



# **Teaching and Learning Policy**

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## Document Quality Control

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# Policy

## 1.0 Vision Statement

- 1.1 As a centre of excellence, all students at Cardiff Sixth Form College, on both A-level and GCSE courses, will be given an equal opportunity to learn in order to achieve their full potential. It is the aim of the College to create a desire to excel in an environment where expectations are high, training is rigorous and the culture is one of intellectual curiosity.
- 1.2 A variety of teaching styles are employed and students' performance is monitored and enhanced. It is the overall responsibility of all staff and students to evaluate their own performance, by knowing and understanding how they are performing. Staff at all levels can enhance and share strengths and identify potential for improvement.

## 2.0 College Aims

- 2.1 Cardiff Sixth Form College aims to:
  - provide a safe, stimulating, inspirational learning environment for all students and teachers
  - enable students to achieve their full potential by learning in a variety of ways and through providing a challenging, intellectually stimulating learning experience
  - use good practice identified during reviews and lesson observations to improve the quality of delivery and, therefore, learning at the College
  - provide a broad, balanced and relevant curriculum in line with the National Curriculum and exam board specifications at both GCSE and A-level that will motivate, engage and challenge students whilst also equipping them with the skills required on leaving Cardiff Sixth Form College
  - set high expectations for all students in order to raise their aspirations; and
  - provide and raise standards of both teaching and learning.

## 3.0 Teaching

- 3.1 The points raised in this policy, whilst preferable, are not an exhaustive list
- 3.2 The points raised in this policy apply to all lessons, regardless of course level
- 3.3 The College encourages good practice, together with teaching and learning methods that clearly suit the needs of the students and meet the aims of the college.

## **4.0 Planning and Preparation**

4.1 Teachers should plan lessons which:

- allow students to progress in their learning
- include clearly stated objectives
- use a clear structure
- use plenary sessions to summarise learning and help students to understand how to improve
- allow students to develop and practise higher order thinking skills such as creativity, analysis, problem solving and decision making
- are differentiated for varying needs by task, resources, outcomes and/or method
- consider any necessary adaptations for ALN and EAL learners
- use stimulating resources including use of ICT and e-learning
- use effective questioning to direct and challenge students
- meet external requirements
- are enjoyable and interesting.

## **5.0 Teaching strategies**

5.1 Teachers should use teaching strategies which:

- allow students to experience a variety of appropriate learning activities
- challenge and support learners depending on their individual needs
- allow students to work both independently and collaboratively, which will contribute to one another's learning
- use positive behaviour management and encouragement for students to achieve, including praise and rewards according to College policy
- use topics which are relevant and within students' experience
- allow the opportunity for others to deliver the lessons (e.g. other teachers).

## **6.0 Assessment, Recording and Reporting**

6.1 This is in conjunction with the Assessment Policy

6.2 Teachers should:

- assess students' work regularly
- use analysis of assessments to inform their teaching and support students' progress;

- liaise with the Academic Data Manager, ALNCo and the Senior Leadership Team to inform lesson planning, teaching styles, strategies for success etc. for all the students in the class
- use data to ensure students are working at their full potential and set targets to achieve these levels
- track students with regular assessments and reports which will indicate the level that they are on target to achieve
- inform parents and guardians of students' progress or underachievement.

## 7.0 Learning Support

7.1 Teachers should:

- use ISAMS to ensure that they know the particular requirements of every student in their class
- be aware of the specific learning needs of their students e.g. literacy, dyslexia, gifted and talented etc...
- consult with the Academic Data Manager, ALNCo and the Senior Leadership Team about the needs of individual students as often as possible
- be prepared for lesson observations at all times.

