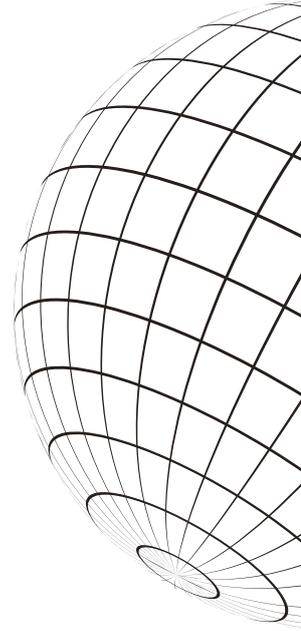




Teaching, Learning & Assessment (TLA) Policy

TEACHING, LEARNING & ASSESSMENT (TLA) POLICY



London Maths & Science College (LMSC)

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Status: Approved

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Policy Owner: Head of Centre (HoC)

Operational Leads: Vice Principal/Academic (TLA Lead); Heads of Department (HoDs)

Supporting Leads: Quality Nominee (Pearson); SENCo/Access Arrangements Lead (AAL); DSL; Examinations Officer (EO); EDI Lead; Careers Leader; DPO

1. Purpose / Rationale

This policy defines LMSC's framework for high-quality teaching, learning and assessment, ensuring compliance with: - **Ofsted Education Inspection Framework (EIF)** and FE & Skills Handbook (quality of education; behaviour & attitudes; personal development; leadership & management; safeguarding).
- **DfE 16–19 Study Programmes** (including the English & maths Condition of Funding).
- **Awarding body** requirements (JCQ regulations; Pearson/BTEC/CQA Handbook; AAT).
- **KCSIE 2025, Prevent Duty, Equality Act 2010, UK GDPR/Data Protection Act 2018.**

2. Scope

Applies to all LMSC programmes (A level/GCSE, BTEC and other applied qualifications, AAT, enrichment), all teaching and support staff, visiting teachers, agency staff, and contractors involved in the delivery and assessment of learning.

3. TLA Principles (LMSC Standards)

1. **Ambition & Sequencing:** curricula are coherently planned and sequenced to build knowledge and skills over time; threshold concepts and misconceptions are identified and revisited.
 2. **Inclusion & High Expectations:** all learners are challenged; adaptive teaching enables progress for SEND/EHCP, EAL and disadvantaged learners; **normal way of working** underpins Access Arrangements.
 3. **Evidence-Informed Pedagogy:** clear explanations, modelling, guided practice, checks for understanding, deliberate practice, retrieval and interleaving.
 4. **Assessment for Learning:** frequent formative checks inform responsive teaching; summative assessments are reliable, moderated and aligned to awarding standards.
 5. **Literacy, Numeracy, Oracy:** disciplinary literacy and mathematical fluency are embedded across subjects.
 6. **Digital & Academic Integrity:** technology and AI tools support (not replace) learning; academic honesty is taught and enforced.
 7. **Personal Development & Safety:** British values, online safety, careers and employability are integral; safeguarding is everyone's responsibility.
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4. Roles & Responsibilities

Head of Centre (HoC): overall accountability; approves the TLA strategy and QA cycle.

VP/Academic (TLA Lead): leads implementation; quality assures delivery; oversees observation, moderation, CPD and data reviews.

HoDs/Subject Leads: design schemes of learning, assessment calendars, standardisation; monitor subject quality and outcomes; coach staff.

Quality Nominee (Pearson): assures compliance with Pearson QA; liaises with Standards Verifiers/EQAs.

SENCo/AAL: advises on inclusion; ensures AA evidence/NWoW; supports adaptive practice and assistive technology.

DSL: embeds safeguarding in TLA; oversees visiting speakers and trips.

EO: ensures exam integrity in mocks and external assessments.

Teachers/Tutors: plan and deliver high-quality lessons; assess fairly; maintain accurate records; participate in CPD and QA.

DPO: ensures lawful handling of learner data, assessment artifacts and recordings.

Learners: engage fully; complete independent study; uphold academic integrity and conduct.

5. Curriculum Planning & Schemes of Learning (SoL)

- SoLs map specification content, big ideas, prior knowledge, misconceptions, and progression.
 - Each SoL includes: weekly sequence, success criteria, assessment points, literacy/numeracy opportunities, SEND/EAL adaptations, resources, and homework/independent study.
 - Subject handbooks are updated annually and published to staff and learners.
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6. Teaching Expectations

- Lessons begin with retrieval/activation; objectives are explicit and revisited.
- Modelling and worked examples show high-quality outcomes; scaffolds are gradually removed.
- Frequent checks for understanding (cold call, mini-whiteboards, hinge questions) inform responsive teaching.

- Independent practice consolidates learning; homework/assignments are purposeful and scheduled.
 - Classroom climate: respectful, inclusive, and focused; behaviour expectations consistent with the Student Conduct Policy.
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7. Assessment, Feedback & Marking

Formative: low-stakes quizzes, questioning, exit tickets, targeted feedback; learners act on feedback (DIRT).

Summative: termly progress assessments and **mock exams** under JCQ conditions; component-level tracking.

Feedback & Marking: timely, specific, and proportionate (departmental marking schedules); use of annotated exemplars and success criteria; opportunities for re-teach and re-attempts where appropriate.

Standardisation/Moderation: pre- and post-assessment meetings, cross-marking, and sampling; minutes retained.

Data: progress reviews at set points; interventions recorded and evaluated.

8. Academic Integrity & Use of AI/Digital Tools

- LMSC teaches citation/referencing and responsible digital/AI use.
 - **Generative AI** (text, image, code, music) must **not** be used where it compromises assessed outcomes or awarding rules. Where AI use is permitted for learning, it must be **declared and referenced** and must not replace the candidate's own analysis or evidence of skill.
 - Similarity detection, version histories, log analysis and/or **viva voce** may be used to verify authenticity.
 - Breaches are managed under the **Malpractice & Maladministration Policy** and may be reported to awarding bodies.
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9. Inclusion, SEND & Access Arrangements

- Adaptive teaching informed by learner profiles and AAL guidance; scaffolds, models, pre-teaching vocabulary, overlearning and structured supports used appropriately.

- Assistive technology and **Word Processor & AT Policy** applied; NWoW evidenced through classwork and mocks.
 - Classroom resources are accessible (readability, contrast, language level), and reasonable adjustments are made without compromising assessment objectives.
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10. Literacy, Numeracy & Oracy

- Explicit teaching of subject vocabulary; structured talk (e.g., think-pair-share), reading strategies, and extended writing.
 - Numeracy embedded beyond maths (data handling, estimation, graphs, units); consistent conventions used across subjects.
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11. Independent Study & Homework

- Departmental schedules specify weekly expectations by programme/level.
 - Tasks reinforce learning, retrieval and exam practice; deadlines and submission routes are clear; non-submission triggers support/escalation
 - Guidance is issued to learners and parents/carers where applicable.
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12. Behaviour, Attendance & Safeguarding in TLA

- High expectations for punctuality/attendance; staged interventions for absence; safeguarding checks for missing learners.
 - Teaching incorporates safe practices, including lab/workshop risk management and online safety.
 - Visiting speakers/events follow Prevent due diligence and supervision requirements.
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13. Quality Assurance (QA) Cycle

13.1 Components

- **Learning Walks & Drop-ins:** brief, developmental; focus themes termly (e.g., retrieval, questioning, inclusion).

- **Developmental Observation:** planned, with pre-brief and coaching feedback against LMSC Rubric (Appendix A).
- **Work Scrutiny:** cross-subject sampling for feedback quality, curriculum coverage and progression.
- **Standardisation/Moderation:** see Section 7. **Student Voice:** surveys, forums, and focus groups inform action plans.
- **Data Reviews:** termly analysis of progress, attendance, retention, achievement, high grades and value-added.

13.2 Process & Recording Findings captured on standard proformas; strengths and priorities feed **Department Improvement Plans (DIPs)** and the centre **QIP**.
- Supportive coaching is the default; formal capability is a last resort where sustained under-performance persists despite support.

14. Staff Development (CPD) & Professional Practice

- Annual **CPD plan** aligned to strategic priorities and QA findings; includes safeguarding/Prevent, inclusion, assessment literacy, and digital pedagogy.
 - All teaching staff participate in **professional learning communities** (PLCs) or similar collaborative development.
 - New staff receive structured induction and mentoring.
 - Impact of CPD is evaluated through classroom practice and learner outcomes.
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15. Examinations & Internal Assessment Integrity

- Mocks mirror JCQ conditions; invigilation and rooming follow the **Examinations Policy**.
 - For NEA/controlled assessments, staff follow the **NEA Policy/Controlled Assessment Policy**; plagiarism and over-direction are prohibited; authentication and secure storage are mandatory.
 - Access Arrangements applied in line with approvals and NWoW.
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16. Data, Information Governance & Reporting

- Assessment data are accurate, timely and used ethically; personal data handled under **UK GDPR** with role-based access and retention schedules.
 - Reports to learners/parents (where applicable) are clear and aligned to assessment points.
 - Destinations and progression data are collected and reviewed.
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17. Monitoring & Review

- The VP/Academic reports termly on TLA quality to SLT/Governance, including QA findings, outcomes and actions.
 - This policy is reviewed annually or earlier following inspection/regulatory change.
 - Updates are communicated to staff; SoLs and assessment calendars are refreshed accordingly.
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18. Associated Documents & References

- LMSC: Curriculum Policy; Examinations Policy; NEA Policy; Controlled Assessment Policy; Internal Appeals Policy; Malpractice & Maladministration Policy; Access Arrangements & Reasonable Adjustments; Word Processor & AT; Safeguarding & Child Protection; Prevent Duty; Online Safety & Filtering/Monitoring; Behaviour/Student Conduct; Data Protection & Privacy Notices; Equality, Diversity & Inclusion.
 - External: Ofsted **EIF**; DfE **16–19 Study Programmes** & Funding Guidance; JCQ regulations (GR/ICE/NEA); Pearson CQA Handbook; AAT Assessment Regulations; **KCSIE 2025; Equality Act 2010; UK GDPR/DPA 2018.**
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19. Approval & Review Record

| Version | Date Approved | Approved (Signature) | By | Role | Next Review |
|---------|------------------|----------------------|----|----------------|----------------------|
| 1.0 | [DD/MM/YY YY] | | | Head of Centre | of [DD/MM/YY YYY] |

Appendices (Operational Templates)

Appendix A: LMSC Lesson Observation & Coaching Rubric (EIF-aligned)

Domains & indicators (exemplars): - **Curriculum & Sequencing:** clear learning purpose; prior knowledge activated; coherent progression.

- **Explanation & Modelling:** accurate subject knowledge; models; checks for understanding.
- **Practice & Assessment:** purposeful independent practice; feedback that moves learning forward; responsive teaching.
- **Inclusion & Support:** adaptive strategies; AA/NWoW in class; high expectations for all.
- **Culture & Behaviours:** respectful climate; routines; high effort; safe practices.
- **Literacy/Numeracy/Oracy:** explicit vocabulary; reading/writing/talk strategies; mathematical reasoning.

Rating (Developmental only): Strengths / Developing / Priority for Support. Agreed actions and review date.

Appendix B: Learning Walk / Drop-in Form

Focus theme; prompts; evidence seen; learner voice; strengths; suggested next steps; follow-up date.

Appendix C: Work Scrutiny Proforma

Sample details; curriculum coverage; feedback quality; marking policy adherence; progress evidence; next steps.

Appendix D: Assessment Moderation/Standardisation Minutes

Assessment(s); attendees; sample list; tolerances; outcomes; adjustments; actions and deadlines.

Appendix E: Department Assessment Calendar (Template)

| Term | Assessment point | Components | Weighting | Evidence moderation date | Data capture | Report to learners /parents |
|------|------------------|------------|-----------|--------------------------|--------------|-----------------------------|
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Appendix F: Intervention Tracker (Learner-level)

| Learner | Risk factor (A, P, B) | Barrier | Intervention | Owner | Start | Review | Impact |
|---------|-----------------------|---------|--------------|-------|-------|--------|--------|
|---------|-----------------------|---------|--------------|-------|-------|--------|--------|

Appendix G: Staff CPD Log

| Name | Role | CPD activity | Date | Provider | Intended impact | Evidence of impact |
|------|------|--------------|------|----------|-----------------|--------------------|
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Appendix H: Independent Study & Homework Schedule (Per Programme)

Programme; weekly hours; tasks/examples; submission route; sanctions/support; academic integrity reminders.

Appendix I: AI & Digital Tools Guidance (Classroom)

Permitted uses (practice, drafting outlines with attribution); prohibited uses (graded work unless allowed by spec); how to declare AI support; teacher verification strategies (viva, process evidence).

Appendix J: Learner Feedback Cycle (Poster)

Teach → Practice → Feedback → Improve → Re-check; student responsibilities; how to act on feedback (DIRT).

Printed copies are uncontrolled. The VP/Academic maintains the master version and ensures all staff receive updated guidance and templates each year.



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