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| 1. **Recognition and recording of progress and achievement during programme (formative assessment): tutor feedback to learners, learner reflection, progress reviews**   Records of learner self-assessment, group and peer assessment; tutor records of assessment activities and individual/group progress and achievement. Learners’ files, journals, diaries, portfolios, artwork; videos, audiotapes, performances, exhibitions and displays; individual or group learner testimony; artefacts, photographs and other forms of evidence  [Research indicates that learners prefer the term ‘feedback’ and that learners’ capacity for reflection and informed self-assessment would be enhanced by more dialogue with tutors and the sharing of criteria and norms used to evaluate progress and achievement] | **4.1** There is a robust process across the organisation to gather and use data effectively to support the learner, throughout the learner journey. | There are processes in place to gather quantitative data of the learner journey in Work Experience (attendance, performance etc); qualitative data is not gathered for soft outcomes from learner. Qualitative data is gathered from the employer to map learner achievements/development areas. Reviews are supportive and documented to monitor the learner’s progress. The effectiveness of the review is directly linked to the experience of the person delivering it. Therefore there is inconsistency in practice. |
| **4.2** Evidence of learning is clearly recorded, referenced to learning targets and shows progress. It is meaningful to the learner and other stakeholders. | ILPs are clear and measurable. However there is variation in how SMART targets are for learners when they are set at review. Every student on work placement has a ‘Work Experience Handbook and Log’ which includes targets. There is variation in how well these are populated and referenced by learners. Log books are not user friendly for LLDD. All learners have a portfolio with tracking of their placement but this is more meaningful for other stakeholders than for the learner. |
| **4.3** Creative ways are used to listen to the learner voice, including, where appropriate, circles of support. | Input from parents, LSAs and teachers are all used to capture the learner voice. These comments are recorded in real time and at review targets are reset where necessary to support the learner on their learning programme. A key strength is the ratio of staff: students and the key LSA system which brings with it a depth of understanding of the learner. Learners have access to learner feedback evaluations 3 times a year. Learner Voice Forums and Suggestion Boxes. |
| Additional or unplanned learning and achievement is also captured and recorded effectively. | Curriculum flexibilities and delivery through experiential learning mean that spontaneous learning opportunities can be explored. Additional evidence is captured by a range of means – including Volunteer Service Credit Certificates, photo evidence, journals, video journals and resources made by learners for events. Events such as “pop up café” are added to the curriculum to test skills learnt in planned placements. Additional evidence is added to student portfolio supported by LSA, parents and carers and other stakeholders. |
| Learners are given feedback on how well they are achieving their learning outcomes and what they need to do to make progress. Where appropriate, a supporter such as an advocate, parent or carer is involved in the review process. | End of session reflective journals, tutorials and planned reviews are all used to give affirmative feedback. Parents/carers or other advocates are invited to review and contribute feedback to the review too. |
| Regular progress reviews take place throughout the programme and in response to changing needs to reflect and check on progress and make necessary changes. Progress reviews demonstrably improve teachers’ practice and enhance learners’ achievements. | Learner reviews are timetabled each half term; they are holistic and supportive. The reviews do improve teaching practice provided they are SMART in the delivery of targets and drive the review to meet the learner needs with sufficient challenge. There is a range of ability to meet this end. Tutorials or emergency reviews will happen if an urgent need arises. |
| Learners’ feedback demonstrably impacts on teaching and learning. | Learner’s performance, behaviour and other circumstances will all determine the detail of what and how the programme is delivered, on a daily, weekly or longer term basis. Changes are made to teaching and learning practice as a result of feedback from the learner on a 1:1 basis or as an outcome of the Learner Feedback Evaluation Survey. |