



CAMBRIDGE
SCHOOL OF
VISUAL &
PERFORMING
ARTS

TEACHING AND LEARNING POLICY AND PRACTICE

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AIM & PURPOSE

The aim at CATS Cambridge is to establish every student as an enthusiastic, effective and pragmatic life-long learner equipped with the learning skills, habits and attitudes achieves needed to achieve their full potential. Excellent teaching, and the setting of consistently high standards, are the means to realising this goal.

The purpose of this policy is to state the professional expectations to which all of those involved in teaching and learning at CATS College will be held.

PROFESSIONAL STANDARDS

The College recognises the Department for Education's Teachers' Standards as a useful guide for teachers, for ease of reference a summary document of those standards is provided in Appendix One. Additional guidance as to the hallmarks of 'expert teaching' is also provided in Appendix One. All teachers at the College are expected to be fully conversant with the Teachers' Standards and the characteristics of expert teaching and they are expected maintain and develop their classroom practices accordingly.

Teachers are also expected to acquaint themselves with and be mindful of the criteria employed by the Independent Schools' Inspectorate (ISI) and the approach that ISI adopts to evaluating the educational quality of a school through work scrutiny and lesson observations. In particular, teachers should note that the ISI will assess the quality of a school's classroom practices on the basis of the students' personal development as well as their academic achievements.

Teachers are expected to be proactive in continuously improving their classroom practice with view to maximising the learning that their teaching elicits for each of their students as individual learners.

SUBJECT KNOWLEDGE

Teachers at CATS Cambridge should know their subjects thoroughly, and by their enthusiasm seek to excite in the students an abiding academic curiosity.

Teachers are responsible for maintaining and developing their subject knowledge and also for ensuring that they are fully aware of, and understand, the examination board specifications and assessment criteria for the programmes of study on which they teach.

DEVELOPING STUDENTS' CAPACITY TO LEARN

At CATS Cambridge teachers are expected to be experts in the art and science of learning. Teachers are expected to be model life-long learners, as such they should model good learning habits in their lessons and in the way that they conduct themselves.

Teachers should ensure that their teaching practice effectively balances the teaching of content with teaching their students how to learn effectively. To promote this the school has invested in Building Learning Power (BLP) as its learning framework and there is a well-established Learning-to-Learn programme in place. Teachers are expected to be conversant with BLP, adapting the resources and techniques offered to the specific characteristics of their subjects and their students.

ASSESSMENT FOR LEARNING

Assessment for learning (AfL) is essential for effective planning and delivery of lessons that meet the learning needs of students. Teachers should ensure that they plan frequent AfL opportunities and that they give careful consideration to the techniques that they use. More guidance on AfL is provided in the Assessment and Reporting Policy.

MAINTENANCE AND DEVELOPMENT OF SCHEMES OF WORK AND COURSE DESCRIPTORS

Subject teachers are expected to maintain and develop the Course Descriptors and Schemes of Work for the programmes of study in which their subject is taught, as directed by their Head of Department.

Course descriptors and Schemes of work must be completed using the appropriate template.

LESSONS

Lessons should be thoroughly prepared; well-judged in content and duration; have a clear purpose, beginning and end; employ a variety of teaching and learning strategies and techniques. Lessons should be designed to reflect the need to exploit opportunities for students' personal development as well as their academic achievement. When considering personal development particular emphasis should be placed on developing the students' facility with the English language and facilitating students' progression towards becoming enthusiastic, effective and pragmatic life-long learners.

Where appropriate, teachers are encouraged to take full advantage of the learning resources provided by the College; these include mini-whiteboards, interactive

smartboards, CANVAS (the College's virtual learning environment, VLE), and the College's Reading Room, both its physical and its virtual resources.

Teachers must ensure that all students are equally involved in a lesson, by judicious questioning, and by managing discussions and debates appropriately. They should differentiate, within a given class, between those who can be stretched more than the rest of the group and those who clearly have difficulties. The setting of tasks and the pace at which work is done, may be varied accordingly.

Written work should be set regularly and marked conscientiously in accordance with the College's Assessment and Reporting Policy. Teachers should check to ensure that their **students understand** any feedback provided, in particular that each student understands what they need to do to improve.

Poor work should not be tolerated but returned for rewriting. Nevertheless, it is very important to encourage, motivate and reward students for good work wherever possible. A particular emphasis should be placed on celebrating progress and effort.

Additional **advice on assessment**, in particular assessment for learning, is provided in the Assessment and Reporting Policy.

PUNCTUALITY AND SUPERVISION

Lessons should start at the designated time. To that end:

- Teachers and students should arrive punctually.
- Where a lesson is not followed by a break, teachers should release students at least 2-3 minutes before the designated start time of the next lesson.

During their timetabled lessons teachers are expected to remain in their classroom to teach, supervise and support their students.

All teachers should note that it is the College's policy **NOT** to have a break in double lessons.

