CAMBRIDGE SCHOOL OF VISUAL & PERFORMING ARTS

TEACHING AND LEARNING POLICY

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RATIONALE & AIMS

This policy outlines the principles and expectations that guide teaching and learning at CSVPA, ensuring a high-quality educational experience for all students. We aim to:

- Promote Equitable Progress and Wellbeing: Foster an inclusive learning environment where every student achieves meaningful progress and receives comprehensive support for their wellbeing.
- Cultivate Intellectual Curiosity and Risk-Taking: Establish a culture that values academic exploration, scholarly activity, and the courage to take intellectual risks.
- Develop Engaged and Lifelong Learners: Equip students with the knowledge and skills necessary to actively and positively contribute to society, and to embrace lifelong learning.
- Establish Clear Expectations: Provide a transparent framework of expectations for all stakeholders involved in the teaching and learning process at CSVPA.

We aim to create a learning environment that:

- Fosters intellectual curiosity and a love of learning.
- Develops critical thinking, problem-solving, and creative skills.
- Promotes effective communication and collaboration.
- Cultivates resilience, adaptability, and growth.
- Prepares students to be responsible and engaged global citizens.

Through this holistic approach, we are dedicated to empowering our students to not only achieve academic success but also to become confident, capable, and compassionate individuals who are prepared to make a positive impact on the world.

PROFESSIONAL STANDARDS

Tutors are expected to be proactive in continuously improving their studio and professional practice with view to maximising the learning and personal development that their teaching elicits for each of their students. Their improvement should be focused on ensuring that they are offering all their students the very best of opportunities to realise their potential. This expectation therefore extends beyond studio/classroom interaction to all aspects of school life.

The School recognises that, as a CGS school, we abide by the CATS Global Schools' Teacher Standards. They are a useful and authoritative framework that is tailored to the unique needs of our student body. As such, they are shared with all teachers, who are expected to be fully conversant with them, maintaining and developing their studio practice accordingly.

Tutors 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. Tutors should note that the ISI will assess the quality of a school's classroom practices based on the students' personal development as well as their academic and creative achievements.

Tutors should know their subjects thoroughly and are responsible for maintaining and developing their subject knowledge and for ensuring that they are fully aware of, and understand, the awarding body specifications and assessment criteria for the programmes of study and qualifications which they teach.

Tutors are expected to be experts in the art and science of learning; and 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. They should ensure that their teaching practice effectively balances the teaching of content with teaching their students how to learn effectively.

LESSONS

Lessons must be meticulously planned, demonstrating a clear understanding of content depth and appropriate duration, aligned with explicit learning objectives, assessment criteria, and diverse, effective teaching strategies. Drawing upon Coe et al.'s emphasis on 'what makes great teaching,' lessons should prioritize activities that maximize student learning time and engagement. Furthermore, in line with Hattie's visible learning principles, lessons should be designed to foster both academic achievement and students' personal development, with a particular focus on enhancing English language proficiency and cultivating reflective, empathic, collaborative, and creative scholars and artists.

Tutors are encouraged to leverage the school's resources, including Padlet, UpLearn, mini-whiteboards, and Canvas (CSVPA virtual learning environment), to enhance learning experiences, promoting student agency and problem-solving through interactive and visual tools.

To ensure equitable participation, tutors must employ effective questioning techniques and manage discussions and debates, as advocated by Rosenshine's principles of instruction, including scaffolding and checking for understanding. Tutors should ensure that all students are challenged to achieve their best using the skills of an Expert teacher, which will include effective questioning and class management.

Regular written work should be assigned and marked in accordance with the School's Assessment and Reporting Policy. Feedback should be clear, actionable, and followed up to ensure student comprehension, aligning with Rosenshine's emphasis on providing effective feedback and checking for student understanding. Tutors must confirm that each student understands the steps necessary to improve, fostering a growth mindset and promoting continuous improvement, as highlighted by Hattie's work on the power of feedback.

ASSESSMENT FOR LEARNING

At CSVPA, we are committed to fostering reflective and self-directed learners in alignment with the principles of effective feedback and metacognition. This process of self-evaluation and reflection is embedded in the learning outcomes of the qualifications. Good practice

dictates that teachers must utilise a variety of formative assessment methods in daily teaching practices to ensure that learning is effective.

We view Assessment for Learning (AfL) as crucial for the effective planning and delivery of lessons that are responsive to the individual learning needs of our students. Tutors should proactively plan frequent AfL opportunities, ensuring that learning is made visible. Furthermore, tutors should carefully select and vary their AfL techniques, to ensure appropriateness and effectiveness. Further detailed guidance on AfL practices can be found in our Assessment and Reporting Policy.

MAINTENANCE AND DEVELOPMENT OF SCHEMES OF WORK AND COURSE DESCRIPTORS

Pathway Leaders and subject teachers are responsible for the ongoing maintenance and development of schemes of work for all programmes of study within their respective subjects. These schemes of work must adhere to the School's prescribed pro-formas, ensuring alignment with our core values and fostering a consistent standard of planning across all departments. This approach, which emphasises structured planning, promotes effective lesson design and coherent curriculum development.

