support Staff	Stakeholder* (where applicable)
Learners share any information about their circumstances that could be creating a barrier to their progress and engage with wider support where appropriate. Learners create a welcoming, tolerant and respectful environment for others. Learners attend all timetabled lessons, ready and willing to learn.	Classroom support staff work with teachers, learners and stakeholders to implement effective strategies to support any known or emerging barriers to learning. Classroom support staff encourage positive attendance, behaviour and engagement within timetabled sessions. Classroom support staff provide adapted support and intervention as signposted by the teacher. Classroom support staff report any concerns swiftly and accurately.	Stakeholders promote positive professional behaviours, including attendance and punctuality. Stakeholders make the college aware of any potential barriers to learning. Stakeholders work closely with the college throughout the duration of the programme.
Learners ask questions and seek guidance to help their understanding. Learners speak to staff if they are unsure or feel they are falling behind - either during lesson, tutorial or ask to speak to a teacher.	Classroom support staff work with learners who are at risk of falling behind or have missed learning. Classroom support staff provide support and intervention as signposted by the teacher.	Stakeholders work with teachers to design the curriculum. Stakeholders provide an appropriate environment for learning. Stakeholders provide a supportive environment that allows learners to voice if they are struggling.

Standard	Teacher/Trainer
Recap and review	Teachers review what learners already know and understand. Teachers revisit topics regularly and reteach knowledge and skills as required. Teachers provide a high level of opportunities for learners to practice new knowledge and skills.
Assessment and feedback	Teachers are ambitious for all learners and use formative and summative assessment effectively to check learners' and apprentices' understanding, development and progress. They provide timely, precise feedback using a range of methods providing clear guidance to support progression. Where appropriate teaching is adapted to address gaps and misconceptions, ensuring learners make sustained progress over time.
Development of English, mathematics, Digital and wider skills	Teachers support the development of wider skills, including professional behaviours, English, maths and digital skills and provide rich opportunities beyond the curriculum so that learners are well prepared for their next steps. Teachers work with employers, educators and other external stakeholders to ensure the wider skills development maps to the potential progression opportunities.

Learner	Classroom Support Staff	Stakeholder* (where applicable)
Learners share any prior knowledge. Learners actively engage during activities. Learners practice new knowledge and skills.	Classroom support staff work with learners as signposted by the teacher. Classroom support staff through effective QA support learners to retrieve prior knowledge. Classroom support staff support teachers to ensure the environment supports the application of skills and knowledge.	Stakeholders where relevant will provide learners with opportunities for learners to practice their skills and knowledge. Stakeholders where relevant will provide feedback on the learners' application of knowledge and skills.
Learners complete assigned activities within the deadlines expected. Learners should speak to a member of staff if they are struggling or require additional support. Learners are ambitious and have a can do attitude, striving to gain the best grades they can. Learners action feedback and make progress over time.	Classroom support staff work with learners to ensure they understand how they will be assessed and are prepared for assessments. Classroom support staff address any misconceptions and provide timely support and intervention where required.	Stakeholders support learners to manage their deadlines. Where relevant stakeholders provide feedback and address any misconceptions.
Learners engage with wider opportunities open to them. Learners have a good understanding of the wider skills they need to develop to support their progression.	Classroom support staff role model professional behaviours. Classroom support staff signpost where learners make English and maths errors. Classroom support staff provide support and intervention as signposted by the teacher. Classroom support staff understand the wider skills that the learner needs to develop and provide appropriate support and guidance.	Stakeholders promote engagement with wider opportunities. Where relevant stakeholders provide meaningful workplace experiences. Where relevant stakeholders work with teachers to develop the curriculum.

Standard	Teacher/Trainer
Progress	Teachers track and monitor individual learner progress at regular intervals throughout the duration of the programme of study. They provide timely, precise feedback and adapt teaching to address gaps and misconceptions, ensuring learners make sustained progress over time. Teachers set appropriate targets to support learners to make progress. Teachers support learners to develop independence and resilience over time.

