

QUALITY OF EDUCATION POLICY

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QUALITY OF EDUCATION POLICY

1. Purpose

The purpose of the policy is to provide a structure and a common approach to teaching and learning at Wyke Sixth Form College so that leaders, teachers, wider pastoral and parents/carers can inspire and support all students to achieve exceptional success.

It gives guidance and a framework, but is designed to allow subjects, departments, and teaching staff to apply the principles in their own areas as subject specialists.

Underpinning the policy are the College's agreed Teaching and Learning Principles (colloquially known as 'The Wyke Way') that summarise the College's expectations for the quality of teaching and learning. These principles are intended to be a subject-agnostic framework that provide an overview of the core aims of excellent teaching, and can be found as **Appendix 1**.

2. The Wyke Curriculum

The curriculum offer at Wyke is extremely well structured and is designed with a clear rationale for the study programmes that students follow.

The curriculum is planned and considered to offer a balanced Wyke Experience that includes excellent Quality First Teaching within a well-sequenced curriculum.

The curriculum also includes pastoral provision, individually tailored additional support where required, careers advice and guidance embedded into all aspects of the curriculum (including industry exposure) and enrichment opportunities that enhance students' personal development.

3. Curriculum Planning

3.1 Curriculum Sequencing

The curriculum in each area should be sequenced with the transmission of knowledge and development of student skills (including application of this knowledge) in mind. Teachers, leaders, and students should know the goals for the curriculum, the main concepts students should know, and the skills they will develop.

All teaching staff should also be aware of when and why specific topics are taught and assessed, with a clear rationale for the sequencing of the curriculum and its assessment methods.

All subjects produce a Big Picture Plan (BPP) for each cohort group taught. These documents provide a week-by-week headline overview of topics/components studied, including key assessments of student learning and a brief overview of the Scheme of Learning that will be followed. *Examples are available in the Curriculum area of the Wyke Staff channel on Microsoft Teams.*

To ensure students are aware of the main concepts learned and skills developed, BPP are shared with students and displayed in subject areas. Subjects should share these with students regularly and update them according to progress. It is important that teachers and leaders focus on planning for the development of knowledge and skills over the course of a sequence of lessons and not just the planning of individual lessons.

Subjects also produce Schemes of Learning (SoL) that outline the order in which specific topics will be taught, assessed, and reviewed. These schemes are not meant to be lesson plans but to show an overview of what will be taught and when it will be taught, including an overview of assessments, additional considerations and opportunities for wider personal development.

The following elements should be included in SoL and planned for:

- a. Week commencing / dates;
- b. Unit / topic covered (which component / paper / assignment linked to);
- c. Learning aims / Assessment Objectives / Criteria (if relevant);
- d. Skill development and focus;
- e. Directed Independent Learning (DIL);
- f. Planned retrieval (If applicable to the topic / component);
- g. Assessment checkpoints and deadlines (To include NEA or Yr2);
- h. Key Dates (College-wide activity, 121 Week(s), Quality Calendar & Subject specific);
- i. Exam dates;
- j. Planned Dedicated Improvement Reflection Time (DIRT);
- k. Opportunities For (Trips / Speakers / Visits / EDI / BV);
- l. Resource links (Optional).

A SoL should be produced for every cohort. Although a college template is available, subjects have their own choice of presentation providing the information above is considered. *Examples are available in the Curriculum area of the Wyke Staff channel on Microsoft Teams.*

Evidence from cognitive science makes clear that retrieval of previously learned material is essential in the retention of knowledge over time and as such is a powerful learning strategy. Subjects should therefore plan opportunities for students to complete spaced retrieval practice in addition to the delivery of 'new' content. Additionally, the acquisition of new knowledge is supported by making connections between new knowledge and the relevant pre-requisite knowledge students have previously learned. It may therefore be sensible in some subject areas to link the assessment of prior knowledge and retrieval. Subjects are not expected to have a separate retrieval plan - and this is highly likely to vary from one class to another in response to assessment - but they should plan for it as part of the SoL.

Teachers and leaders should regularly consider and review the curriculum sequencing, placement and content of assessment and effectiveness of retrieval practice, modifying the BPP / SoL in response to the outcomes of internal and external assessments, learner voice and the perspectives of teachers / subject experts. Teachers and leaders should also review text choices, extension tasks, knowledge organisers, assessment methods, and general teaching practices regularly in light of the same data.

Within the BPP / SoL, the placement of individual lessons and progress through the curriculum should be responsive to the feedback received from formative assessment and retrieval practice.

3.2 Assessment Plans

Students should be aware of the components of their qualifications that contribute to their final grade, including how they will be assessed to achieve each qualification.