CLASSROOM ROUTINES

Although different teaching styles and approaches to classroom management are welcomed, it is essential for the purposes of providing a consistent, positive, and purposeful learning environment that the College's classroom routines are applied consistently by all teachers. These are provided as Appendix Two to this policy.

MANAGEMENT OF TEACHING AND LEARNING MATERIALS

It is the subject teacher's responsibility to ensure that they have appropriate teaching and learning materials to effectively deliver the relevant schemes of work. Bids for teaching and learning materials should be made via the teacher's Head of Department.

Subject teachers are responsible for ensuring that all of their students their notes and assessed work are effectively organised along with the teaching and learning materials with which they have been issued. Subject teachers are also responsible for ensuring that all of their students properly record work that is set.

As an international school, it is not uncommon for new students to join the College up to half a term or, on occasion, even longer after a course has started. It is essential that teachers are able to provide late arriving students with a full pack of the teaching and learning materials that have already been issued, these can be found on the school VLE which all students have access.

ADDITIONAL LEARNING SUPPORT

Teachers should be aware of students receiving Additional Learning Support (ALS), and should discuss the progress of such students with the ALS Co-ordinator. It is the subject teacher's responsibility to ensure that they have read and act on the advice offered by the College's ALS Co-ordinator with respect to students with SpLDs and SEND. As far as possible, assistance for students with SEND and other learning issues consists of a partnership between the relevant academic department, the students' PTs and PDs, and the ALS Co-ordinator.

Students on the College's ALS register **must be** clearly highlighted in their subject teachers' mark-books.

ENGLISH AS A SECOND LANGUAGE

Nearly all of the students studying at CATS Cambridge are learning in English with English as their second language (ESL). Teachers must make sure that they are aware of each of their students' level of English and that they adapt their teaching accordingly. Where they encounter difficulties, subject teachers should be proactive in seeking out advice from the student's Teacher of ESL and/or the Head of ESL.

CATS Cambridge teachers should also be mindful that they have a role to play in improving students' English. Every contact point should be seen as an opportunity to do so. Teachers in all departments have a responsibility for ensuring that spelling, punctuation and grammatical errors are corrected.

Teachers **must** ensure that the standard of each of their student's English is clearly annotated in their mark-book.

MAINTAINING AND DEVELOPING TEACHING AND LEARNING

The quality of teaching at CATS Cambridge is maintained and developed through:

- Lesson observations
 - Formal lesson observations conducted by the College's SLT and the Heads of Department;
 - Peer lesson observations;
- Training, teachers are encouraged to identify their CPD needs and relevant training opportunities in consultation with their line manager; and by regular professional discussion of subject matter and of the craft of teaching achieved via teacher's participation in their allocated Teacher Led Learning Group meetings as well as in department meetings.

The College is keen for teachers to continually seek to improve their students' learning and encourages teachers to experiment with new pedagogical approaches in their classrooms. Action research protocols should be employed for such experiments. Proposals for action research projects should be agreed with the teacher's head of department before the project is initiated.

There is a detailed induction programme of observation, mentoring and meetings for new teachers, and the Head of Department is responsible for monitoring the teaching in his subject area.

The Vice Principal works alongside the Heads of Department to ensure that continuing professional development and innovation in teaching and learning are integral to all areas of the CATS Cambridge curriculum.

MISSING LESSONS

Teachers who have to be away during the day must provide cover for their lessons. If possible their Head of Department should arrange cover within the Department. If that is not possible then the teacher's Head of Department should ask the Curriculum Office, a minimum of 24 hours beforehand, for cover to be allocated.

A teacher who has to be away for anything more than the odd lesson should inform the Principal or Vice Principal to get their agreement. This should be confirmed in writing.

It is the teacher's responsibility to provide instructions for the work to be completed in their lessons whilst they are absent. Work set should be able to be completed by students with the cover teacher's supervision but should not require the member of staff providing cover to teach. Please refer to the cover procedure for additional details.

