

LIPA
SIXTH FORM
COLLEGE

Teaching, Learning and Assessment Policy

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Document Version History

Version	Date	Ref	Change Summary
1.0	February 2019		New Policy.

Teaching, Learning and Assessment Policy

Purpose

The purpose of this teaching and learning policy is to provide a structure for the delivery of high quality teaching, learning and assessment across all curriculum areas of LIPA Sixth Form College. It gives guidance and a framework for all LSFC teaching and support staff and works in conjunction with all of the college's policies.

LIPA Sixth Form College is dedicated to ensuring that our learners receive a high-level performing arts education delivered by specialist teachers in quality purpose built learning environments. The focus is for students to achieve their full potential by experiencing challenging, inspiring, thoughtful and well-planned learning through a project based approach. Assessment varies according to individual needs and learning and personal development is monitored in classes and through formal assessment processes. Our assessment is rigorous and purposeful and designed to fulfil the learning outcomes and grading criteria set by the awarding bodies. High expectations and the development of professional industry attitudes and standards place the learner at the centre of the learning process and live briefs aim to give learners a clear insight into industry expectations. There is an emphasis on the promotion of Maths and English and British Values right across the curriculum and links between areas ensures that these subjects are purposeful and integral to the college's focus.

Teaching and Learning

LSFC lecturers are responsible for the effective planning, preparation and delivery of vibrant, challenging and purposeful lessons, which enable learners, with respect to their initial target grades, to achieve very high standards. This requires lecturers to have an in-depth understanding of each student's prior attainment, targets, learning needs- ILPs, cultural backgrounds and interests so that they can plan lessons accordingly. Learning needs are supported in classes by specialist LSA's who have experience of the performing arts and work with teaching staff to ensure that all students are allowed to reach their full potential. Knowledge of each student's individual levels of ability in mathematics and English allows lecturers to embed these subjects purposefully and strategically into planning and delivery of learning sessions.

Lecturers are required to have excellent and current subject expertise and to have a commitment to developing their pedagogical and subject knowledge through continuing professional development. There is a focus on developing reflective, independent learners, who display professionalism and respect in all aspects of their work and develop skills in working collaboratively with other groups across the college to achieve high standards. There is an emphasis on celebrating achievement in classes and via performances, and students have many opportunities to shine.

The LIPA Sixth Form College Teaching, Learning and Assessment Policy and Procedure aims to ensure that teaching at the College is stimulating, inspiring and of the highest quality by:

- Prioritising achievement in the subjects of Maths and English and effectively embedding these across the whole curriculum.
- Placing individual learning needs and aspiration at the core of the learning process.
- Engendering a culture of high expectations and working steadily towards high levels of achievement and success.
- Ensuring that British Values are appreciated and respected and are at the core of our ethos.
- Offering a varied and stimulating curriculum that challenges and inspires learners to fulfil their potential.
- Promoting equality and diversity and differentiating lessons so that individual needs are met.
- Offering high quality support and guidance for learner aspirations and progression.
- Sharing best practice and reviewing the quality and standards of teaching and learning across the college regularly.
- Embedding employability skills across the whole curriculum.
- Recognising and celebrating learner success and achievement.
- Providing effective and developmental feedback to enable students to advance their skills.
- Nurturing and encouraging student self-esteem and pride in their accomplishments.
- Cultivating employability skills through live assignment briefs to ensure students gain familiarity with industry practices.

Lessons at LIPA Sixth Form College will:

- Show clear evidence of planning including a complete and comprehensive scheme of work that includes differentiated learning activities and assessment strategies, stretch and challenge, Maths and English, British Values, Equality and Diversity and Employability.
- Promote professionalism through registering and monitoring attendance and punctuality and by taking prompt action to make improvements where necessary.
- Have clear outcomes that meet the needs of all students and allow the development of skill, attitudes, thinking and learner autonomy, where appropriate.
- Encourage learner self-discipline and responsible behaviour within sessions, in the wider college and in the local community.
- Meet all course / programme objectives and requirements.
- Develop students' practical and academic skills, including Maths and English.
- Use a range of teaching, learning and assessment methodologies to ensure the best possible learning opportunities and progress for all students.
- Be progressive, building on previous sessions and other areas of the course.
- Be inclusive, recognising individual student needs to inform planning.
- Be engaging, thought provoking and appropriately challenging.
- Include a range of active learning strategies so that learning is student rather than tutor led.
- Have an industry focus and develop the required practical and academic skills appropriate to the chosen pathway.

- Embed research skills and encourage a wider learning focus.
- Include a wide range of formative assessment methodologies to ensure all students are progressing appropriately.
- Challenge, expand and develop learner analytical and evaluative thinking skills by placing questioning at the heart of classroom formative assessment.
- Include quality, inclusive learning materials that positively embrace diversity and are free from stereotyping.
- Promote the use of ILT and E Learning as appropriate.
- Be current and up to date in terms of industry practices.
- Follow relevant procedures in relation to Safe Guarding and Health and Safety.
- Ensure students are able to evaluate the delivery of each unit and have a voice in the most effective developments for the programme delivery.

