|  |  |  |
| --- | --- | --- |
|  | **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.
 |  |