Prior to the start of the academic year, all subjects will create a plan that outlines the assessments undertaken by their cohort(s) for the academic year known as a Scheme of Assessment (SoA). The SoA should highlight major topic checkpoints, larger internal assessment windows, NEA / assignments and any formal summative assessments. It is expected that Vocational courses produce a SoA that covers the internal assessments that students complete as part of the preparation for any externally assessed unit. External exams / assessments are also included within the SoA.

At the start of the course, and again at the start of each term, all students should receive the subject's updated SoA. This will indicate when the assessment window will be for each assessment, how it will be assessed and what possible topics might be included. This will enable students to fully prepare for their formal assessments.

Any assessments students complete that provide evidence of student progress prior to the final end-point assessments should:

- a. Be clearly indicated on the SoL;
- b. Only assess students on content that has been taught;
- c. Mirror the breadth, depth and balance of content that is assessed in end-point assessments;
- d. Be marked / assessed in accordance with the standard used by exam boards / awarding bodies.

All subjects set some form of transition work for year 11 applicants ("Wyke Start Summer Work"). This is to prepare students for their journey at Wyke and forms part of the initial assessment of students. Additional initial assessment and diagnostic assessment should be planned and feature in schemes of learning and assessment plans. These assessments should be able to identify gaps in knowledge covered in lessons since the student started at the College, as well as highlighting any skills gaps students may have from their education prior to Wyke.

Subjects should follow the published "Quality Calendar" (QC) for the dates of any College wide formal assessment windows, progress reviews and grade transmission. Subjects are encouraged to assess students regularly rather than to build their assessment plans around the QC, and are reminded that assessments of student progress are not limited to the weeks prior to progress point deadlines. It is expected that assessment is sufficiently regular and that new evidence on student progress can be used to make fresh judgements at each progress point. Vocational courses should also use this calendar to support them with their assessment plans.

As part of the student progress system, subjects are required to report on student progress using a range of evidence. These Progress Points are clearly marked on the QC. Evidence contributing to the grade / score that students receive could include topic assessments and formal assessments, as well as the assessments students sit during the College wide exam series each term. Evidence used to generate progress point scores / grades should not include work that students have completed without teacher supervision (e.g. homework, independent study or DIL), with the exception of NEA.

3.3 Careers Plans

All subjects have a planned "Careers in the Curriculum" programme for the academic year. This follows the College wide careers programme timeline.

The Careers in the Curriculum programme ensures that students are taught key skills that are embedded within their taught curriculum. This allows students to see the link between the acquisition of knowledge and development of skills across their subjects and recognise that some knowledge and skills are transferable.

Teachers should regularly review and reflect on the development of these skills with students.

Information Advice and Guidance (IAG) on next steps is also planned for, notably through curriculum 121s following larger assessments – this should follow the College wide careers programme timeline.

Where possible, visits, trips, guest speakers and all IAG should be planned and included in the 'key dates' section of the SoL and the careers in the curriculum plans.

3.4 Tracking and Monitoring Progress

Subjects must have internal tracking and monitoring systems that they use to feed into both the College wide progress system and the behaviour management system.

Where applicable, student progress in all subject Assessment Objectives / skills is tracked and progress against these is monitored across the length of the study programme. This data is captured on departmental progress trackers - assessment outcomes and judgements of progress are then uploaded to the College wide system to allow monitoring of progress.

Student completion of intervention work set and attendance at support / stretch and challenge sessions should also be tracked and monitored.

Directed Independent Learning is tracked, and completion is monitored by the subject area in line with the DIL policy (*Section 4.3*). The completion of DIL is one of many factors that is used to assess student Attitude to Learning (AtL / A2L).

To support students transitioning to Level 3 study, subjects should plan for regular resource checks with students. This could take the form of folder and resource checks, sharing WAGOLL resource banks and other methods of QA.

3.5 Planned Intervention

All subjects will have planned intervention for the academic year, although many interventions and support are reactive to student progress.

Students identified using the progress system as underachieving should have appropriate actions or interventions directed for them to complete to secure their achievement. Students that are underachieving can be identified by: a progress score of 3 or lower (indicating performance 2 or more grades below their MEG or risk of failure); a working grade 2 grades or more below their MEG; a working grade of an E or U (or equivalent for vocational courses). All tracked and structured intervention should be communicated to the pastoral team by completing a 'Progress Point' record using the College eRecord system at the point of entering any of the above progress scores.

3.6 Enrichment

All students receive enrichment throughout their curriculum as part of the careers in the curriculum programme and the Wyke Experience programme, but students should also engage in extra-curricular enrichment.