7.2 Teachers will help pupils learning English as an additional language in a variety of ways:

- Expect pupils to contribute fully and give detailed answers where appropriate
- Provide appropriate scaffolding for written work such as sentence stems, writing frames etc...
- Consider differentiating work for EAL pupils when planning lessons
- Recognise that EAL pupils may need more time to process answers
- Allow pupils to use home language dictionaries where appropriate
- Consider seating arrangements in class to ensure that students hear good models of English
- Use collaborative learning techniques
- Ensure that there are effective opportunities for talking, and that talking is used to support writing
- Provide a range of reading materials that highlight the different ways in which English is used
- Encourage pupils to transfer their knowledge, skills and understanding of one language to another.

7.3 In Years 12 and 13, students who have not met the standards of English listed below are enrolled onto EAP (English for Academic Purposes):

- IELTS Band 7.5 overall or above with a minimum of Band 7 in every component

- GCSE English Language grade B (WJEC) / 6 or above
  - IGCSE (First Language) English Language grade 6 or above **with the speaking component**
  - Cambridge Singapore O Level English at grade 1 to 4 (A/B)
  - TOEFL at 100/120
- 7.2 Two-year GCSE Year 10 learners identified as having significant EAL barriers to learning are identified in preliminary assessments and through discussion with other Heads of Department. These students are timetabled to attend a smaller group lesson at the same time as some of their English lessons (currently 2 x 45 mins out of 3 x 90 min total English per week) where they work with an experienced EAL teacher on differentiated materials and tasks to support their progress in the IGCSE Literature and Language qualifications.
- 7.3 Two-year GCSE Y11 learners with EAL barriers to learning are identified from summer assessments and tracking data. These students are removed from MFL after the first-year introduction to a language, to follow a Level 2 EPQ which is skills and literacy focused and is delivered by an EAL specialist.
- 7.4 Small group or one-to-one classes are available for students who need additional support in developing their English skills. These support sessions can be set up via self-referral or teacher referral.

## 8.0 Continuous Professional Development

- 8.1 Teachers should:
- continuously update their subject knowledge and teaching practice in line with the current developments and initiatives
  - discuss teaching and learning at meetings in order to share good practice
  - plan their own Continuing Professional Development programme in conjunction with their line manager, the Senior Vice Principal or the Vice Principal, as part of the development process.

## 9.0 Learning

- 9.1 Students should:
- be prepared for lessons with the correct equipment
  - complete homework to enhance their learning
  - take pride in their work through consistent expectations across the curriculum for neat and accurate presentation of their work
  - make positive contributions to class discussions
  - follow the College Behaviour, Rewards and Sanctions Policy

- take responsibility for improving their own learning
- ask for help when required.

## **10.0 Monitoring and Evaluation of Quality of Teaching and Learning**

### **10.1 Classroom Teaching**

10.1.1 Teachers are responsible for the progress of students in their classes and for evaluating their own performance and professional development. This is achieved by:

- self-evaluation of their subject knowledge and understanding of educational initiatives
- self-evaluation of the quality and effectiveness of their own teaching and their classroom management
- monitoring student progress to ensure they achieve in-line with their set targets and College assessment procedures
- self-evaluation of their contribution to the policies and aspirations of their department and the College.

### **10.2 Departmental Self-Evaluation**

10.2.1 Departments are responsible for evaluating effective teaching of the subject, evaluating the quality of teaching and standards of students' achievements and setting targets for improvements. This is achieved by:

- evaluating the teaching of their subject and the planning of lessons. This information should then be used to identify and share effective practice and to lead action for improvement where necessary
- ensuring curriculum coverage, continuity and progress for all students
- establishing and implementing clear policies and practices for assessing, recording and reporting on student progress and setting targets for further improvement. These should be in line with College policies
- analysing and interpreting data on students' performance against national comparators and the College's expectations through an annual results review
- setting expectations and targets and implementing actions for the achievement of individual students and key groups
- monitoring students' work by regular sampling of homework, classwork, students' responses and attitudes, in order to make a comparative evaluation of students' work against other classes, year groups and subjects to ensure quality consistency and to implement strategies for improvement



- observing teachers, both within their own subject and from other departments, at least annually and giving constructive feedback and learning from observation. This takes the form of a peer lesson observation and is recorded on an Observation Form (Peer) (see Appendix A)
- evaluating progress of teaching and learning targets in departmental meetings and an inter-departmental peer lesson observation (see Appendix C), in line with the College Development Plan

### 10.3 Quality Assurance

10.3.1 The College aims to assess each individual student's needs regularly for their learning. To help fulfil this, the Academic Data Manager will:

- monitor all data input into ISAMS relating to individual students
- discuss with SLT the progress of students, highlighting students of concern and the measures to be taken to improve attainment.