APPENDIX ONE

DFE TEACHERS' STANDARDS AND HALLMARKS OF EXPERT TEACHING



Teachers' Standards

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

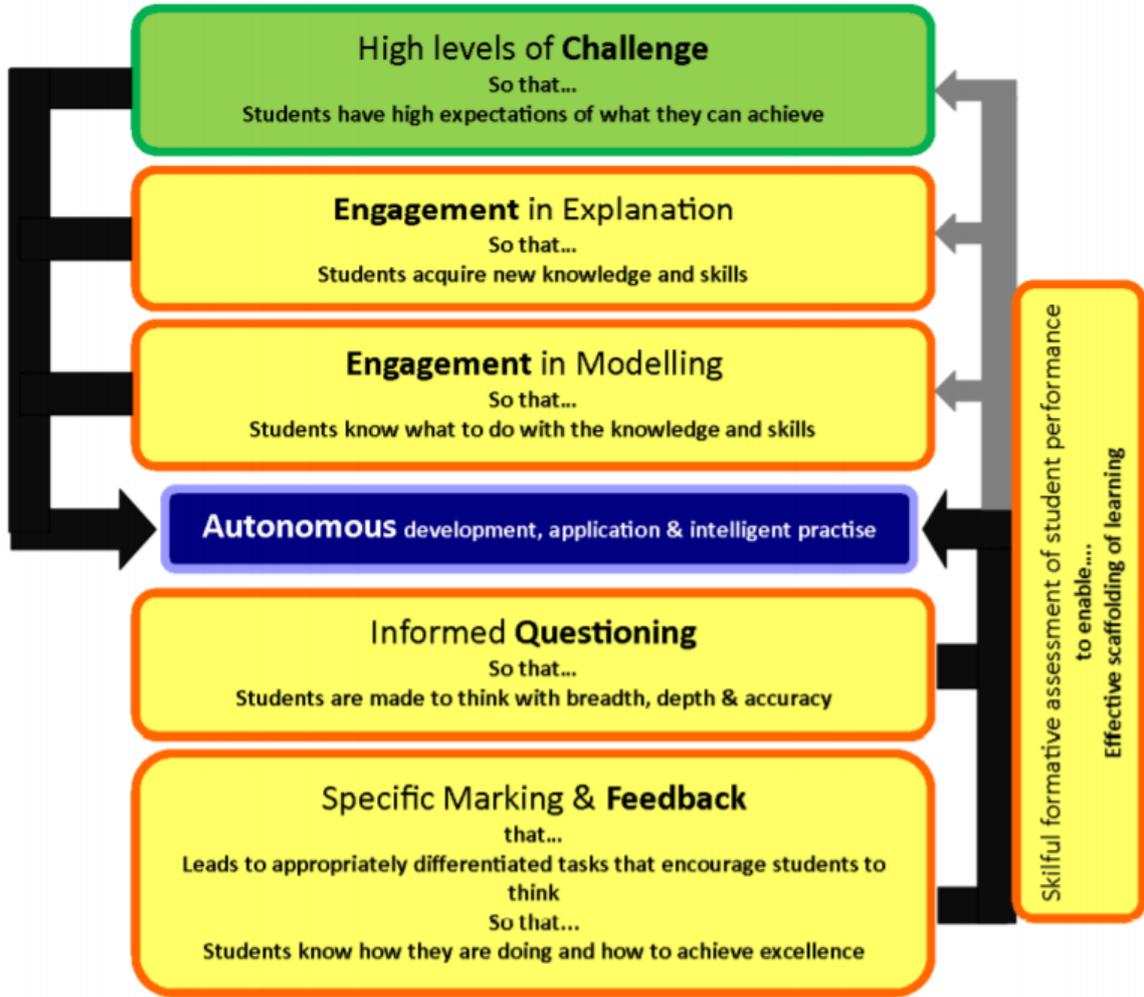
PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The Teachers' Standards can be found on the GOV.UK website: <https://www.gov.uk/government/publications/teachers-standards>

Expert teaching requires...



APPENDIX TWO

CLASSROOM ROUTINES

Routine	KS4	6F PoS	Remarks
Full date and title of the lesson should be written on a board at the front of the room.	ü		Date should be written out in full.
A starter exercise, for which the students require little instruction, should be set at the beginning of the lesson.	ü	ü	This is to facilitate the early completion of registration as well as to settle and focus the students.
Mobile telephones must be taken in at the beginning of the lesson. The change in BYOD will mean that students can use their laptops instead of their mobile telephones.	ü	ü	It is perfectly acceptable for a student to use a mobile phone with their teacher's permission.
ID cards should be checked during the course of the lesson.	ü	ü	
Caps removed, hoods down, bags away.	ü	ü	
Registration – within the first 10 minutes of the lesson.	ü	ü	
Check Students' equipment, as appropriate to the subject, but at the very least: <ul style="list-style-type: none"> Working file, laptop, paper, pen, and dictionary (where appropriate). 	ü	ü	The calculator should be the device that will be used in public exams. If a student intends to use a dictionary in public exams, they must use the same one in class – it must remain unannotated.
Lesson objectives should be clearly displayed and explained early in the lesson and then reviewed at the end of the lesson. The objectives do not necessarily need to be displayed throughout the lesson.	ü	ü	By exception, it is recognised that in some lessons it may be beneficial to conceal the objective until later in the lesson.
Key words with their definitions should be captured throughout the lesson.	ü	ü	Teachers should check that these are being noted by the students.
Teachers should have extension activities to hand for those students who find work set easy of finish tasks early.	ü	ü	
Classes should end with a review of lesson objectives; a clear link being established between what has been covered and future lessons.	ü	ü	
Regular in-class checks of students' files for organisation and content; subject teachers should focus on their subject content.	ü	ü	At least once every three weeks or when a unit has been completed, whichever is the more frequent.
Students should complete their written work using blue or black ink. Teachers should mark, grade and provide feedback using either red or green ink. Colours other than blue, black, red or green may be used for self-assessment and peer-assessment.	ü	ü	