Enrichment is a compulsory part of a student's study programme at Wyke which equips them with the skills and techniques that are designed to develop student character and confidence to prepare them for their next steps.

All "subject areas" are expected to offer some form of enrichment that goes beyond the curriculum (extra-curricular) to further develop students outside the limits of exam specifications.

Enrichments can vary in length (Full year, termly, half termly, single ad hoc events or sessions). An up-to-date overview of the College's [enrichment programme](#) is available online.

4. Wyke Teaching & Learning Framework

Teachers make the education of their students their first concern and are accountable for achieving the highest possible standards in work and conduct.

All teachers:

- a. act with honesty and integrity;
- b. have strong subject knowledge;
- c. keep their knowledge and skills as teachers up to date;
- d. are self-reflective;
- e. forge positive professional relationships;
- f. work with peers, parents/carers in the best interests of their students.

At Wyke our teaching & learning framework is based on pedagogical research and is underpinned by the [SFCA professional teaching standards](#). It is expected that all teachers meet these statutory

expectations during initial teacher education and continue to exemplify these principles post-qualification.

4.1 The SFCA Professional Teachers' Standards state that all teachers at Wyke must:

Standard 1 – Effective Teaching and Learning

S1.1. Set high expectations which inspire, motivate and challenge students

S1.2. Promote good progress and outcomes by students

S1.3. Demonstrate good subject and curriculum knowledge

S1.4. Plan and teach well-structured lessons

S1.5. Adapt teaching to respond to the strengths and needs of all students

S1.6. Make accurate and productive use of assessment

S1.7. Manage behaviour effectively to ensure a good and safe learning environment

Standard 2 – Professional Characteristics

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 professional responsibilities and conduct throughout a teacher's career.

S2.1 Professional Responsibilities

S2.2 Personal and Professional Conduct

4.2 Teaching & Learning Principles

To support all teachers in ensuring their teaching meets the SFCA Teachers' Standards and promotes the best possible progress for their students, the College has developed its own set of teaching & learning principles based upon research-led pedagogy. These principles are informed particularly by work conducted by Rosenshine, Wiliam, Lemov and the EEF.

Many of these principles are based on our understanding of cognitive science and research into strategies used by effective classroom practitioners. At heart, these principles promote [Quality First Teaching](#) through explicit instruction and regular checking for understanding. This allows teachers to adapt their teaching to the needs of their class to ensure that all students make progress.

These teaching and learning principles are often referred to colloquially as 'The Wyke Way,' and can be found as **Appendix 1**.

4.3 Directed Independent Learning (DIL)

All subjects must set Independent Learning activities with the aim of developing knowledge and understanding, academic and practical skills, as well as independent study skills. This will ultimately enable students to achieve exceptional success.

It is expected that students will engage in at least 4 hours of independent learning a week (outside the classroom) in each of their subjects. At least 2 hours of this independent learning will be directed and tracked by their teacher, and this is known as DIL.

Techniques and tasks will vary between subjects; some subjects may direct students to complete more retrieval or independent practice, while others may use more review, preview, note consolidation techniques or essay planning tasks. Whichever techniques are used, students of all backgrounds should be able to access the learning tasks independently or by making use of the College resources provided

Directed Independent Learning is planned and will be used to evidence attitude to learning.

Independent learning activities are a key tool and may include:

- a. Preview (Before lessons):
 - Watch videos, read articles, answer questions, summarise a text, think of questions;
- b. Current application of knowledge:
 - Assessments, assignments, past papers, testing, independent practice;
- c. Reviewing after each lesson:
 - Preparing revision notes, topics on page, test cards, consolidation activities.

Work should be set at the level that students have developed in lessons, but extension and challenge tasks can be set that go beyond the classroom standard where appropriate.

Independent learning tasks do not need to be marked; however, the students must see the value of them if they are to be meaningful.

Each subject implements its own marking policy on independent learning.

These types of activities support the College's aim of raising student achievement and provide further opportunities for 'stretch and challenge' and independence.

5. Assessment & Feedback

5.1 Formative assessment and retrieval practice.

Formative assessment is a planned but reactive ongoing process used by all teachers in every lesson. It provides feedback to teachers on the extent to which students have understood the knowledge covered, and it is therefore the most crucial type of assessment as it informs the next steps for teaching and learning.

Teachers should use a variety of formative assessment in lessons and when directing independent learning tasks.

The aims of formative assessments are to:

Aid later retention;

- a. Highlight gaps in K&U;
- b. Support the learning process;
- c. Provides teachers with feedback;
- d. Encourage students to study;

- e. Helps transfer knowledge to new contexts.

