

LIPA  
SIXTH FORM  
COLLEGE

# Teaching, Learning & Assessment Policy

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## Purpose

The purpose of this policy is to provide a structure for the delivery of high-quality teaching, learning and assessment across all subject 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 the college's policies.

LIPA Sixth Form's central purpose is *"your progression either to work or further learning"* and our core values are the cornerstone of how our teaching, learning, and assessment are delivered. Our core values are: Integrity, Innovation, Inter-disciplinarity, Diversity, Equality, Transparency, Kindness and Good humour

LIPA Sixth Form College is dedicated to ensuring that our learners receive a high-level 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 teachers 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 teachers to have an in-depth understanding of each student's prior attainment, targets, learning needs, 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 teachers to embed these subjects purposefully and strategically into planning and delivery of learning sessions.

Teachers 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.

**This policy 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 aspirations 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.
- Cultivating employability skills through project based industry related learning 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 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 teacher 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 E Learning as appropriate.
- Be current and up-to-date in terms of industry practices.
- Follow relevant procedures in relation to Safeguarding 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 delivery of their course.

**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 careers advice and guidance (CEIAG) 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 i.e Google Classroom/MS Teams etc.
- A safe environment supported by specialist safeguarding staff, an inventory recording system, and college lanyards to ensure everyone in the building meets safeguarding requirements.
- The CPOMS tracking and reporting system for student concerns.
- A progress tutor who tracks individual learner progress.
- Monitoring systems to ensure that students are achieving set targets and course outcomes.
- Learning support sessions (individual and group) 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 communication 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 Music Performance and Production. These courses provide students with the knowledge, transferable skills and understanding necessary to access and progress to degree-level study or employment.

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 Diploma and two years for the

Extended Diploma. 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 and collaborative 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.

### **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 L3 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 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.

### **Spiritual, moral, social and cultural development**

Spiritual, moral, social and cultural development (SMSC) is central to the ethos of LIPA Sixth Form College. The development of SMSC and building the cultural capital of our students can be evidenced throughout the curriculum the PD programme, productions chosen as part of the curriculum, resources used in lessons, guest speakers, and visits to the wide range of the creative arts industries.

### **British values**

The five identified British values for schools (democracy, rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs) are represented through our college values: Integrity, Innovation, Inter-disciplinarity, Diversity, Equality, Transparency, Kindness and Good humour.

These are further developed in our curriculum and PD lessons, which aim to develop and embed the skills, habits, characteristics and qualities needed to secure longevity in careers in the arts.

These values and characteristics are explored and debated throughout a student's experience at LIPA Sixth Form College.

**Resources available to support curriculum delivery**

All departments store resources in Google Drive, Google Classroom, Office 365 and other platforms. In the arts specialist areas industry-standard facilities, equipment and resources ensure high expectations of the quality and standard of student work in preparation for working in the arts industries.

## 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 and GCSE awarding body standards. At LIPA Sixth Form College, students are involved in formative assessment processes, leading to a final summative assessment (Final Major Project). 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 (see Appendix 1).
- 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 assessment practice:

- 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 student progress and recognises and celebrates students' effort, progress and achievement.
- Promotes learner self-esteem.
- Is standardised in accordance with awarding body requirements.
- Recognises 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 focused 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 and the UAL qualification. 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**

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 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 formatively 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 and that a 'broad and balanced curriculum' is delivered:

- Assignment/Project briefs and learner work undergo internal verification processes and external moderation as requested by the awarding bodies
- External verification reports and key achievement data is shared with teachers, managers and governors and any actions required are promptly put in place.
- Work scrutiny
- Classroom observations and learning walks ensure that areas for development are identified and that training (CPD) and interventions are quickly actioned.
- Learner voice forums
- Link Governors for each area
- Departmental meetings
- Analysis of achievement and progress

### **Managers, teaching and support staff will ensure that:**

- All students, managers, teaching and support staff value and adhere to assessment 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 distributed for each area.
- Feedback on student work supplies constructive praise and criticism and identifies clear areas for development so that students know what they need to do to improve their performance.
- 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.
- Data from assessments is used 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 and parents evenings.

## 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 high achieving 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 Child Protection and Safeguarding 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
- UAL Level 3 Diploma and Extended Diploma in Music Performance and Production

## Appendix 1

### Target Setting at LIPA Sixth Form College (UAL Qualifications)

#### Our Philosophy:

The purpose of target setting for all students at LIPA Sixth Form College is to provide direction and motivation. Target setting is the process of setting goals that are specific, measurable, attainable, relevant, and time bound. Students will know what their minimum target grade is – this will be a realistic, achievable grade based on their starting point. Feedback from teachers makes them aware of how they can improve their work and achieve or exceed their target. Parents / Carers are informed of a student's targets. They have regular opportunities to talk about their young person's progress towards their target.

Our target setting is ambitious, placing no barriers or ceilings on any student, all students can achieve beyond their current potential. The assessment and target setting process is designed to support this belief and to ensure that the target setting, and assessment processes are transparent and rigorous.