To support their learning all learners benefit from:

- A college induction that informs about college policies and procedures, British Values and equality of opportunity and familiarises students with the college and its staff.
- Specialist teaching staff that have in depth industry knowledge and experience in their relevant subject areas.
- Quality advice and guidance for progression to Higher Education and other higher-level courses.
- A well maintained and effectively equipped environment.
- Specialist working and performance spaces.
- Access to ILT as appropriate to the course.
- A safe environment supported by a specialist safe guarding officer, an inventory recording system and college lanyards to ensure everyone in the building meets safeguarding requirements.
- The Evolve tracking and reporting system for student concerns.
- A personal tutor who tracks individual learner progress.
- Monitoring systems to ensure that students are achieving set targets and course outcomes.
- Homework club with specialist support staff.
- Enrichment activities that add diversity and further enhance the whole college learning experience.
- A range of vibrant and course appropriate work experience opportunities.
- A safe in-house social media platform.

Our Courses

The UAL Diplomas and Extended Diplomas

The vocational qualifications offered by LIPA Sixth Form College are the UAL Level 3 Diplomas and Extended Diplomas in Performing & Production Arts and in Music Performance and Production. These courses provide students with the knowledge, skills and understanding necessary to access and progress to degree level study or employment in the performing arts.

They provide an opportunity for those who have an interest in the performing arts to explore, develop and test their creativity within a qualification structure, which is stimulating, demanding, and provides a supportive transition from general to more specialised study. Study for the qualifications is a period of one year for the Diplomas and two years for the Extended Diplomas. The structure of the qualifications, with units linked to provide coherence, allow students to synthesise newly acquired practical skills with theoretical knowledge and understanding as they explore their aptitude and ambition and the particular characteristics of a broad range of performing and production arts disciplines. Students are encouraged to recognise not only the unique characteristics of different disciplines, but also the dynamic and potentially innovative relationships between those disciplines.

In keeping with the LIPA Sixth Form College focus of preparing students for industry, the UAL qualifications encourage recognition of the broader context within which the performing and production arts industries operate and the necessity to develop transferable skills to ensure an effective contribution to both the immediate and future development of those industries. The qualifications are characterised by experiential, experimental and integrated learning, relying on the application and transfer of recognised skills, whilst valuing the accidental and novel results that can occur in both individual and collaborative practice, and recognising common principles and distinctive characteristics within the field of performing and production arts.

https://www.arts.ac.uk/__data/assets/pdf_file/0021/14691/Digital_Level-3-PAPA-specification-v3.2.pdf

GCSE English and Maths Qualifications

Any student who has not previously achieved grade 4 in GCSE English Language and/or Mathematics and who is assessed at enrolment as being able to manage the demands of the full level three study programme is required to continue studying these subjects at LIPA Sixth Form College until they achieve a minimum of grade 4.

LIPA Sixth Form College offers EDEXCEL GCSE qualifications in English Language and mathematics. In keeping with the LIPA Sixth Form College focus of preparing students for industry, the GCSE staff take opportunities to embed English and maths learning into the performing arts and to enable students to develop transferable skills relevant to students' development in those industries.

Further details in relation to the course specifications and requirements can be found at the following weblinks:

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/english-language-2015.html>

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html>

Assessment at LIPA Sixth Form College

Rationale

Assessment is a fundamental part of the learning and teaching process at LIPA Sixth Form College. We believe that assessment prepares students for independence in their studies and enables the achievement of the UAL, BTEC and GCSE awarding body standards. At LIPA Sixth Form College, students are involved in assessment processes and assessment progresses learning so that students develop their full potential, achieve at their highest level and can move confidently and competently into higher education, further training or employment.

Aim

The aim of this policy is to ensure a consistency in our approach to:

- Ensuring a fair and reliable approach to interview processes.
- The setting of student targets.
- Analysing student progress throughout the year and putting strategies in place to counteract underachievement
- Measuring student learning, attainment, understanding, experience and skill against awarding body criteria.
- Mapping assessment across schemes of work to ensure that progression is maximised across all areas of the college.

Effective Assessment

LIPA Sixth Form College believes that good practice in assessment:

- Is varied, diverse and includes a range of both formative and summative methods and is carried out in a range of contexts.
- Allows for a differentiated approach in the learning and teaching process.
- Endorses and underpins learning by identifying student knowledge, skills and attitudes.
- Involves learners in self and peer assessment tasks.
- Tests student proficiency, understanding and involvement in learning activities.
- Enables the consistent monitoring of pupil progress and recognises and celebrates students effort, progress and achievement.
- Promotes learner self-esteem.
- Is standardised in accordance with awarding body requirements.
- Recognizes individual learning strengths and areas for development.
- Allows the learning process to advance and develop according to individual learner needs.
- Informs planning for effective and focussed lessons.
- Encourages self-reflection and evaluation.
- Provides regular constructive, analytical feedback.
- Informs reporting processes.