Specifically, course descriptors and schemes of work must be completed using the designated templates. This standardisation ensures clarity and facilitates effective implementation of evidence-based teaching strategies through the communication of clear learning/assessment outcomes. Additionally, the structured approach supports the implementation of effective questioning and formative assessment techniques.

Furthermore, the review of schemes of work by Senior Management is crucial. This review ensures that schemes of work remain dynamic, relevant, and responsive to the needs of our students.

PUNCTUALITY AND SUPERVISION

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

- Tutors and students should arrive punctually.
- Where a lesson is not followed by a break, tutors should release students at least 2-3 minutes before the designated start time of the next lesson.
- Latecomers should be dealt with in a way that does not impact the learning of the rest of the group.

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

Some learners with SEN/D may require soft starts, timetable variations, additional breaks. These will be noted on the ILP.

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 School's classroom routines are applied consistently by all tutors. Whilst the autonomy of tutors in their classrooms is expected, the start of all lessons must involve the following:

- Tutors greeting students at the beginning of the lesson.
- Students should place bags on the floor and all personal mobile devices and peripherals in the phone box on the wall, or out of sight in their bags, unless explicitly told otherwise by the tutor.
- A learning objective/outcome may be shared.
- A task/activity for students to be engaged with, to expand their knowledge on the theme of the lesson or settle into the room and engage with the environment.
- The register must be complete within 10 minutes of the start of the lesson.

MANAGEMENT OF TEACHING AND LEARNING MATERIALS

It is the subject tutor's responsibility to ensure that they have appropriate teaching and learning materials to effectively deliver the relevant schemes of work. Requests for teaching and learning materials should be made via Teams approval.

Subject tutors are responsible for ensuring that all their students their notes and assessed work are effectively organised along with the teaching and learning materials with which they have been issued. Subject tutors 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 School up to half a term or, on occasion, even longer after a course has started. It is essential that tutors 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

Tutors should be able to identify which students need additional support and make adaptions to facilitate continued progress. They should also know which students are receiving Additional Learning Support (ALS) or need reasonable adjustments (as per the Equality Act) and should discuss the progress of such students with the SENCo. As per the SEND CoP the tutor will continue to have responsibility for their progress if they are receiving additional support. It is the subject tutor's responsibility to ensure that they have read and act on the advice offered by the School's SENCo. As far as possible, assistance for students with SEND and other learning needs-consists of a partnership between the the students' PTs and PLs, Parent (where relevant), the student and the SENCo.

Students on the School's SEND register **must be** clearly highlighted in their subject tracker.

ENGLISH AS A SECOND LANGUAGE

Nearly all of the students studying at CSVPA are learning in English with English as a second language (ESL). Tutors 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 English Tutor and/or the Academic English Manager.

CSVPA tutors 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. Tutors in all departments have a responsibility for ensuring that spelling, punctuation and grammatical errors are corrected.

MAINTAINING AND DEVELOPING TEACHING AND LEARNING

The quality of teaching at CSVPA is maintained and developed through:

- Lesson observations
- Formal lesson observations conducted by the SMT and the Line Managers;
- Learning Walks
- Peer lesson observations;
- Tutors 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.

The School is keen for tutors to continually seek to improve their students' learning and encourages tutors to experiment with new pedagogical approaches or projects in their studios. Proposals for projects should be agreed with the tutor's Line Manager or SMT before the project is initiated.

There is a detailed induction programme for new tutors, and the Line Manger is responsible for monitoring the teaching in the subject area.

The teaching community works together to ensure that continuing professional development and innovation in teaching and learning are integral to all areas of the CSVPA curriculum.

At CSVPA, the Learning and Teaching Committee has the responsibility to:

- Ensure a strategic approach to learning & teaching is aligned with the education strategy
- Encourage engagement with pedagogic theory in teaching practices
- Facilitate innovation in learning and teaching, including the sharing of best practice within and across disciplines
- Monitor & report on matters relating to the quality of teaching and performance of courses
- Consider the impact of changes to regulations, frameworks or policies on the quality of learning and teaching, and make recommendations to the Academic Quality & Standards (AQSC) on the same
- Consider, advise and report on proposals to change, develop, revalidate and discontinue programmes of study and to make recommendations to AQSC.

MISSING LESSONS

CSVPA tutors will notify their Line Manager before 8am on the day of their absence to ensure cover can be found.

It is the tutor'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 tutor's supervision but should not necessarily require the member of staff providing cover to teach.

APPENDIX

CGS-Teaching-Standards_2023-05_v6.pdf

Interactive version :: Independent Schools Inspectorate (isi.net)

The Independent School Standards - Guidance for independent schools (publishing.service.gov.uk)