Learner	Classroom Support Staff	Stakeholder* (where applicable)
Learners understand what they need to do to make progress. Learners attend scheduled assessments and exams. Learners actively engage to the best of their ability with assessments and exams. Learners participate in any additional support activities allocated to them.	Classroom support staff provide timely, precise feedback and adapt support to address gaps and misconceptions, ensuring learners make sustained progress over time. Classroom support staff support learners to develop independence and resilience over time.	Stakeholders attend meetings where invited. Stakeholders provide appropriate support and encouragement. Stakeholders ensure attendance at formal assessment/exams. Where relevant stakeholders provide opportunities for learners to practice skills and knowledge independently and provide feedback.



Inclusive

We recognise that learners may face a range of barriers to learning, which can arise at any stage before or during their learning journey. Burnley College is committed to inclusive practice and teachers play a pivotal role in ensuring all learners can access and succeed in their education.

Teachers are expected to understand learners' needs at the point of entry and to implement effective systems and processes to regularly review these needs and take appropriate, timely action.

Teacher/Trainer Responsibilities:

- Model professional behaviours at all times.
- Create and maintain a learning environment that is safe, inclusive and conducive to learning, considering the needs of all learners.
- Complete registers within the first 10 minutes of the timetabled session and follow up on absence in line with the Attendance Policy.
- Know and understand the needs of all learners and make appropriate adaptations to teaching and learning.
- Implement systems to regularly review learner needs, monitor progress, adjust support and provide timely intervention where required.
- Teachers deploy classroom support effectively to have a positive impact on learners' achievement and/or wellbeing (where relevant).
- Report concerns and make referrals to internal and/or external support services where appropriate.
- Ensure all practice aligns with the College's Inclusion Strategy.
- Use a range of pedagogical approaches to promote high levels of engagement and positive behaviour.
- Apply the College's Behaviour Policy where expectations are not met.
- Where appropriate support the learners' transition into college (e.g. SEND, apprentices)

Learners' Responsibilities:

- Share relevant information about circumstances that may impact their learning.
- Promote an inclusive learning environment by valuing and respecting others.
- Participate in surveys and feedback activities to inform inclusive practice.
- Follow professional expectations, including:
 - Removing outerwear: including hats, coats and gloves (unless agreed for specific reasons).
 - Attend all timetabled sessions and engage fully in learning.
 - Be punctual to all timetabled sessions or planned events.
 - Behave in a positive and respectful manner towards others.
 - Keeping mobile devices stored away and on silent unless authorised for learning.
- Adhere to attendance and behaviour policies.

Classroom Support Staff Responsibilities:

- Model professional behaviours.
- Understand the needs of the learners they support.
- Adapt support strategies to meet individual learner needs.
- Implement attendance and behaviour policies consistently.
- Support learners' wider personal development to help remove barriers to learning.

Stakeholder Responsibilities:

- Contribute to the course design where appropriate.
- Participate in feedback mechanisms (e.g. surveys, discussions) to inform inclusive practice.
- Attend scheduled meetings to support learner progress and inclusive practice.
- Support the learners' transition into the college and/or work placement.

Planning and Sequencing

Effective planning and sequencing ensure that programmes of study meet learners' needs. Comply with awarding organisation requirements and support progression to further study, apprenticeships or employment.

Planning operates at three interconnected levels:

Type of planning	Purpose
Course design	To ensure the curriculum reflects the knowledge, skills and professional behaviours required by the awarding organisation and is aligned to employer needs and progression routes.
Scheme of work	To sequence curriculum content so that knowledge, skills and professional behaviours are developed cumulatively over time, enabling learners to build on prior learning and achieve increasingly complex outcomes.
Planning for learning	To adapt curriculum delivery using knowledge of learners, assessment information and identified needs to ensure all learners can access and make progress within the planned curriculum.

Burnley College do not prescribe a single format for planning for learning; however, all teachers are expected to meet the following minimum standards.

