**Quality of education**

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| **INTENT (Identified Area for Improvement)** | **IMPLEMENTATION (Actions)** | **SUCCESS CRITERIA** | **By When** | **By Who****(Specify lead)** | **IMPACT (Intended outcome)** |
| **Improve achievement rates** | a) Retention. Ensure that initial advice and guidance is robust and learners are enrolled on courses of appropriate length and frequency to meet learners’ needs. Monitor through observations and feedback via management meetings, tracking of learners at risk through team meetings and 4 week mini-review to set corrective targets.  | Increased retention | 1st December 2019 | Simon Cook; lead tutors | Retention to exceed 93%Pass rates to exceed 92%Achievement rates 85%GCSE English rates to be > 50% |
| b) Pass rates. Introduction of new learning materials to enhance e-learning opportunities for traineeships. A focus upon better application of formative assessment across the provision to better monitor learners’ engagement, understanding and progress in sessions. | Increased pass rates | January 2020 | Simon Cook |
| c) GCSE. Better cohesion between GCSE and Functional Schemes of Work. Ensure that there is sufficient time in the programme to prioritise GCSE, especially for extra supported study after February half term.  | Increase percentage of GCSE Grades 4-9 | Xmas 2019Review in February 2020 | Simon Cook |
| **Progress/Milestones – 28th Nov 19**1. Leads have met with all tutors to discuss appropriate programmes for all learners before first Dec ILR return; learners’ individual circumstances were considered before any targets finalised
2. Traineeship e-learning has been rolled out successfully with learners for whom blended learning is the most appropriate platform; formative assessment training took pace at the beginning of term and this has served to enhance awareness across all tutors
3. Most Functional Skills schemes of work have been revisited incorporating more GCSE relevant material; this has tied in well with the new FS reforms, which are now based more on shorter answers rather than continuous scenario based problem solving
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| **Learner Feedback** | a) Implement, monitor and review electronic learner evaluation to replace paper one. | Tutors confident to implement and learners completing evaluation surveys | From October 2019 | Nicky Reed | Improvement in gathering and monitoring learner feedback to show evidence of responding to evaluations and using feedback to influence planning and development and to improve outcomes for learners. |
| b) Introduce new process for monitoring and actioning learner evaluations/feedback. | Process agreed and rolled out | January 2020 | Nicky Reed |
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| **INTENT (Identified Area for Improvement)** | **IMPLEMENTATION (Actions)** | **SUCCESS CRITERIA** | **By When** | **By Who****(Specify lead)** | **IMPACT (Intended outcome)** |
| **Progression** | a) Improve tutor confidence in ensuring recording of learner progression. | Complete records | April 2020 | Nicky Reed | Clearer progression information on different types of provision |
| b) Ensure that leads and tutors are confident offering effective IAG is offered to learners in order to optimise progression. | Evidence of IAG and progression | July 2020 | Nicky Reed |
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| **INTENT (Identified Area for Improvement)** | **IMPLEMENTATION (Actions)** | **SUCCESS CRITERIA** | **By When** | **By Who****(Specify lead)** | **IMPACT (Intended outcome)** |
| **Better utilisation of formative assessment within sessions** | Tutors, supported by management, to employ the principles of AfL to enhance learner engagement and achievement | Improvement evidenced in OTLA; Increased retention | Easter 2020 | Senior management; lead tutors; tutors | Improvement in quality of TLA leading to better outcomes for learners |
| **Progress/Milestones - 28th Nov 19**A heightened awareness and application of AfL principles has been noted on the first window of OTLAs; however, this remains a development point for many and will continue to be encouraged through OTLAs, supervisions and full staff meetings/CPD |
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| **INTENT (Identified Area for Improvement)** | **IMPLEMENTATION (Actions)** | **SUCCESS CRITERIA** | **By When** | **By Who****(Specify lead)** | **IMPACT (Intended outcome)** |
| **RARPA** | a) Ensure that RARPA is being used consistently, and well, across provision | Evidence seen at observation and in course paperwork | July 2020 | Nicky Reed | Tutors confidently using RARPA to inform planning and delivery. |
| b) Ensure that all tutors are confident using RARPA | Ensure this is covered at inductions and training sessions; and included in tutor development action plans, where necessary | July 2020 | Nicky Reed |
| c) Observations to reflect on evidence and quality of RARPA and any changes addressed in tutor support and development plan | Evidence in OTLA reports and action plans | April 2020 | Nicky Reed |
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| **INTENT (Identified Area for Improvement)** | **IMPLEMENTATION (Actions)** | **SUCCESS CRITERIA** | **By When** | **By Who****(Specify lead)** | **IMPACT (Intended outcome)** |
| **Attendance/ Punctuality** | a) During induction tutors to reiterate the importance of good attendance and punctuality. To be included in all ‘Ground Rules’ | Learners aware of the significance of this. | April 2020 | Nicky Reed | Improved attendance rates so all groups achieving the service target |
| b) Identify patterns of, and reasons for, poor attendance and address via planning and delivery where appropriate. | Action points for planning  | April 2020 | Nicky Reed |
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**Behaviour and attitudes**