Some examples of formative assessment and retrieval practice are:

- a. Regular Q&A – asking lots of questions while explaining a new concept allows teachers to check the understanding of all members of the class;
- b. Using mini-whiteboards – a useful tool that allows you to ask the same question and get answers from every member of the class rather than just the individual asked;
- c. Multiple choice;
- d. Short answer past paper questions;
- e. Frequent but low stakes testing, including quizzes completed as a starter activity;
- f. Essay planning;
- g. Weekly quizzes;
- h. Discussions and debates.

Subject areas are highly encouraged to discuss formative assessment strategies during department meetings and share good practice.

5.2 Formal & summative assessment

Formal assessments are any assessments used as evidence to measure student progress on their chosen course. Such evidence is used to report on the College wide progress system.

Subjects will conduct regular planned formal assessments with the aims of:

- Improving and assessing students' long-term memory and development;
- Enabling teachers to assess student understanding and progress;
- Allowing leaders to track progress of students and put in place any necessary interventions.

Subjects decide when these formal topic assessments take place. These should be planned and identified on schemes of learning and schemes of assessment. These are shared with students at the beginning of the year and during each term.

Students should complete formal assessments with the provision of any required exam access arrangements in line with their 'normal way of working' to ensure that they are an accurate reflection of student knowledge and understanding.

Formal assessments successfully focus students on revision, retrieval and progress. Following these regular assessments, students may receive intervention or support to improve or challenge them further and may attend additional sessions to help them achieve exceptional success.

Outcomes from these assessments will be used to report on student progress during progress checkpoints as per the Quality Calendar.

Formal internal exam assessment windows occur twice during the academic year for each A Level cohort. Subjects are to plan for students to be assessed during these windows using the Quality Calendar.

Vocational subjects (including AAQs) may sometimes make use of some of these assessment windows to assess students in a more formal environment than classroom assessments. Due to the different methods of assessment used in vocational courses, each subject will devise its own individualised scheme of assessment to meet the needs of its students.

These assessments are marked at an appropriate standard and feedback, actions and targets for improvement are discussed with students afterwards.

The grades achieved in these exam assessments are recorded on the College's online student portal which students, parents and progress tutors can access to monitor the levels of progress in each subject.

Feedback on assessed work follows the College's principles of feedback (section 6) and should enable students to know precisely what they have done well and what they need to improve, including next steps and actions to take to ensure this improvement.

Students who are not progressing with their studies will be highlighted, leading to a wide range of supportive interventions being put in place.

Moderation and standardisation should take place during the College formal examination assessments where required.

Results analysis will be conducted during internal examinations and any specific course or class interventions will be applied if required.

For further details on Assessments, Exams and NEA please see:

[Exams Policy vNov25.pdf](#)

[Non-Examination Assessment Policy vJun26](#)

6. Feedback and Marking

Feedback is information given to students on their performance relative to learning objectives or goals (learning intentions). It should aim to improve students' learning, redirecting or refocusing the students' actions to achieve these goals. This feedback can be verbal, written or can be given through digital technology.

The College feedback approach centres around all students being able to respond to three specific questions:

1. "What am I doing well in this subject?"
2. "What do I need to do to improve in this subject?"
3. "Where am I going?"

There is no 'one size fits all' way to give feedback or mark, so the policy recommends that all marking should be driven by professional judgement and be "meaningful, manageable and motivating."

Each subject will have its own policy for marking & feedback that is firmly rooted in the principles outlined below.

The College's principles of feedback stem from research provided by [Education Endowment Foundation](#).

1. Lay the foundations for effective feedback;
2. Deliver appropriately timed feedback that focuses on moving learning forward;
3. Plan for how students will receive and use feedback using action feedback.

Teachers will set learning intentions on where students are going, introduce learning goals or criteria.

Feedback given should relate to the learning goals or success criteria that have been shared with the students.

Feedback should be timely but due to the limited research, the College does not stipulate a timeframe. When deciding on when feedback should be given, teachers and leaders should consider:

- a. Teacher workload;
- b. Task conducted;
- c. Students who are receiving the feedback;
- d. Specific class.

The key purpose of feedback and marking is to move learning forward and enable students to make progress.

Feedback should be directed towards the:

- a. Task - probing questions / correct / incorrect / advice;
- b. Subject - underlying task processes used in subject;
- c. Self-regulation - probing questions on planning, monitoring, and reviewing.

Feedback less likely to move learning forward will be personal or comment on a student's innate ability.

Feedback should cause students to think and be more work for the student than the teacher.

Feedback should include actions either prescribed by the teacher or created by the students during DIRT. Subjects are highly recommended to use ["Action feedback"](#).