Teacher/Trainer Responsibilities:

- Liaising with relevant stakeholders, including employers and curriculum managers to ensure the curriculum remains relevant and responsive.
- Ensuring that curriculum planning meets the expectations of the awarding organisation where applicable.
- Using formative and summative assessment to inform short, medium and long term planning.
- Sequencing learning so that it builds logically over time, including opportunities for recap, retrieval and consolidation.
- Identifying and responding to barriers to learning, including SEND and learners with Education, Health and Care Plans (EHCPs).
- Adapting planning to meet the needs of individual learners and groups.
- Planning and resources should be shared with classroom support staff in advance of the session, where appropriate.
- Embedding English, mathematics and digital skills in a meaningful and contextualised way.
- Linking curriculum content to wider personal development, including life skills and British values where appropriate.
- Planning explicit opportunities to support learners' next steps, including careers, further and higher education.

Learners' Responsibilities:

- Share relevant information that may impact their learning.
- Engage fully with planned learning activities.
- Contribute to feedback processes, including surveys and discussions, to support curriculum development.

Classroom Support Staff Responsibilities:

- Identifying learners who are at risk of falling behind or who have gaps in learning.
- Deliver targeted support and interventions as directed by the teacher.
- Provide feedback to teachers to inform ongoing planning and adaptation.

Stakeholder responsibilities:

- Contribute to curriculum design and review where appropriate.
- Provide feedback through consultation activities to support continuous improvement.



Recap and Review

Learning is a cumulative process. Learners begin and progress through their programmes at different stages of understanding, making it essential that teaching routinely checks, secures and builds on prior knowledge.

Recap (retrieval of previous taught content) and review (checking understanding and addressing misconceptions) are integral to effective teaching. Evidence informed approaches highlight the importance of frequent review, guided practice and checking for understanding to support long term retention and mastery.

Effective recap and review:

- Enable learners to identify what they know and what they need to develop.
- Provide teachers with accurate insight into learners' current stage of learning.
- Identify gaps and misconceptions to inform responsive teaching.
- Support long-term retention through retrieval and spaced practice.

Teacher/Trainer Responsibilities:

- Plan and use structured recap activities to activate prior knowledge at the start of learning.
- Provide systematic opportunities for spaced repetition of subject content.
- Use a range of strategies to check for understanding (e.g. questioning, low-stakes quizzes, discussion).
- Require learners to articulate their understanding and explain their thinking.
- Provide timely, specific feedback and address misconceptions.

- Adapt teaching, including reteaching where necessary based on assessment.
- Provide regular, structured opportunities for guided and independent practice.

Learners' Responsibilities:

- Actively engage in recap and review activities.
- Reflect on their own understanding and identify areas for development.
- Communicate any difficulties or barriers to learning.
- Contribute positively to the learning environment, supporting peers where appropriate.

Classroom Support Staff Responsibilities:

- Support learners in line with teacher direction and planned learning objectives.
- Use effective questioning to prompt recall and deepen understanding.
- Reinforce key concepts and support learners in developing independence.
- Provide feedback to teachers on learner progress and misconceptions.

Stakeholder Responsibilities:

- Provide encouragement and reinforcement of learning where appropriate.
- Support opportunities for learners to apply knowledge and skills in relevant contexts.

Assessment and Feedback

Assessment is integral to effective teaching and learning. A range of assessment methods are used to support learners' progress, inform teaching and ensure achievement of programme outcomes. These approaches are informed by awarding body requirements, educational research and best practice.

Assessment methods are varied in both purpose and approach:

Type of Assessment	Purpose
Initial / Diagnostic Assessment	To establish learners' starting points, prior knowledge and specific support needs.
Formative Assessment	Ongoing assessment used to check understanding, identify misconceptions and inform teaching and feedback.
Summative Assessment	Assessment of learning at defined points, including coursework and examinations, to measure achievement against standards.

Burnley College supports a flexible approach to assessment and feedback, recognising the diversity of curriculum areas. However, all assessment practice must meet the following minimum expectations to ensure consistency, reliability and impact.

