|  |  |  |
| --- | --- | --- |
|  | **QUALITY OF TEACHING, LEARNING AND ASSESSMENT** | **Tick & date** |
|  | **ATTENDANCE & PUNCTUALITY**   * Register is up to date and completed correctly   Attendance & punctuality are addressed, monitored and action taken |  |
|  | **PLANNING**  **Initial Assessment**   * Clearly recorded initial assessment to identify needs , used effectively to plan learning * Support needs are identified   **Scheme of Work and Lesson Plans**   * Scheme of Work in place & meets MACLS minimum requirements * Lesson Plan clearly links to Scheme of Work and is structured correctly. * Learning outcomes link to individual targets/qualification , differentiated & measureable * Effective assessment is planned * Additional support needs recorded on Lesson Plan (i.e. LSA Support, special coloured hand-outs etc) * Work/homework planned for between lessons   **Advice and Guidance**   * Course outline is in course file * Clear timely instructions, information and guidance given throughout course, planned and recorded on SOW & Lesson Plan. |  |
|  | **TEACHING, LEARNING & ASSESSMENT**  **Learning Activities**   * Include high but realistic expectations which motivates and engages all learners * Include a wide variety of learning activities, includes differentiation & development of broader skills such as communication, teamwork, leadership, employability, English, Maths and Language Skills. * Develops appropriate Includes reflective thinking (questioning and reflecting on learning)   **Assessment & Monitoring**   * ILPs have SMART learning targets including individual learning outcomes * Learners are set challenging long and short term targets * Records (ILPs, learners’ work, Portfolios) show regular reviews with clear and constructive written feedback, so that the learner knows how well they are doing and what to do to improve * All learning outcomes are assessed regularly & progress and achievement are clearly recorded for all learners   **Equality & Diversity**   * Teaching learning and assessments promote equality and diversity, discrimination, harassment stereotyping, bullying and cyber bullying * The tutor draws on the experience of group members * The tutor directs questions to seek responses from a range of different learners * Activities celebrate different age groups, sexes, cultures or religious backgrounds   **English, Maths & Functional Skills**   * Teaching, learning & assessment develop English, Maths & Language skills appropriately. |  |