



Teaching and Learning Policy

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Document Quality Control

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Policy

1.0 Vision Statement

- 1.1 Cardiff Sixth Form College (CSFC) Cambridge is a centre of academic excellence; all students 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, teaching is rigorous and the culture is one of intellectual curiosity.
- 1.2 A variety of teaching styles are employed and student performance is monitored with constructive feedback given to all. It is the 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.
- 1.3 CSFC Cambridge Staff will enhance and develop their practice through their own reading, peer observations, attendance at focus meetings, acting upon training undertaken during INSET, and through consulting the Teaching and Learning Approach document.

2.0 College Aims

- 2.1 CSFC Cambridge 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 learning at the college
 - provide a broad, balanced and relevant curriculum in line with the National Curriculum and exam board specifications at A-level that will motivate, engage and challenge students whilst also equipping them with the skills required on leaving CSFC Cambridge
 - set high expectations for all students in order to raise their aspirations
 - 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. Further guidance will be shared during the academic year and during staff meetings on Teaching

and Learning. A 'CSFC Cambridge Teaching and Learning Approach' document has been collaboratively developed with teaching staff and circulated with staff.

- 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, questioning or other Assessment for Learning techniques 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 scaffolded for varying needs by task, resources, outcomes and/or method
- use stimulating resources including use of ICT and e-learning
- are adapted as appropriate to the students
- use effective questioning to direct and challenge students
- meet external requirements
- are enjoyable and interesting
- do not rely solely on teacher 'lecturing' to deliver learning, although it is understood that teacher instruction is a crucial element of A Level teaching
- develop the oracy and literary skills of learners.

4.2 Teachers should

- Develop schemes of learning in line with SMT directions which plan for the elements in 4.1

5.0 Teaching strategies

5.1 Teachers should use teaching strategies which:

- allow students to experience a variety of appropriate learning activities
- allow students to work both independently and collaboratively, which will contribute to one another's learning
- Develop oracy and literacy skills
- use positive behaviour management and encouragement for students to achieve, including praise and rewards according to college policy
- allow the opportunity for others to deliver the lessons (e.g. other teachers)
- incorporate as appropriate best practice shared by colleagues and the college management team
- Draw on ideas in the Teaching and Learning Approach Document

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 SENDCo and the Senior Management 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
- Utilise formative assessment in lessons and sequences of lessons to develop understanding and manage areas of misconception.

7.0 Learning Support

7.1 Teachers should:

- use ISAMS or other resources 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, ADHD, ASD and other needs as communicated within the college
- consult with the SENDCo (Deputy Head Academic, Chris Sweet, during academic year 2024-25) and the Senior Management Team about the needs of individual students as often as possible
- be prepared to host a lesson observations or learning walks at any time
- be prepared to facilitate work scrutiny or 'book looks' with reasonable notice.

8.0 Continuous Professional Development

8.1 Teachers should:

- update their subject knowledge and teaching practice in line with the current developments and initiatives
- As in section 1, draw upon training and initiatives promoted by the college in order to develop their practice
- discuss teaching and learning at meetings in order to share good practice
- Observe other teachers in their subject and others in order to cascade best practice
- plan their own Continuing Professional Development programme in conjunction with their line manager or the Deputy Head Academic, as part of the development process and in line with the College Professional Development and Appraisal Policy.
- Respond positively to professional dialogue with colleagues and line managers regarding best practice, in line with the college Professional Development and Appraisal Policy.
- Reflect on student outcomes in considering their professional development.

9.0 Learning

9.1 Students should:

- be prepared for lessons with the correct equipment
- complete homework to the deadline set by their teacher
- 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 Good Behaviour and Sanctions Policy
- take responsibility for improving their own learning
- ask for help when required
- Attend all support lessons or other mandatory sessions as communicated by the college
- Be prepared to be flexible in their learning approach
- Approach subject teachers first when concerned about their learning

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
- Attending staff training and other meetings when required
- Observing other teachers and reflecting on best practice seen

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 procedures 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 a Peer Lesson Observation Form (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 students' needs regularly for their learning. To help fulfil this, the Senior Management team will:

- monitor all data input into ISAMs and elsewhere relating to individual students
- discuss the progress of students, highlighting students of concern and the measures to be taken to improve attainment
- Observe lessons through lesson observations and learning walks
- Sample student work through work scrutiny or 'book looks'
- Use student voice to capture views on quality of teaching and learning within and across departments.