Teacher/Trainer Responsibilities:

- Conduct initial and diagnostic assessments at the start of programmes or modules and use outcomes to inform planning.
- Share assessment outcomes with learners in a clear and meaningful way.
- Plan and communicate assessment schedules and deadlines in advance.
- Use formative assessment routinely within lessons to check understanding and adapt teaching.
- Provide feedback that is timely, specific and actionable, enabling learners to make clear progress (minimum of half-termly for formal feedback points).
- Ensure feedback is followed up, including opportunities for learners to respond, improve and consolidate learning.
- Complete progress reviews informed by assessment, including clear targets and where appropriate working at and target grades.
- Meet awarding body requirements for assessment, standardisation and feedback.
- Ensure assessment practices take account of any learning support needs and exam concession arrangements where applicable.
- Where appropriate provide reports and engage with parents and stakeholders.



Learners' Responsibilities:

- Attend any exam access assessments as required.
- Complete all assessment activities to the best of their ability.
- Meet deadlines and attend all scheduled assessments and examinations.
- Understand and articulate their current performance and targets for improvement.
- Actively engage with feedback and take appropriate action to improve.
- Seek support where needed to make progress.
- To comply with college and awarding body rules related to completion of assessments e.g. use of AI, plagiarism.

Classroom Support Staff Responsibilities:

- Support learners in understanding assessment deadlines and preparing assessments.
- Reinforce feedback and support learners to act upon it.
- Use questioning and intervention to address misconceptions.
- Provide feedback to teachers on learning progress and barriers.

Stakeholder responsibilities:

- Support learners in meeting assessment deadlines and preparing assessments.
- Provide appropriate environments for independent study and completion of assessment where relevant.
- Engage with progress reviews and reporting processes.
- Encourage attendance at scheduled assessments and examinations.

Development of English, mathematics, digital and wider skills

At Burnley College, we recognise that the development of English, mathematics, digital and wider transferable skills is fundamental to learners' success, progression and employability. These skills are explicitly developed and reinforced across all programmes of study.

Learners are supported to develop:

- The English and mathematics skills required to access and succeed in their core programme of study.
- The digital skills needed to effectively engage with learning technologies and platforms.
- The knowledge and understanding required to stay safe online, including awareness of digital risks.
- The ability to use digital tools, including AI, safely, ethically and in line with college policy.
- The professional skills and behaviours and transferable skills required for employment and further study.
- An understanding of career pathways, progression routes and opportunities linked to their programme.

The development of these skills is not discrete but embedded within teaching, learning and assessment.

Teacher/Trainer Responsibilities:

- Ensure all learning materials model high standards of English and appropriate mathematical application.
- Identify learners' English and mathematics starting points and address gaps that may impact progress.
- Explicitly plan for and integrate the development of English, mathematics, digital and transferable skills.
- Develop learners' understanding and accurate use of subject-specific terminology.
- Provide opportunities for learners to use digital platforms and technologies to support learning.
- To identify and refer learners for additional support where required (e.g. English, mathematics, digital skills).
- Develop learners' awareness of online safety, digital risks and the responsible use of technology.
- Promote the safe, ethical and effective use of AI in line with the college policy and ensure compliance.
- Set and maintain high expectations for professional behaviours, including communication, punctuality and conduct.
- Embed careers education within the curriculum, including progression opportunities and links to industry.

Learners' Responsibilities:

- Attend and engage with English and mathematics sessions where required.
- Participate in personal development, enrichment and wider skills activities.
- Engage with support and intervention strategies to improve their skills.
- Use digital technologies, including AI, responsibly and in line with college policy.
- Demonstrate professional and respectful behaviour.
- Take an active role in developing their skills for progression and employment.

Classroom Support Staff Responsibilities:

- Model high standards of professional behaviour and communication.
- Reinforce the development of English and mathematics through effective feedback and prompting.
- Support learners developing digital and independent learning skills.
- Deliver targeted support and intervention as directed by the teacher.
- Provide feedback to teachers on learner progress and barriers.

Stakeholder Responsibilities:

- Promote the importance of English, mathematics, digital and employability skills.
- Provide opportunities for learners to apply these skills in real-world or workplace contexts.
- Engage with curriculum development to ensure relevance to industry and progression pathways.
- Support learners in developing professional behaviours and understanding workplace expectations.



