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:	July 2020
By Dan Sydes	
Approved by the chair of Local Board of Governors on: 30/07/20	
By Michael Whitaker	
Next Review Date:	July 2023

I.   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 and outlines the non-negotiables of teaching at the UTC. Leaders will use this policy, along with the teaching standards, in monitoring classroom practice.

II.   Purpose

The purpose of this policy is to ensure our curriculum intent is met within the classroom. This includes:

- 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 teaching, learning and assessment at North East Futures UTC

III.   Aim

- To improve the quality of day to day teaching and learning at North East Futures UTC
- To prove clear guidance as to our expectations

IV.   Classroom Teaching and Learning

Non-negotiables of classroom teaching in this UTC are:

- Implement the intent of North East Futures UTC (see curriculum policy)
- Meet and greet students at the start of class
- Ensure that students enter the classroom and start learning immediately
- Follow agreed curriculum sequences and make any relevant changes for classes with justification
- Ensure that teaching approaches are impact focused for each class
- Reward and praise wherever high expectations are exceeded
- Work with support staff effectively
- Strengthen vocabulary in your subject using a variety of methods, include through high quality reading when possible
- Intervene when expectations not met as per North East Futures UTC's Behaviour Policy
- Meet the needs of the individuals in the class (including the more able, appendix 2 includes some guidelines for meeting the needs of the more able and including incorporating SEND SMART targets into lesson planning)
- Maintain teaching and learning files (Appendix 3)
- Operate in line with the teaching standards (DFE 2011, updated 2013)
- Follow the Written Feedback policy (appendix 1)
- Improve Teaching and Learning through staff development opportunities as per North East Futures UTC's Appraisal Policy
- Log any training on the training matrix

V.   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 of education within all classrooms at the UTC.

Please refer to the appraisal and capability policy which outlines how this happens.

VI.   Monitoring and Evaluation

The Local Board of Governors and Principal will monitor the overall operation and effectiveness of UTC's Teaching and Learning Policy. The Principal may appoint an appropriate leader on their behalf.

Appendix 1 – Written Feedback

Written feedback at the UTC is formative and used to support the development of learning. As a minimum staff are expected to:

1. Mark a piece of classwork a minimum of twice per half term for each class
   a. This could be an agreed piece of work within the department
   b. This could be a piece of work that the teacher believes assessing would support the learning process
   c. This should not be a whole exam or summative style assessment
   d. Teachers should write on students' work in red pen
   e. H&F feedback is given verbally
   f. PD written feedback has a reduced expectation of once per half term
   g. Where possible books are marked. Any digital marking must be easily accessible to leaders and external auditors.
2. Highlight 'the best bits' in green
   a. The quantity is subject to the teacher's judgement but it should be indicating the very best elements of that student's work
3. Highlight misconceptions in pink
   a. The quantity is subject to the teacher's judgement but it should be indicating the fundamental key misconcepts that need to be addressed. Guidelines include the very basics that are preventing the student from accessing or developing future pieces of work
4. Give the students a 'call to action'
   a. This is where the improvement happens
   b. This can be decided on an individual teacher or department level, it could include:
      i. Responding to an individual question posed by the teacher
      ii. Cross referencing their 'pink' elements with students who have 'green' and then redrafting/ improving their work
      iii. The teacher may take the common themes from the class and provide whole class feedback and actions
      iv. Any other appropriate response that ensures development of learning
   c. The call to action is addressed in green pen
5. Students work should be professional and include a date and title
   a. In marking work teachers challenge anything that would not be acceptable of a professional standard of work (e.g. writing in pencil, doodling)
6. Teachers are expected to mark for literacy in the following ways:

   a. Use *sp* to identify an incorrect spelling in marked pieces for students to respond to and correct; provide spellings where appropriate for students to learn
   b. Use a circle to identify a punctuation error in marked pieces for students to respond to and correct
   c. Use // to identify a paragraphing error in marked piece

Appendix 2 – Stretch and Challenge Guidelines

- UTC students have a wide range of educational experiences, to ensure they are met at their appropriate starting points teachers should check their prior knowledge and use this to inform teaching
- Lessons should be planned to include an element of stretch and challenge
- Students are usually named to answer a question. This ensures that students are focused at all times. Questions are pitched appropriately to the student. Hands up is not usually used.
- Question Framework based on Blooms taxonomy is in every classroom. Teachers should consult this, even when teaching, to pose deeper questions and thinking.
- Class information sheets (CIS) are provided 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
    - Teachers should identify those who are more able on their seating plans using a range of data from the CIS sheet. This will help to plan for their needs. Data such as being out of year (a year behind more so), high reading age, high prior attainment scores should be used to identify the more able.
    - Teachers should ensure these students are challenge
    - Leaders will review their work to ensure challenge happens overtime
- We differentiate our levels of support
  - More able students are asked questions that develop deeper understanding at a level challenging to them (synthesis, analysis and application questions)
  - More able students have challenging work to complete; not more work or additional work. The learning is deeper as opposed to wider.
  - More able students may solidify their schema by supporting peers

Appendix 3- The teaching file

UTC NE futures does not expect teachers to produce lesson plans for individual lessons. However, there is an expectation that staff maintain a teaching file. The teaching file should include updated versions of the following documents when they become available. These documents should be used to inform teaching:

1. Curriculum intent statement
2. Curriculum plans
3. SEND Code of practice
4. Disadvantaged student information
5. Class information sheet

In addition to this we expect that staff:

1. Include seating plans that are annotated with student information (including but not exhaustive of PP, SEND, CLA, High ability, Mid ability, low ability, SEND SMART targets)
   a. The format of seating plans can be agreed at departmental level
   b. They must include the above information
   c. They do not have to be in a particular format
   d. Teachers should think logically about where students are sat and be prepared to justify their seating plans
   e. Seating plans should be updated when changed

2. Included a updated copy of their most recent TOT sheet (please see appraisal and capability policy, appendix 2A)