### 10.4 Departmental Meetings

10.4.1 The Senior Vice Principal regularly meets Heads of Department and Heads of Department regularly meet with their teams.

10.4.2 These meetings have the aim of:

- sharing best practice and celebrating success
- monitoring the effectiveness of leadership and management of their subject area
- monitoring actions and progress in departments
- analysing performance data and setting targets for improvement

### 10.5 Reviews of Teaching and Learning

10.5.1 A comprehensive review of teaching and learning takes place annually in order to gain a snapshot of standards. On-going reviews take place to focus on particular issues or to support where the need for development has been identified. The aim is to:

- identify and share good practice
- evaluate the quality of teaching and learning
- track progress on teaching and learning issues identified in the College Development Plan
- identify key aspects of teaching for development by departments and for the whole College
- identify and support teachers seen as needing further development
- standardise monitoring procedures including lesson observations and work scrutiny.

## 10.6 Lesson Observation

- 10.6.1 The purpose of conducting lesson observations is to review the quality of teaching and learning at Cardiff Sixth Form College and to provide a framework through which reflective practice is fostered through a professional dialogue between teachers and observers. The focus is on the impact of teaching on learning.
- 10.6.2 Lesson observations provide the opportunity to:
- share good practice
  - promote self-reflection in teaching and learning
  - encourage a pedagogical dialogue between colleagues
  - identify professional development needs
- 10.6.3 Lesson observations are developmental and supportive and will be carried out with professionalism, integrity and courtesy.
- 10.6.4 All teaching staff are observed at least once a year by a line manager or other appropriate senior person.
- 10.6.5 All new members of staff will be observed twice by their line manager or other appropriate senior person.
- 10.6.6 All teaching staff are also observed at least once a year by a fellow teacher as a peer observation.
- 10.6.7 Lesson observations at Cardiff Sixth Form College are not graded. Instead, the feedback centres upon identifying areas of strength and areas in need of further development. These elements form the core of a professional discussion between the observer and the observee.
- 10.6.8 Both the observer and observee read and sign the observation form to indicate that both agree with the written comments.
- 10.6.9 The observee is supplied with a copy of the lesson observation feedback and the observer keeps a copy on file.
- 10.6.10 Where shortcomings are identified, the observer and observee will work together on an action plan which enables the observee to develop their practice. A follow-up observation will be arranged as a supportive measure.

## 10.7 Learning Walks

- 10.7.1 Learning walks are intended to be developmental and act as a whole college learning activity.
- 10.7.2 Members of the Senior Leadership Team will conduct regular learning walks throughout the year in order to gain an overview of the teaching and learning experiences of students at Cardiff Sixth Form College.
- 10.7.3 TLR holders also conduct learning walks in order to gain insight into the implementation of key teaching strategies within different curriculum areas.

10.7.4 Individual feedback is not provided from learning walks, but a summary of observations is shared with all staff upon completion of the learning walk cycle.

## Appendix A – Lesson Observation (Peer)



### CSFC Lesson Observation (Peer)

Name of teacher observed:	Course:	Date, time and room:
Number of students on register: attending: late:	Male / Female:	ALN: <input type="checkbox"/>
Focus of lesson/Agreed observation focus:		
Learning & skills development observed:		
Examples of Best Practice for Dissemination:		
Priorities for Development:		
Evaluation:		
Comments by Observee:		

Observer Name:

Date:

Observee Name:

Date:

## **Learner Voice**

Following the observation identify the questions that you wish to ask the learners. At least 3 questions must be based on the learning process and 3 on learner support and systems. Please indicate the question asked by circling the number.