Progress

Progress is central to effective teaching and learning. Learners develop, knowledge, skills and behaviours over time and it is essential that both teachers and learners have a clear and accurate understanding of current performance and next steps.

Monitoring and supporting progress ensures that teaching is responsive, gaps are addressed promptly and learners are supported to achieve their full potential.

Teacher/Trainer Responsibilities:

- Track and monitor progress at defined intervals throughout the programme (minimum 6 intervals for one-year programmes and three for programmes under 20 weeks)
- Use assessment information to identify trends, gaps and individual support needs.
- Provide clear, specific and actionable feedback on progress, including what learners need to do to improve.
- Set meaningful, measurable targets to support progress (minimum of three formal target setting points, proportionate for short programmes).
- Review progress against targets regularly and adapt teaching and support accordingly.
- Support learners to develop independence, resilience and ownership of their progress over time.

Learners' Responsibilities:

- Attend timetabled sessions and engage fully in learning.
- Attend all scheduled assessments and examinations.
- Be punctual for timetabled sessions and other planned activities.
- Act on feedback and targets to improve their performance.
- Participate in additional support or intervention where required.
- Take increasing responsibility for monitoring and improving their own progress.

Classroom Support Staff Responsibilities:

- Provide targeted support to address gaps in knowledge, skills and understanding.
- Use feedback and questioning to reinforce learning and address misconceptions.
- Support the development of learner independence.

Stakeholder Responsibilities:

- Engage with progress review processes and attend meetings where appropriate.
- Support learners to meet expectations, including attendance and assessment participation.
- Provide encouragement and appropriate support to enable learners to succeed.



Section 2: Supporting Teaching and Learning

Professional Development

Learning is a continuous cycle for both students and teachers. At Burnley College, teaching practice is expected to be innovative, current and research informed. Teachers bring a diverse range of experiences and expertise and the college is committed to supporting all teachers in developing their pedagogical practice, subject knowledge and professional behaviours.

Burnley College provides a structured and comprehensive professional development programme informed by internal quality assurance processes, current educational and industry research and statutory responsibilities, ensuring that all teaching staff are supported throughout their careers.

Staff New to Teaching at Burnley College

- An initial meeting with their curriculum manager to discuss course requirements, existing resources and wider support available.
- An induction to teaching and learning and assessment delivered by the teaching and learning and quality teams.
- A copy of Rosenshine's Principles in Action.
- Access to the My Development platform.
- A full staff induction, including training in:
 - o Safeguarding
 - o Inclusion
 - o Rosenshine's Principles in Action
 - o Supporting SEND and neurodivergent learners
 - o Connect before Correct
- A learning walk within the first 5 days of teaching, with developmental feedback.
- A learning visit within the first 6 weeks of teaching during an agreed session with feedback and actions.
- A personalised support plan where required.



Early career or newly qualified teachers

- Allocated a mentor for their first year of teaching:
 - Weekly meetings for the first 6 weeks
 - Ongoing meetings at least half termly, adjusted based on need.
- Receive two learning visits per term:
 - One scheduled and agreed in advance with observer (these can be combined with observations linked to teaching qualifications)
 - One unannounced
- Develop and maintain a personalised Professional Development Plan, informed by:
 - Skills on entry
 - Mentor meetings
 - Learning visit outcomes

All Teaching Staff

- A minimum of 2 learning walks per academic year with feedback.
- Attend designated professional development days.
- Attend mandatory professional development sessions throughout the year.
- Access optional professional development opportunities as appropriate.
- Complete a minimum of one day professional / industrial updating relevant to role.
- Undertake a minimum of 30 hours (pro rata) of professional development hours annually (inclusive of mandatory and professional development days).
- Have access to a weekly dedicated 1 hour slot, allocated at division level, to access CPD and other opportunities.
- Have access to funded and/or time allocation to support wider professional development requests (subject to approval).