10.4 Departmental Meetings

10.4.1 Members of the SMT regularly meet Heads of Department or Subject Coordinators in Academic Development Team meetings. For smaller academic departments that do not have a department head the SMT will meet with the teachers of the department. Teaching and Learning Focus meetings will also be regularly held, when particular elements of pedagogy are discussed.

10.4.2 These meetings have the aim of:

- 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

- giving support and arranging training for development
- ensuring quality of standards and verifying judgements of teachers.
- Discussing best practice and areas of pedagogical interest.

10.5 Reviews of Teaching and Learning

10.5.1A 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 in line with Ofsted criteria and set targets for improvement
- 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, through both management lesson observations (see Appendix B), informal learning walks, peer lesson observations, (see Appendix A) and inter-departmental peer lesson observations (see Appendix C)

Appendix B – Lesson Observation

Lesson Observation Form

Name of teacher observed:	Course:	Date & time of observation:
Number of students on register: attending: late:	Male / Female:	Room number:
OBSERVER JUDGEMENTS		
Performance Indicator It is not expected that <i>every</i> element below will be observed in <i>every</i> lesson.	Seen in lesson?	Comment
1. Clear objectives or outcomes		
2. Review/recap/ summary of learning		
3. Teaching to the top		
4. Pace and structure of learning		
5. Assessment for learning		
6. Identification and support of individual learning needs		
7. Questioning		
8. Marking and Feedback		
9. Supporting English as an additional language		
10. Learning involvement and behaviour		
11. Attendance and punctuality		
12. Health and Safety (if applicable)		
13. Equality and diversity		
14. Development of Oracy and Literacy		
15. Metacognitive strategies		
Strengths:		
Areas for Development:		
Evaluation? (Note if re-observation necessary)		
Comments by Observee:		

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 are clear?
4. Is teaching within the course of good quality?
5. Are lessons normally challenging and stimulating?
6. Are you aware of the actions you need to take to improve your performance?
7. Do you think course learning materials and resources are of good quality?
8. What changes would you like to see implemented?
9. Are you supported with challenging homework?

Learner Support and Systems

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

Recorded Feedback from Learners:

Observation Matrix

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

It is not expected that *every* element below will be observed in *every* lesson.

No.	Key Criteria	Strength	Present	Develop
1	Clear objectives or outcomes	Comprehensive introduction – aims and outcomes explained, shared and displayed. Learners demonstrate clear understanding about learning purpose, including how the learning sits within a sequence of lessons and the wider course.	Clear aims and outcomes shared with learners at beginning of session. Learners clear about learning purpose.	Brief, general introduction. Learning outcomes basic but realistic in lesson context. Learners generally know what they will be doing.
2	Review/recap/ recall / summary of learning	Highly effective review of learning at intervals throughout lesson and very clear (and creative) summary linked to learning aims / objectives and to next lesson.	Good review / recap at points in the lesson and clear summary of learning progress at end of lesson with reference to next.	Some review of learning and brief summary at end of lesson and brief reference to next lesson.
3	Teaching to the top	Excellent learner challenge in which creative and varied approaches are used to involve and engage learners from the outset; highly appropriate for subject.	Good learner challenge throughout the lesson in which learners are engaged in active learning and forming own understanding.	Limited learner challenge but teacher makes some effort to vary approach and involve learners in forming their own understanding.
4	Pace and structure of learning	Pace clearly matches subject and learner level. Activities very well structured and timed to maintain interest and stimulate learning for all learners. A ‘buzz’ is evident in the learning atmosphere.	Pace matches subject and most learners’ needs and level. Most activities well timed and structured.	Overall pace promotes some learning and interest. Some activities insufficiently matched to learner/subject level.
5	Assessment of and for learning	Highly effective range of assessment for learning techniques used to check all learners knowledge/progress throughout. Progress and achievements recorded and evaluated regularly by the learner.	Range of assessment techniques used to enhance and check learning throughout. Learner is involved in the evaluation and	Assessment used to recapitulate, consolidate and confirm learning but range of techniques limited (eg over reliance on questions and observation). Some involvement of learners in