### **Learning Process**

1. Is the lesson typical of those you normally receive?
2. Do you feel you are making progress?
3. Are teachers' explanations clear?
4. Is teaching within the course of good quality?
5. Is there a range of learning and teaching styles within lessons?
6. Is technology used effectively in the course?
7. Are lessons normally challenging and stimulating?
8. Are you aware of the actions you need to take to improve your performance?
9. Do you think course learning materials and resources are of good quality?
10. What changes would you like to see implemented?

### **Learner Support and Systems**

11. Are teacher / student relationships within the class positive?
12. Do you think sufficient support is given to you in class?
13. Do you get constructive feedback on how to improve your work?
14. Do you feel well prepared for external examinations?
15. Is equality and diversity supported in the course?
16. Would you recommend this course to a friend?

### **Recorded Feedback from Learners:**

## Appendix B – Lesson Observation (Management)



### CSFC Lesson Observation (Management)

Name of teacher observed:	Course:	Date, time and room:
Number of students on register: attending: late:	Male / Female:	ALN:
Focus of lesson/Agreed observation focus:		
Learning & skills development observed:		
Strengths:		
Areas for Development:		
Evaluation:		
Comments by Observee:		

Observer Name:

Date:

Observee Name:

Date:

## Observation Matrix

This can be used to assist in the completion of the Management Lesson Observation Form

No	Key Criteria	Strength	Present	Develop
1	Introduction, aims and learning outcomes	Comprehensive introduction – aims and outcomes explained, shared and displayed. Learners demonstrate clear understanding about learning purpose.	Clear aims and outcomes shared with learners at the beginning of the session. Learners are clear about their learning purpose.	Brief, general introduction. Learning outcomes basic but realistic in lesson context. Learners generally know what they will be doing.
2	Learner challenge	Excellent learner challenge in which creative and varied approaches are used to involve and engage learners from the outset; highly appropriate for the subject.	Good learner challenge throughout the lesson in which learners are engaged in active learning and forming their own understanding.	Limited learner challenge but teacher makes some effort to vary approach and involve learners in forming their own understanding.
3	Pace and structure of learning	Pace clearly matches subject and learner level. Activities are very well structured and timed to maintain interest and stimulate learning for all learners. (buzz)	Pace matches the subject and most learners' needs and level. Most activities are well timed and structured.	Overall pace promotes some learning and interest. Some activities insufficiently matched to learner/subject level.
4	Assessment of and for learning	Highly effective range of assessment for learning techniques used to check all learner's knowledge/progress throughout. Progress and achievements recorded and evaluated regularly by the learner. Progress used to inform subsequent learning.	Range of assessment techniques used to enhance and check learning throughout. Learners are involved in the evaluation and recording of achievements.	Assessment used to recapitulate, consolidate and confirm learning but range of techniques limited (e.g. over reliance on questions and observation). Some involvement of learners in recording and evaluation of own learning
5	Identification and support of individual learning needs	Highly effective identification of individual learning needs. Excellent and clearly explained support provided through differentiated resources and activities – extension work, structured group/individual work and in-class support (as appropriate).	Good identification of individual needs through initial and diagnostic assessment techniques. Good individual support is evident through development and use of resources, activities and support in lessons (where appropriate).	Some identification of individual learning needs plus initial and diagnostic assessment techniques. Some individual support is evident through development and use of resources, activities and support in lessons (where appropriate).