All Classroom Support Staff

- A minimum of 2 learning walks per academic year with feedback.
- Attend designated professional development days.
- Attend mandatory professional development sessions throughout the year.
- Access optional professional development opportunities as appropriate.
- Have access to a weekly dedicated 1 hour slot, allocated at division level, to access CPD and other opportunities.
- Have access to funded and/or time allocation to support wider professional development requests (subject to approval)

Workload

Burnley College is committed to ensuring that staff workload is manageable, proportionate and supports the delivery of high quality teaching and learning. The college recognises that excessive or poorly managed workload can negatively impact both staff wellbeing and teaching effectiveness.

All teachers are allocated an appropriate workload in accordance with their contractual role and working hours.

The college acknowledges that workload may vary due to a range of factors, including (but not limited to):

- Temporary additional responsibilities
- Covering staff absence or vacancies
- Significant increase in learner numbers
- Teaching across multiple subjects or curriculum areas

Where such circumstances arise, line managers will work with staff to review workload and ensure appropriate adjustments and support are in place, where necessary.

Teaching staff are expected to raise any concerns regarding workload at the earliest opportunity with their line manager and/or mentor; so that timely support and intervention can be provided.



Section 3: Monitoring and Evaluation of Teaching

Our quality assurance processes are designed to celebrate and share exceptional practice, while providing appropriate support to teachers to develop and sustain high quality teaching. These processes also provide leaders and managers at all levels with a detailed and nuanced understanding of the quality of teaching and learning across the college.

These processes offer clear guidance on how teachers' performance is measured against the standards set by the Education Training Foundation (see appendix 1). They are intended to support leaders, managers, teachers and classroom support staff in maintaining and improving high standards of education.

While this section outlines the monitoring and evaluation measures within the scope of this policy, additional systems exist outside of it. Staff should refer to contractual documentation and relevant policies for further information.

The processes described aim to:

- Support the continuous development of teaching practice.
- Identify and share effective and exceptional practice.
- Provide timely and appropriate support.
- Offer a clear understanding of strengths and areas of development linked to the quality of education.
- Inform the college's staff development offer

These processes have been developed in consultation with stakeholders at all levels and are designed to promote a culture of professional learning. They are supportive rather than punitive and are intended to be proportionate and manageable for all involved.

Monitoring and evaluation activities include:

- Lesson visits
- Learning walks
- Work scrutiny
- Attendance data analysis and records
- Progress tracking and monitoring systems
- Destination data monitoring
- Informal and formal support/action plans, where appropriate
- Curriculum Review Process



Lesson Visits

Lesson visits are ungraded and will typically last 30-45 minutes in duration. They may be conducted jointly by internal leaders and managers and where appropriate, external visitors for the purposes of standardisation and professional development, for example, but not limited to, external auditors, consultancy support and governors.

Teachers in scope will receive a minimum of one announced lesson visit during each academic year, followed by feedback from the observer.

Lesson visits will provide feedback against each learning standard, highlighting effective practice and identifying any required actions for improvement.

Feedback will be clear, developmental and actionable and provided by the observer following the visit.

Any action points identified will be reviewed during future lesson visits or learning walks.

Teachers not in scope may request a lesson visit to support their professional development. It is the responsibility of the teacher to complete any assigned actions within the required timescales.

Learning Walks

Learning walks are ungraded and will typically last 15-30 minutes in duration. They may be conducted jointly by internal leaders and managers and where appropriate, external visitors for the purposes of standardisation and professional development.

All teachers and classroom support staff can expect to receive a minimum of two learning walks and these are generally without notice.

Learning walks enable leaders and managers to maintain oversight of:

- The learning environment
- Learning standards
- Development of practical skills, where relevant
- Behaviour, attitudes and readiness to learn
- Attendance
- Work scrutiny
- Learner voice
- Wellbeing

Where learning walks form part of a themed review, feedback may not routinely be provided; however, feedback can be requested.

Where a learning walk focuses on learning standards, the development of practical skills or work scrutiny the teacher will receive feedback from the observer.

Learning walks will also be used to review progress against previously identified development areas and to inform further feedback against the learning standards.

Work Scrutiny

The standard of work that learners are expected to complete, alongside the quality of work they produce, including the feedback they receive is a key aspect of the teaching and learning process.

Burnley College does not prescribe specific approaches to assessment or feedback. However, as a minimum work scrutiny should demonstrate that:

- Learners have opportunities to complete activities that develop subject knowledge and skills and show progress over time.
- Learners receive regular review and feedback that identifies strengths and clearly highlights areas for development.
- Learners take pride in the presentation of their work.
- Appropriate action is taken where a learners' work does not meet expected standards.

Attendance data analysis and records

There is a clear link between attendance and learner attainment. Low or declining attendance may also indicate a potential safeguarding concern. In addition there is a legal requirement to maintain accurate attendance records.

As a result the following will be considered when reviewing attendance:

- Register completed within the first 10 minutes of the start of each session.
- Teacher/Trainers monitor and are aware of attendance patterns for the cohorts they support.
- Individual and group attendance is regularly reviewed.

- Timely and appropriate action is taken where attendance is low or declining.
- The college attendance policy and procedures are implemented.

We recognise that there are a range of factors that impact on a learner's attendance and these will be considered when reviewing attendance information.

Progress tracking and monitoring

At Burnley College we recognise that progress is measured in a range of ways and may vary between individual learners. This is considered when reviewing learner progress.

As a result, the following will be considered:

- Progress against starting points.
- Qualification achievement.
- Personal development.

We also recognise that a range of factors that impact a learner's progress and these will be considered as part of the review process.

Monitoring Destination Information

The core aspect of our provision is to equip learners with the skills, knowledge and professional behaviours required for their next steps.

Destination information tracks learners' progression following completion and informs the monitoring of teaching and learning.

The following is reviewed:

- Teacher/Trainers are aware of learners' intended next steps.
- The curriculum provides appropriate preparation for progression.
- Teacher/Trainers monitor retention and take appropriate action to ensure the programmes meet learners' needs.
- Learners progress to positive destinations , including relevant employment or further study.

Informal Support Plans

Where it is agreed that a teacher/Trainer requires additional support, an informal support plan will be implemented. The initial duration will typically be 2-6 weeks depending on the identified need. This may include additional learning visits or other supportive interventions.

A teacher/Trainer can request a support plan at any point during the academic year.

A manager can recommend a support plan at any stage. The reasons for implementation and associated targets must be agreed between the teacher/trainer and manager.

A support plan can be shortened or extended in response to progress and ongoing need.

Where teaching/training consistently falls below college expectations, an informal support plan may be used as part of the college's performance management process.

Curriculum Review Process

The curriculum review process forms part of the college's quality assurance arrangements and includes a wide range of activity, including those outlined within this policy.

This process evaluates the quality of education at a curriculum level; therefore individual teachers do not receive specific feedback through this process.

Further information can be found in the curriculum review process documentation.



Research

This policy has been informed by education research and statutory guidance and regulation. Many of these are updated annually so readers are advised to refer to current guidance.

Sherrington Tom, Rosenshine's Principles in Action, 2019

Barber and Mourshed, How The World's Best-Performing School Systems Come Out on Top, 2007

Prof Becky Francis, Curriculum and Assessment Review Final Report, November 2025

https://assets.publishing.service.gov.uk/media/690b96bbc22e4ed8b051854d/Curriculum_and_Assessment_Review_final_report_-_Building_a_world-class_curriculum_for_all.pdf

Department for Education, Every Child Achieving and Thriving, 23rd February 2026

<https://www.gov.uk/government/publications/every-child-achieving-and-thriving/every-child-achieving-and-thriving-html-version>

Ofsted, Further Education and Skills Toolkit, November 2025

https://assets.publishing.service.gov.uk/media/68b975aa3f3e5483efdba9c3/Further_education_and_skills_inspection_toolkit.pdf

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https://assets.publishing.service.gov.uk/media/68add931969253904d155860/Keeping_children_safe_in_education_from_1_September_2025.pdf

Education, Endowment, Foundation, Deployment of Teaching Assistants Guidance Report
[deployment_of_teaching_assistants_-_guidance_report_v1.1.0.pdf](#)

Appendix 1:

Education Training Foundation – Professional Standards for Teachers and Trainers in the Education and Training Sector

The table below outlines the Education Training Foundation Professional Standards expected of teachers and the internal mechanisms in place for quality assurance.