**Personal development**

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| **INTENT (Identified Area for Improvement)** | **IMPLEMENTATION (Actions)** | **SUCCESS CRITERIA** | **By When** | **By Who****(Specify lead)** | **IMPACT (Intended outcome)** |
| **Not enough full-time learners engage in work placement on the Study Programme** | a) Work experience updates to be included on all base meeting agendas, drilling down to individual level as appropriate. | Specific actions agreed as part of base meetings | Oct19 | Lead tutors | Work experience to exceed 80% |
| b) Improved utilisation of group placements as a bridge to individualised placement, such as through community and conservation work. | Discussion at management meetings | Xmas 19 | Tutors; lead tutors; SC |
| C) Improved embedding of work experience into IAG, including reviews, to ensure that focus on the work placement target is maintained; improvement in individualisation of learner employability targets through initial assessment. | Evidenced in learner reviews and % of learners going into appropriate work placements; inspection of work ex IAs  | Nov 19 | Tutors; lead tutors |
| **Progress/Milestones – 28th Nov 2019**1. Work ex covered in all staff supervisions and base meetings as a standing item; individualisation will follow as the year progresses
2. ALL bases have either already taken part in, or have committed to take part in community projects; these include painting Selston YPC; Bulwell Community Gardens; Forestry Commission; Derbyshire Wildlife Trust; local care homes for the elderly; Berry Hill park transformation
3. Individualisation of work experience targets built into ILP and evidence of effective use observed by leads
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| **INTENT (Identified Area for Improvement)** | **IMPLEMENTATION (Actions)** | **SUCCESS CRITERIA** | **By When** | **By Who****(Specify lead)** | **IMPACT (Intended outcome)** |
| **Critical thinking and shared values** | 1. Ensure consistent use of ground rules and other strategies in all courses to develop learner confidence to explore and share ideas including around culture and identity
 | Setting of ground rules observed in first sessions | January 2020 | Nicky Reed | A series of strategies to embed and allow discussion of shared/British values and wider social contexts and to promote critical thinking in order to optimise a stimulating and inclusive learning environment. |
| 1. Develop strategies for developing critical thinking
 | Schemes of work and session plans to show planned opportunities for this | April 2020 | Nicky Reed |
| 1. Develop opportunities for learners to confidently explore identity and culture with tolerance and respect
 | Tutors confident to make opportunities for this within sessions | July 2020 | Nicky Reed |
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**Leadership and Management**

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| **Better access to, and utilisation of, data relating to learner enrolment, progress and achievement** | Training for management in PICs; production and maintenance of effective RAG document to track learners’ progress | Lead tutor and tutor current knowledge of learners’ progress interrogated in regular meetings | Dec 1st 2019 | SC; SD; MR; leads | Improvement in retention and achievement rates through management intervention more timely intervention |
| **Progress/Milestones - 28th November 19**Some training for leads and SC has taken place for PICs but this was with limited effect and needs to be revisited; ILPs have been examined by leads for first ILR return but RAG will not take place until all learners are on PICs and this can be done effectively in January; new e-registers still raising issues with instant access attendance figures |
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| **INTENT (Identified Area for Improvement)** | **IMPLEMENTATION (Actions)** | **SUCCESS CRITERIA** | **By When** | **By Who****(Specify lead)** | **IMPACT (Intended outcome)** |
| **Lesson observations** | a) Ensure that all active tutors are observed early in the year, and that reports communicated and recorded in a timely fashion | OTLAs recorded and reports logged. | January 2020 | Andy Ashley/Nicky Reed | Completion of first observations early in the year to allow for action plans/staff training, support and development to impact on the quality of teaching, learning and assessment across provision. |
| b) Ensure that any issues raised are included into an action plan; and offered to tutors as part of their support and development. | Actions recorded on OTLA report and communicated | January 2020 | Andy Ashley/Nicky Reed |
| c) Ensure that actions are followed up.  | Follow up actions and impact recorded | April 2020 | Andy Ashley/Nicky Reed |
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