		Progress used to inform subsequent learning. Interleaved retrieval used to review prior content.	recording of achievements.	recording and evaluation of own learning
6	Identification and support of individual learning needs	Highly effective identification of individual learning needs through use of learner data in Basic skills, literacy proficiency and SEND or other needs. Excellent and clearly explained support provided through differentiated or scaffolded 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 evident through development and use of resources, activities and support in lesson (where appropriate).	Some identification of individual learning needs plus initial and diagnostic assessment techniques. Some individual support evident through development and use of resources, activities and support in lesson (where appropriate).

7	Questioning techniques	Highly effective questioning strategy integrated into the lesson plan to develop learner understanding. Questioning based on all aspects (including higher order skills) of Blooms taxonomy to challenge learners. Learner responses are clear and well-articulated. Questioning demonstrates differentiation. Questioning includes all learners, and not just those volunteering responses. Learner responses demonstrate fluency and key terminology.	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.	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.
8	Marking and feedback	Marking is only completed infrequently. Students are given only general or summative feedback. Feedback in lessons is minimal.	Marking and feedback are regular and effective, providing next steps for progress. Marking and feedback are clearly linked to assessment objectives. In lessons, students are guided appropriately on how to improve.	Marking and feedback are individualised, clear and precise. Students understand clear next steps and respond in their work or verbally, showing their understand how to make rapid progress.

9	Supporting English as an additional language	Brief guidance is given to students so they are supported in the development of their subject-specific language. Keywords are provided.	Students are supported in the development of the English by the provision of subject-specific and general vocabulary, and supported in the development of their written and spoken English. The range of students' English abilities is considered when planning the lesson.	The development of students' English is carefully planned into sequences of learning, so that students develop their English ability rapidly and so that their English levels are no longer a barrier to the subject progress.
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10	Learning involvement and behaviour	All learners 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 lesson. Answer questions; do what has to be done and nothing more.
11	Attendance and punctuality	Learners display commitment to learning through excellent record 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).
12	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 group. Health and safety appropriate.
13	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	The promotion of equality and support for diversity in teaching and learning are satisfactory

			diversity into learning fully	
14	Development of Oracy and Literacy	Occasional consideration is given to planning for opportunities for students to develop their oracy and literacy in curriculum time. Students appear unsure about how their oracy and literacy are supported.	Opportunities for structured talking are woven into planning, supporting the development of knowledge and skills in the subject. Students' literacy develops hand-in-hand with their disciplinary knowledge.	Flowing from teacher practice, students confidently utilise well-established structures and routines to practise and improve their speaking skills, understanding the 'ground rules' for conversation. Students make rapid progress in their spoken and written English and benefit from opportunities for listening activities.
15	Metacognitive strategies	Students occasionally consider how they have learnt during a lesson, or how to tackle a new problem. Teachers link learning to exam board assessment objectives.	Teachers regularly plan opportunities for students to consider how best to approach learning, or to reflect on the success of their learning. Teachers encourage students to consider the merits of different approaches, and how or why material meets assessment objectives.	Reflection and 'thinking about thinking' are planned appropriately, as are frequent opportunities to consider assess, monitor, plan and evaluate students' own learning. Teachers model planning and thinking and promote metacognitive talk.

Lesson Observation Checklist

Please use this as a memory aid of what we hope to see in lessons

Planning	Quality of Learning/ Delivery of Session
Lesson Plan	Lesson contains learning outcomes / objectives
Learners with additional learning needs planned for	Recap of previous and links to future tasks
High quality learning resources	Learners know what to do
High expectations of all students	All learners actively engaged and participate
Stimulating and challenging session for all students	Adapted learning activities if needed
A stimulating learning environment	Targeted & differentiated questioning
Targeted & differentiated questioning	High quality learner contributions
Stretch & challenge of most able by extension activities	Good attendance and punctuality
Developing Oracy and Literacy	Learners are well supported
Utilising metacognitive strategies	Health & Safety appropriately monitored
Supporting EAL and SEND as needed	Assessment is undertaken
Assessment for learning strategies	Effective additional learning support