Area	Standard	Quality Assurance
Professional Values and Attributes	1. Critically reflect on and evaluate your practices, values, and beliefs to improve learner outcomes.	CPD Evaluations CPD Impact Reflections Appraisal
	2. Promote and embed education for sustainable development (ESD) across learning and working practices.	Learning Walks Lesson Visits Curriculum Review Process Quality Audits
	3. Inspire, motivate, and raise aspirations of learners by communicating high expectations and a passion for learning.	Learning Walks Lesson Visits Curriculum Review Process Attendance Learner Voice
	4. Support and develop learners' confidence, autonomy and thinking skills, taking account of their needs and starting points.	Learning Walks Lesson Visits Curriculum Review Process Quality Audits Attendance Learner Voice
	5. Value and champion diversity, equality of opportunity, inclusion and social equity.	Learning Walks Lesson Visits Curriculum Review Process Quality Audits Attendance Learner Voice

Area	Standard	Quality Assurance
Professional Values and Attributes	6. Develop collaborative and respectful relationships with learners, colleagues and external stakeholders.	Appraisal Learning Walks Lesson Visits Curriculum Review Process Quality Audits Attendance Learner Voice
	7. Engage with and promote a culture of continuous learning and quality improvement.	Appraisal Learning Walks Lesson Visits Curriculum Review Process Quality Audits Attendance Learner Voice
Professional Knowledge and Understanding	8. Develop and update knowledge of your subject specialism, taking account of new practices, research and/or industry requirements.	Appraisal CPD Records
	9. Critically Review and apply your knowledge of educational research, pedagogy, and assessment to develop evidence-informed practice.	Appraisal CPD Records and Reflections Learning Walks Lesson Visits Curriculum Review Process Quality Audits
	10. Share and update knowledge of effective practice with colleagues, networks and/or research communities to support improvement.	Appraisal CPD Records
	11. Develop and apply your knowledge of special educational needs and disabilities to create inclusive learning experiences.	Learning Walks Lesson Visits Curriculum Review Process Quality Audits Attendance Learner Voice
	12. Understand your teaching role and responsibilities and how these are influenced by legal, regulatory, institutional and ethical contexts.	Appraisal Learning walks Lesson Visits Curriculum Review Process Quality Audits Attendance Learner Voice

Area	Standard	Quality Assurance
Professional Skills	13. Promote and support positive learner behaviour, attitudes and wellbeing.	Learning Walks Lesson Visits Curriculum Review Process Quality Audits Attendance Learner Voice
	14. Apply motivational, coaching and skill development strategies to help learners progress and achieve.	Learning Walks Lesson Visits Curriculum Review Process Quality Audits Attendance Learner Voice
	15. Plan and deliver programmes that are safe inclusive, stretching and relevant to learners' needs.	Learning Walks Lesson Visits Curriculum Review Process Quality Audits Attendance Learner Voice
	16. Select and use digital technologies safely and effectively to promote learning.	Learning Walks Lesson Visits Curriculum Review Process Quality Audits
	17. Develop learners' mathematics, English, digital and wider employability skills.	Learning Walks Lesson Visits Curriculum Review Process Quality Audits
	18. Provide access to up-to-date information, advice and guidance so that learners can take ownership of their learning and make informed progression choices.	Learning Walks Lesson Visits Curriculum Review Process Quality Audits Attendance Destination / progression data (where applicable)
	19. Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support learning and achievement.	Learning Walks Lesson Visits Curriculum Review Process Quality Audits Outcome Data
	20. Develop enrichment and progression opportunities for learners through collaboration with employers, higher education and/or community groups.	Appraisal Curriculum Review Process Quality Audits Learner Voice

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