Formative Assessment

Formative assessment for learning is an integral part of the LIPA Sixth Form College assessment practice. It includes a range of informal assessment methods and has questioning at its heart. These methods provide ongoing feedback and demonstrate evidence of progression in learning. It supports learning through recognising difficulties, providing feedback and identifying objectives for future learning. Methods include both self and peer assessment, which encourage students to take responsibility for evaluating their own developments and to learn from analysing the progress of their peers.

Examinations and Formal Assessments

GCSE Maths and English

Formal internal assessment

Students go through formal internal assessment at the end of each half term. Following on from this assessment, students agree targets for the following half term's work. Students are also informed whether they are on-track to meet their initial and aspirational target grades based on the half term assessment score. For GCSE English Language, all students are required to prepare for a formal Spoken Language Endorsement assessment task as per the demands of the GCSE English Language specification. This takes the form of an assessed speech and question and answer session, the focus of which will be linked to the student's level 3 performing arts study.

External final assessment

There are two external exams for GCSE English Language and three external exams for GCSE Mathematics.

There are two GCSE exam sittings per year. These are in November and June each teaching year.

All GCSE students are entered for the May/June exam sitting each teaching year. Only those students who at initial assessment show readiness and capacity to improve by one GCSE grade in the two months between September and November are eligible to be entered for the November GCSE sitting.

UAL Qualifications

For all of the UAL Diplomas and Extended Diplomas studied at LIPA Sixth Form College students are assessed on a range of criteria across 8 and 12 units respectively. Units 1–7 of the Level 3 Diploma and units 9–11 of the Level 3 Extended Diploma are assessed internally and undergo the college's internal verification processes. These are subject to the UAL Awarding Body's external quality assurance. The final units of both the Level 3 Diploma and Extended Diplomas are internally assessed, and externally moderated against the assessment and grading criteria set by UAL. Standardisation events at LIPA Sixth Form ensure parity in terms of grading and judgements made.

Quality Processes

To ensure that quality standards in assessments are maintained at LIPA Sixth Form College:

- Assignment briefs and learner work undergoes internal and external verification processes set by the awarding bodies.
- External verification reports and key achievement data is shared with tutors, managers and governors and any actions required are promptly put in place.
- Classroom observations and learning walks ensure that areas for development are identified and that training and interventions are quickly actioned.

Managers, teaching and support staff will ensure that:

- All students, managers, teaching and support staff value and adhere to assignment processes
- Students are a part of the assessment processes through participating in and valuing self and peer assessment strategies.
- Students understand the set criteria and are given scaffolded support to have the opportunity to achieve at the highest possible levels.
- All managers, teaching and support staff do all that is possible to support assessments in the subjects of English and Maths.
- There are a variety of assessment opportunities present in each lesson.
- Students are a vital part of and understand the differences in the assessment *of* learning and assessment *for* learning processes.
- A planned assessment calendar is created and uploaded to tracking systems for each area.
- Feedback on student work supplies constructive praise and criticism and clear targets so that students are able to progress and develop their skills most appropriately to achieve the course criteria and realise their full potential in their subject area.
- Methods for presenting assignment evidence are differentiated to suit a variety of individual student learning needs.
- Individual assignment grading targets are set in accordance with the student's initial and aspirational target grades.
- Use data from assessments to inform planning for learning.
- Assessment data is recorded on tracking systems in a timely manner and is used to motivate and inspire students to set personal aspirational targets in tutorials.
- Parents are informed of student achievements, progress and targets on tracking systems and in student reports.

Continuing Professional Development

At LIPA Sixth Form College, all teaching and support staff will participate in:

- Intensive Continuing Professional Development weeks, where staff will advance their pedagogical knowledge and be updated in terms of current statutory requirements.
- Staff meetings where learner progress is discussed and curriculum is adapted and developed according to student needs and progress
- The sharing of staff and student skills so that there is a continually developing culture of learning and the growing of knowledge and experience.
- Information sharing regarding SEND, disadvantaged and Gifted and Talented students so that individual learning can be tailored most appropriately and necessary adjustments made in terms of learning and assessment.
- Receive support for developing teaching and in class support skills from managers, peer teachers and peer support staff so that teaching and learning is continually improving.

Documents Associated with this Policy:

LSFC Behaviour Policy Code of Conduct

LSFC SEN Policy

LSFC Admissions Policy

LSFC Health and Safety Policy

LSFC Essential Safeguarding Information

LSFC Safeguarding and Child Protection Policy

LSFC Equal Opportunities Policy

LSFC Attendance and Punctuality Procedures

LSFC Exam Centre Contingency and Adverse Effects Policy

UAL Level 3 Diploma and Extended Diploma in Performing and Production Arts