Our aspiration is that all learners should leave LIPA Sixth Form College with a UAL Diploma or Extended Diploma qualification and English/Maths GCSE grade 4 and above (if this has not already achieved at enrolment).

#### Target Setting

##### *Rationale for target setting*

Target setting is a significant strategy for improving achievement with the student at the heart of the process. Target setting is how we identify specific and measurable goals that help to improve the standards achieved by our students. Target setting also allows us to ask some key questions about the performance of our college.

These are:

- How well are we doing?
- How well should we be doing?
- What more should we aim to achieve?
- What must we do to make it happen?
- What action should we take and how do we review progress?

##### *Target Setting Process*

In the Autumn term, targets are set for all students. In the Summer term adjustments can be made for a year 1 student, if necessary, where a student is regularly performing above their minimum target grade (also known as the 'Initial Target Grade' or ITG).

Target grades (Initial Target Grade) are set in Year 1 using KS4 assessment data (average GCSE point score), student's audition score and a subject specific initial assessment using UAL grading criteria. Our 'Initial Target Grade (ITG) is a minimum target grade for that student dependant on their 'score' across all three assessments. *(See table below for ITG calculator)*

The ITG is a minimum target grade to ensure all students make at least expected progress, considering their starting point.

A student will also be issued with an 'Aspirational Target Grade (ATG)' by their Head of Subject. This is not a minimum target but a target that they could achieve if they work hard. We believe in encouraging students to be aspirational and not to set a limit on what they can achieve. We ask teachers to think about how well a student could do if they consistently worked their hardest for the duration of the course. This target becomes a student's Aspirational Target Grade (ATG).

### **Assessment**

Feedback from teachers makes students aware of how they can improve their work and achieve their ITG and ATG. All students will have a clear understanding of what their targets are and more importantly, where they currently are, in terms of reaching their ITG and ATG.

#### *Assessment for Learning v Assessment of Learning*

Assessment for Learning (Formative assessment) is one of the most important purposes of assessment as this is used to assess student understanding and inform teaching strategy.

It is distinguished from the assessment **of** learning (Summative), which is carried out for grading and reporting.

#### *Feedback to Students – Reviewing Teaching and Learning*

Throughout each unit of work, feedback focuses on the student's learning and progress and includes both oral and written feedback as appropriate. It ensures that students understand their achievements and how this relates to a grade and know what they need to do next to improve and make further progress.

Students are given dedicated time to respond to feedback in 1:1s with their progress tutor in tutorials as well as in lessons. Teachers will provide constructive suggestions about ways in which the student might improve their work in the form of personalised targets. Teachers will use this information to adjust future teaching plans. Teachers/Progress tutors will follow up the targets with the student to see how far they have achieved them in 1:1 session.

Assessment criteria will be in student-friendly language and show how each statement relates to a level or grade of performance using UAL criteria.

Students understand that it is their responsibility to move their learning forward and that their Initial Target Grade (ITG) is the minimum expected achievement of them as learners at LSFC.

#### *Assessment Data*

All summative assessments (FMP) will result in a UAL grade. These will not be shared with students as per Ofqual guidelines however, students will be aware of their level of performance as they move through the course in their formative assessments/units.

Evidence from assessments against UAL criteria, will be kept by the teachers and Head of Subject, as a record of the achievements of each student. Formative assessment feedback can also be used to evidence and review learner progress and inform improvement.

### **Monitoring and Tracking**

Parents/guardians are informed of their young person's targets. They have opportunities to talk about their young person's progress towards his/her target.

In both the Autumn/Winter and Spring Term all students are monitored against their minimum UAL target at 'Progression Points'.

Teachers will use their collection of assessment data to make professional judgments for each student and progress tutors will give feedback during 1:1 sessions.

There will also be detailed reports sent home for both Year 1 and Year 2 students and annual parents' evenings.

Example of how ITG is calculated:

GCSE Points (8)	Audition (18)	Perf (6)	Song (5)	Tech (5)	Business (6)	Total Score (48)	ITG Score (TS/6)	ITG	ATG
5.8	10	2	4	3	5	29.8	<b>4.9</b>	Pass	Merit
6.3	15	3	3	4	5	36.3	<b>6.0</b>	Merit	Distinction
4.9	7	2	2	3	3	17.9	<b>3.7</b>	Pass	Merit
5	17	3	4	4	5	31.0	<b>6.3</b>	Distinction	Distinction
4.3	14	3	2	3	3	29.3	<b>4.8</b>	Pass	Merit
5.8	14	5	3	3	5	32.8	<b>5.5</b>	Pass	Merit
5.7	16	3	3	3	5	35.7	<b>6.0</b>	Merit	Distinction
4.3	17	5	3	3	3	35.3	<b>5.9</b>	Merit	Distinction
3.7	16	5	3	3	3	31.7	<b>5.3</b>	Merit	Distinction
4.3	10	2	2	2	3	23.3	<b>3.9</b>	Pass	Pass

#### ITG Score > ITG

6.2 and above > Distinction

5.0 to 6.1 > Merit

0 to 4.9 > Pass