It is highly encouraged for teachers to regularly engage in discussions and model feedback with students.

Subjects should allow for Dedicated Improvement and Reflection Time (DIRT) to encourage feedforward. This time should be evident in Schemes of Learning, and it is at the subject's discretion as to which assessments this is conducted.

Subjects are encouraged to use exam wrappers after examinations to help support this process.

Only significant pieces of work or assessments will need to receive detailed written feedback from the teacher. This is determined by the Head of Subject and should be evident in the SoL or SoA.

Marking frequency will vary from subject to subject, but each subject is encouraged to apply the feedback principles to their own context.

Where appropriate, teachers are encouraged to follow "William's four quarters marking" to support with workload.

Curriculum and subject leaders are responsible for monitoring the quality and frequency of feedback from teachers working within their team. It is expected that strategies used to monitor the quality and frequency of feedback & marking includes a process of peer moderation in calendared subject team meetings on at least a half termly basis.

Work scrutiny conducted by curriculum leaders and Faculty leads also supports the quality assurance of marking and feedback.

Subject specific feedback and marking policy should be visible in course booklets and identified to students as part of the induction process.

All students will receive formal curriculum 121's after College wide assessment windows.

7. Quality Assurance

This section includes all curriculum quality assurance processes, outcomes and actions that are used in supporting individual subject and department Self-Assessment Reviews. It enables an in year building of evidence to support HoS to further develop their provision. This evidence and the summary of which feeds into and underpins the judgements in the College SAR. The review and analysis process informs subject planning, along with whole College, department, and individual development requirements.

The College quality calendar is reviewed each year by the College Leadership Team (CLT) which all subjects and teachers follow to enable us to report on many of the curriculum KPIs.

Quality assurance takes place using the following practices:

- a. Self-Assessment Report;
- b. Key performance indicators & performance data;
- c. Performance & QIP reviews;
- d. Observations of Teaching Learning and Assessment (OTLA);
- e. Learner Voice & forums;
- f. Work Scrutiny;
- g. Curriculum Reviews.

7.1 Self-Assessment Report

This is a central document that summarises evidence from all monitoring and evaluation processes and provides a judgement on the subject's performance in terms of quality of education, behaviour and attitudes, personal development and leadership and management.

The judgements made, feed into the whole College SAR, subject planning and whole College training priorities. The Overall Effectiveness Statement that sits at the top of the subject SAR as well as the curriculum review process summarises the strengths and areas for development in each subject based on all the evidence available to them.

7.2 Key Performance Indicators & Performance Data

Performance and progress data are reviewed every 4/6 weeks by the SLT, CLT and HoS. The purpose of the data and report dashboard is to enable leaders to track and monitor in year performance of each subject across a range of measures. This can help provide evidence for in-year interventions that may be required that have not been identified through other processes. These KPIs are also reported to the College Corporation.

7.3 Performance & QIP Reviews

Performance & QIP reviews take place each term; initially following the summer results in line with the Subject SAR reviews in October, and again in the winter and summer terms following key progress data collection points.

Updated documentation, data dashboards and spreadsheets are produced looking at KPIs such as performance data, attendance and teaching & learning reports. The P&Q review meetings focus on discussion around the subject's Quality Improvement Plans and performance data. The QIPs should be as concise as possible and focus on the evidence required for reviewing the actions.

Actions and a summary of these reviews feed into the College SAR and are reported to the College's Curriculum and Quality Committee three times a year. Quality Improvement Plans are written at the beginning of the year but are fluid documents that can be amended based on emerging needs in each subject.

7.4 Observation of Teaching, Learning and Assessment (OTLA)

OTLA is a key mechanism for ensuring that students receive the best possible experience and make exceptional progress. They:

- a. Aid in identifying cross College, department specific or personal development needs;
- b. Provide an opportunity to facilitate improvement through action plans, support, challenge, and professional development;
- c. Support in the quality assurance of teaching & learning;
- d. Provide evidence to other external agencies.

Please see **Fig. 1** below that describes each OTLA process (including any developmental OTLA).

Teachers are not expected to produce lesson plans, information packs or resources for any of the OTLA processes. Evidence of planning can be seen in the tasks completed, SoL and resources that students are using.

Any write up of QA OTLA is made in relation to the College's Teaching and Learning Principles that support teachers in meeting the [SFCA Teachers' Standards](#). It is not expected that an OTLA will provide evidence of meeting each principle / standard, however if concerns are raised (and evidence is provided in the write up) or there is no evidence of planning, support will be provided by the HoS and the opportunity to demonstrate the Teachers' Standards through re-observation will be provided.

If concerns are still present, informal support processes will be put into place with the CD/AP in the form of an action plan.