6	Identification and integration of syllabus into lesson	<p>Highly effective identification of syllabus objectives into the lesson. These are highlighted so all learners are aware of them. All learners can see how the objectives are integrated into the lesson.</p> <p>Syllabus objectives link very well with the aims and objectives of the lesson</p>	<p>Good identification of syllabus objectives into the lesson. These are highlighted so most learners are aware of them. The majority of learners can see how the objectives are integrated into the lesson.</p> <p>Syllabus objectives link quite well with the aims and objectives of the lesson</p>	<p>Some identification of syllabus objectives into the lesson. These are highlighted so some learners are aware of them. Limited learners can see how the objectives are integrated into the lesson.</p> <p>Syllabus objectives link very well with the aims and objectives of the lesson</p>
7	Questioning techniques	<p>Highly effective questioning strategy integrated into the lesson plan to develop learner understanding. Questioning based on higher order skills to challenge learners. Learner responses are clear and well-articulated. Questioning demonstrates differentiation.</p>	<p>Effective questioning strategy integrated into the lesson plan to develop learner understanding. Questioning based on higher order skills with a greater balance of open questions. Learner responses are clear and demonstrate understanding.</p>	<p>Clear questioning strategy demonstrated. Questions are mostly challenging and open. Limited evidence of differentiation in the way questions are constructed. Learner responses are satisfactory but limited.</p>
8	Review/recap / summary of learning	<p>Highly effective review of learning at intervals throughout the lesson and very clear (and creative) summary linked to learning aims / objectives and to the next lesson.</p>	<p>Good review / recap at points in the lesson and clear summary of learning progress at end of lesson with reference to next.</p>	<p>Some review of learning and brief summary at end of lesson and brief reference to next lesson.</p>
9	Learner Achievement	<p>Outstanding standards of work. All learners demonstrate excellent knowledge and skills, which illustrate working well above standard for level and stage of programme.</p>	<p>Good standards of work. Learners use good skills and work at or beyond standard for level and stage.</p>	<p>Satisfactory standard of work. Majority of learners working appropriately for standard and stage of programme.</p>
10	Management of learning	<p>Behaviour and standards professionally and educationally appropriate and demonstrate high mutual / learner value / respect.</p>	<p>Relationships in the lesson reflect vocational / professional context. and learners value each other.</p>	<p>Instructions are generally clear. Appropriate working relationship overall.</p>



11	Learning involvement and behaviour	All learners are actively involved and engaged. Learners display high levels of motivation and interest. Ask and answer questions well. High levels of cooperation, interaction and learners use / take initiative in learning and take responsibility where appropriate.	Good involvement and engagement of learners. Good level of interest and attention. Learners are motivated and happy. Some examples of effective cooperation, interaction and initiative.	Satisfactory involvement and engagement of learners. Learners stay on task for the majority of lessons. Answer questions; do what has to be done and nothing more.
12	Attendance and punctuality	Learners display commitment to learning through excellent records of attendance and punctuality (90%+ attendance and good punctuality).	Good attendance and punctuality records (85% attendance and all / nearly all learners on time).	Satisfactory attendance and punctuality (80% and above attendance and most learners on time).
14	Health and Safety	Highly effective group / individual management. Clear directions and health and safety stressed throughout.	Good management of group activities. Clear instructions and good emphasis on health and safety.	Satisfactory management of the group. Health and safety appropriate.
15	Equality and diversity	Equality and diversity are integrated fully into the learning experience. Staff manage learners' behaviour towards each other skilfully; they show great awareness of equality and diversity in teaching sessions	Equality and diversity are promoted and learners' behaviour towards each other is managed well, although some work is still needed to integrate aspects of equality and diversity into learning fully	The promotion of equality and support for diversity in teaching and learning are satisfactory

**Teaching and Learning Action Plan**

Name:

Good Practice	Suggested methods of disseminating this good practise amongst the department	Suggested methods of disseminating this good practise amongst the college

Area(s)for Development	Suggested Actions	Due Date	Actions taken to date	Evidence of Improvement	Date Completed

Observer Signature:

Observee Signature:

Date Action Plan Agreed:

Review Date:

## Appendix C – Lesson Observation (Inter-departmental)



### CSFC Lesson Observation (Inter-departmental)

Name of teacher observed:	Course:	Date, time and room:
Number of students on register: attending: late:	Male / Female:	ALN:
Focus of lesson/Agreed observation focus:		
Learning & skills development observed:		
Examples of Good Practice:		
Comments by Observee:		

Observer Name:

Date:

Observee Name:

Date: