

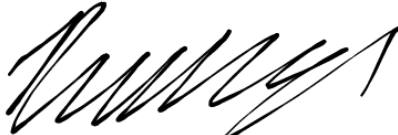



# Teaching and Learning Policy

North East Futures UTC has been established to change the education, skills and employment paradigm in our IT and Healthcare Science sectors in the North East. It provides the opportunity for young people from all the communities in this region to benefit from its specialist provision.

Local Governors and all the North East Futures staff are committed to a policy of equality and aim to ensure that all students, employees, job applicants, other member of the school community and visitors are treated fairly and with respect.

We aim to give equal access to the high quality educational opportunities we provide and to ensure that everyone feels that they are a valued member of the school community. We seek to create a safe and happy environment where all our students can flourish and where social and cultural diversity are celebrated.

Reviewed by:	Principal and Trustees
Frequency of policy review:	Triennially
Lead Sub Committee for discussion:	Educational Standards
Last Reviewed:	June 2018
By Dan Sydes	
Ratified by Local Board of Governors on:	14 <sup>th</sup> June 2019
By Michael Whitaker	
Next Review Date:	May 2022

## North East Futures UTC – Teaching and Learning Policy

### Introduction

This policy is designed to create guidelines and expectations of what makes great teaching and learning at North East Futures UTC. This policy has a clear focus on Classroom Expectations, Assessment and Feedback and Stretch and Challenge to meet the needs of all learners. Our pedagogical philosophy embodies topics such as assessment and meeting the needs of all of our learners.

### Purpose

The purpose of this policy is to:

- Ensure that the students at the UTC are provided with a high-quality learning experiences that lead to high levels of achievement and progress both academically and with work-ready skills
- Help create an effective and well-managed learning environment in which the individual needs of young people can be met.
- Provide a common language and understanding of what makes great North East Futures UTC teaching and learning.

### Aim

- To improve the quality of day to day teaching and learning at North East Futures UTC
- To provide clear guidance to support consistency

### Classroom Teaching and Learning

Classroom teachers should:

- Reflect North East Futures UTC's vision and ethos in the classroom
- Meet and greet students at the start of class
- Ensure Recap and checking of knowledge is planned for almost every lesson
- Ensure that teacher-led learning is well balanced with student-led learning
- Reward and praise wherever high expectations are exceeded
- Work with support staff effectively
- Encourage reading and writing
- Intervene when expectations not met as per North East Futures UTC's Behaviour Policy
- Meet the needs of the individuals in the class and follow the Stretch and Challenge Guidelines
- Assess and provide useful feedback and follow the Assessment and Feedback Guidelines
- Improve Teaching and Learning through staff development opportunities as per North East Futures UTC's Appraisal Policy

### Monitoring Quality of Teaching and Learning

The monitoring of Quality of Teaching and Learning is primarily to identify areas of development and to ensure that children get a great quality education within all classrooms at the UTC.

### Monitoring and Evaluation

The Local Board of Governors and Principal will monitor the overall operation and effectiveness of UTC's Teaching and Learning Policy.

## Appendix 1 – Assessment and Feedback Guidelines

All UTC staff agree to these strategies as a minimum for assessment and feedback

- We use **red to mark** and **students use green** to mark and feedback
- We ensure every piece of student work has a title and date
- We circle up to three spelling errors to support improvement in literacy including repeated errors and technical language
- We assess and provide useful feedback on at least one piece of teacher assessed work every half term
- We use a variety of additional assessment and feedback strategies supporting good+ student progress
- We ensure students complete extended writing activities in every class at least every half term
- We mark work and record useful written feedback to students at least every half term using the 'Appraisal' template
- Feedback is concise and impactful
- We ensure all students know how to improve for our subject

## Appendix 2 – Stretch and Challenge Guidelines

- We understand that students have come from a huge range of backgrounds and educational experiences, we check their prior knowledge and use this to inform teaching
- We consistently plan our lessons with consideration to the ability range of the class
- We select students to answer questions and ensure all students contribute to the discussion. 'Hands up' is not normally used
- Students who find class discussion difficult for anxiety reasons are given verbal questions one-to-one to check understanding
- We display our Question Framework based on Blooms taxonomy in every classroom to encourage deeper questions and thinking in every lesson
- We have class information sheets (CIS) for every class that clearly show:
  - Working at, predicted and target grades
  - Key groups – e.g. out of year, PP or SEND
  - RAG rate each students
- We differentiate our levels of support
  - Students are asked questions that develop deeper understanding at a level challenging to them
  - We ensure that our able students have challenging work with less scaffold, are regularly asked synthesis, analysis and application questions and sometimes support others in the class
  - Our students who require the more support in class have appropriate additional support materials, are asked knowledge and comprehension questions and receive additional support from the staff in the room and other students
- We ensure more able students regularly support those who are less able
- We use a variety of seating plans to encourage stretch and challenge