7.5 Learning Walks

All leaders from across the College are encouraged to conduct learning walks regularly to "get a feel" for what is going on in subjects and around the College. Learning walks may be generic or have a specific theme. They are not officially part of the QA process although may form part of quality assurance if there is no evidence of planning or concerns.

Findings from learning walks are still shared with CCLT members, subject leaders, and teaching colleagues via email reports.

Purpo	OTLA – Quality Assurance / Teacher Development						
	Varied purposes – personal development, department development, quality assurance, inform personal / subject / faculty / College CPD						
	OTLA Type	Context		Observer/s	Focus	Frequency	Impact
Quality Assurance OTLA	New staff observation						
	New Staff Observations	Induction and introduction to the Wyke T&L Policy 1x by Line Manager 1 x by SLT		Line Manager & SLT	T & L Themes Identify any AoD	All new staff to be observed x2 in their first 6 weeks of teaching.	Verbal & written feedback Include next steps / AoD (e.g. peer observations, T&L discussions with Line Manager) If concerns raised, then follow the concerns process
	Observation process						
	Observation of T&L	All teaching staff to receive x 1 OTLA in Term 1 40 – 60 minutes Announced by observer		Line manager CLT member	T & L Themes Identify any AoD Quality Assurance	X 1 in Autumn Term	Verbal & written feedback Include next steps / AoD (peer observations, T&L discussion with Line Manager) If concerns raised, then follow the concerns process
	Concerns process						
	Concerns raised over T&L	If concerns raised during OLTA then the re-observation process initiated	Initial support from the HoS / Line Manager will then be followed with a reobservation within 2 weeks (if applicable)	Line Manager CLT member	Observation and process is supportive and focusing on development	Reobservation within 2 weeks (if applicable)	Verbal & written feedback Include next steps / AoD (peer observation, T&L discussion with Line Manager) If still concerns, more regular support process implemented (T&L coach or mentor to support development) (Line Manager & CLT)
Developmental	Learning Walks						
	Learning Walk	All teaching staff to receive (minimum) x 4 Learning Walks across academic year 10 - 20 minutes Mix of announced/ unannounced		Line manager	T & L Themes Comment on progress against AoD Developmental	Minimum x 4 per academic year	Written feedback Include next steps / AoD (e.g. peer observations, T&L discussions with Line Manager) Can include verbal feedback

Lesson Visits						
Lesson visits	Inform leaders about what is going on Theme could be generic or specific Short lesson visit		All leaders	Student behaviours T&L Themes	All year	Written feedback given (Teacher, line manager and curriculum leaders)
Curriculum Reviews						
Curriculum Review Lesson Visits	Forms part of the Curriculum Review process Identify subject T&L themes / AoD		CLT Line Manager	Curriculum review team to identify subject T&L themes	Every 2 years or if identified during SAR or QIP review process	Verbal & written feedback Strengths / AoD / Next steps
Peer observations						
Peer observations	Focusing on own personal development. Self-owned and non-directed	Peer observations involve optional lesson visits to observe teaching & learning	All teachers	Development of classroom pedagogy	Optional	Develop teaching & learning Peer reflection Self-owned outputs

7.6 Learner Voice and Learner Voice Forums

Students complete an online curriculum-focused questionnaire twice a year to support subjects to review student experience.

Students complete one per subject (or equivalent) and respond to questions focussing on teaching & learning, assessment & feedback and careers and skill development.

Results are analysed with teachers and leaders using the feedback from these questions to further investigate themes and make in-year adjustments or course developments to support and challenge students further.

7.7 Learner Voice Forums

As part of the quality cycle all courses are to conduct learner forum meetings with a selection of students from across the course. This forum can be used to ask questions about assessment, delivery of courses, improvements, trips, extra-curricular activities, careers and skill development, access to resources, revision ideas or any other areas that are of interest to developing improvement plans within the subject area. Leaders have the freedom to create questions based on their own departmental priorities but are expected to develop lines of enquiry using the outputs of online curriculum questionnaire data.

Subjects can complete one of the following face-to-face Learner Voice exercises during the window. Subjects only need to complete one meeting for all cohorts within a subject unless they decide otherwise. For this exercise, vocational subjects of different sizes could be combined into one 'course'. A similar principle applies to e.g. Applied Science AAQ/BTEC, Visual Arts, Accounting/Economics and MFL. If subjects are combined, each course should be represented in the student group.

All subjects have the choice over which approach is used but some examples are below. Following the meeting, a set of notes and/or actions will be written up onto learner voice forum document. This document will then be uploaded.

The themes and actions from the forums are then shared with students and actions reflected on.

7.7.1 Focus Forum

Selection of students from across the department will meet to discuss emerging themes and suggestion for improvement. HoS or teaching staff representative to lead the discussions and make notes.

7.7.2 Class Reps

Each class is given questions and class reps ask these questions to the class without the teacher present. The reps then meet and discuss the responses with HoS or teaching staff representative.

7.7.3 Subject Student Executive

Representatives from across the subject meet and discuss issues. This is led by the students with a scribe (also a student). The paper is then presented to the HoS or teaching staff representative.

The subject is free to choose the questions or issues to be discussed which they feel are most appropriate for their area. Sample questions can be provided.

7.8 Work Scrutiny

The aim of the work scrutiny is to reflect on the quality of our students' work, learning journey and the impact that feedback has on their success and progress.

The College's work scrutiny approach centres around two main principles:

1. Are we able to see that learners know more, and can they do more across time from discussions, their work, assessments, and notes?
2. Are the knowledge and skills they have learned well-sequenced, and developed incrementally to support them to embed these skills and knowledge?

Work scrutiny will be formally conducted across the College as per the QC but subjects are encouraged to have regular meetings on this topic.

When the reviews have been completed, a discussion between the course teachers should consider the general strengths and areas for development in relation to assessments, feedback, and actions.

7.9 Curriculum Reviews

The aim of a curriculum review is for all leaders to gain a deeper understanding of a curriculum area.

Subjects will undergo a curriculum review once every three years or if highlighted and identified during the annual SAR process or in year quality processes and QiP review meetings.

Some subjects could be chosen if they are a priority for development or a strength of the College to facilitate sharing or practice.

CLT members along with HoS will organise and implement the curriculum review. It is highly encouraged that leaders not directly involved in the curriculum that are receiving the review, observe and engage in shared practice.

There are six essential parts to the curriculum reviews all aimed to identify areas of strength and any focus points for future development:

- Discussion with the HoS;
- Discussions with teachers;
- Lesson visits;
- Meeting and discussion with students;
- Work Scrutiny;
- Feedback and close out meeting.

The member of CLT (review lead) will give feedback and a summary of findings shared for discussion and possible future actions.

Findings will lead to further developments or be shared at curriculum development events.

8. Inclusive Practice

Wyke Sixth Form College is wholly committed to meeting the needs of all learners, particularly those with additional/special educational needs and disabilities. Transitions from year 11 are well supported in a timely manner, with additional opportunities provided to students, parents/carers, partner schools and other stakeholders to visit the campus, speak to specialist staff and discuss their individual needs.

All staff are aware of the requirements for Quality First Teaching and the requirement to meet learners' needs in an anticipatory manner. Teacher CPD makes use of research that supports all students to make progress - particularly those with SEND – according to the principle that techniques that support our students with SEND to be successful will also be effective for our students without SEND.

The ALS team offer a wide range of support. This includes the development of a wide range of skills in the context of students' individual programs of study. Students are also supported to develop socially, emotionally, and culturally through a series of tailored enrichment opportunities.

Transitions into Post-18 pathways are also well supported through the delivery of a Preparation for Adulthood enrichment course, which is aimed primarily at those with high level needs and EHCPs – see [SEND Policy vNov25](#)

Once students begin their learning journey with us, they are carefully monitored, both academically and pastorally in order that support can be put in place when needed. This support could include 1:1 sessions with a member of the ALS team or group interventions. Exam access arrangements may be identified as necessary to support students where relevant long-term and persistent needs are present. These should align with the student's normal way of working in the classroom to support each student to demonstrate their knowledge and understanding in an equitable manner. For more information, please see the relevant sections of the Exams Policy and SEND Policy.

All teachers are proactive, responsive and adaptive to meet the needs of our students.

9. Monitoring and Review

9.1 This policy will be monitored by the College's Policy Review Group.

9.2 This policy will be reviewed annually.

10. Related College Documents

Documents related to this policy are:

- Additional Learning Support/Special Educational Needs
- Blended Learning Policy
- Support of Initial Teacher Education
- Support of Early Career Teachers
- Exams
- Staff Development
- Assessment
- Plagiarism

Equality and Diversity

This policy has been reviewed to assure the promotion of equality on grounds of gender, gender reassignment, sexual orientation, race, religion or belief, disability, age, marriage and civil partnership, and pregnancy and maternity. The review deemed it to be compliant with the College's Single Equality Scheme.

General Data Protection Regulations

This policy has been reviewed and is compliant with the General Data Protection Regulations and the College's Data Protection Policy.

APPENDIX 1: 'THE WYKE WAY' – TEACHING AND LEARNING PRINCIPLES

To support all teachers in ensuring their teaching meets the SFCA Teachers' Standards and promotes the best possible progress for their students, the College has developed its own set of teaching & learning principles based upon research-led pedagogy. These principles set out the core considerations when planning a lesson, sequence of lessons or curriculum.

The teaching and learning principles are organised into five domains that encompass the challenges that all teachers face in the classroom, regardless of level of experience or leadership position:

- Classroom culture
- Explanations
- Sequencing
- Learner Mindset
- Assessment and Feedback

CLASSROOM CULTURE

The things classroom teachers do to maximise the effective use of lesson time for **all** students. Examples include routines, behaviours, expectations, rules.

Teachers at Wyke...

- establish an entry routine with work expected immediately upon entry
- secure and direct student attention to subject content and activities
- select lesson activities that challenge all students to think deeply about subject content
- use meaningful praise of student efforts and challenge behaviour positively
- hold all students to the high expectations of conduct in the Learner Agreement and College Charter
- demonstrate an awareness of what is happening in the classroom and respond appropriately
- establish classroom routines and norms for everyday tasks and activities

EXPLANATIONS

The way that classroom teachers present information and task instructions to students clearly and effectively.

Teachers at Wyke...

- present instructions and information clearly using small steps
- ask lots of questions when presenting material to check student understanding
- plan relevant narratives, analogies and examples to make complex ideas accessible
- make use of worked examples and modelling for new skills and procedures
- provide structures to scaffold tasks whilst students are practising
- pair verbal explanations with visual representations
- make use of subject knowledge and terminology to plan and deliver effective explanations

SEQUENCING

The way that teachers order parts of a lesson, explanation, unit or scheme of work.
Teachers at Wyke...
• assess student prior knowledge before introducing new content
• communicate the lesson's learning intentions and relevance both to and beyond the curriculum
• sequence explanations and activities within and between lessons, developing knowledge and skills
• provide opportunities for students to practice independently following instruction
• plan opportunities for students to retrieve previously learned material
• set accessible directed independent work (DIL) that builds upon and embeds knowledge.

LEARNER MINDSET

The way that teachers coach students so that they develop the skills to become independent learners.

Teachers at Wyke...
• create a culture of high academic expectations that understands progress is not always linear
• explicitly teach strategies for students to plan, monitor and evaluate or reflect on learning
• plan lessons that challenge all students appropriately, including those with SEND
• explicitly model efficient note-taking with students, providing scaffolds to support with this
• share effective subject-specific study skills with students
• plan for and monitor students completing 2 hours per week of directed independent learning (DIL)
• adapt teaching in an anticipatory way to meet the needs of all students, including those with SEND

ASSESSMENT AND FEEDBACK

The way that teachers identify what students do and do not know. The principles they must consider when providing feedback on student performance.

Teachers at Wyke...
• direct questions at specific students to identify their level of knowledge and diagnose misconceptions
• make use of low-stakes, formative assessment strategies to check whole-class understanding
• use fair and valid assessments of student progress at regular intervals that mirror end point assessments
• respond to the information gathered from assessment and use this to inform and modify teaching

- | |
|---|
| <ul style="list-style-type: none">• share examples of a range of work with students to develop their skills in applying assessment criteria |
| <ul style="list-style-type: none">• provide timely feedback on student performance, giving specific actions that move learning forward |

Appendix 2 – Equality Impact Assessment

Policy, procedure, practice or strategy:	TEACHING AND LEARNING POLICY		
Person responsible:	Assistant Principal, TLA & Marketing	Date:	November 2025
Briefly describe the aims, objectives & purpose of this policy, procedure, practice or strategy.			
	Please ensure the following characteristics are considered when assessing the questions below along with any others you feel to be relevant: Gender, Sexuality, Transgenderism, Age, Race, Religion/belief, Disability, Marital/Civil partnership status, Pregnancy or maternity. Responses may be based on learner and staff data, complaints, feedback, research, student/staff surveys and/or professional judgement.		
Is there potential, or opportunity that the proposed policy, procedure, practice or strategy will affect any groups adversely (including possible discrimination) or positively?	No		
Is there potential for, or evidence that the proposed policy, procedure or practice either promotes or fails to promote equality of opportunity for all and good relations between different groups?	The policy promotes equal opportunities because all students at Wyke are considered when writing the T&L policy. The sections on inclusive practice and links to the Additional Learning Support/Special Educational Needs policy ensure that teaching and learning at Wyke meet the needs of all students, including those with special educational needs and disabilities.		
If any action is required as a result of this screening exercise please note them, along with any mechanisms for reviewing the impact of the policy, procedure or practice.	N/A		