



### Teaching, Learning and Assessment 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
Frequency of policy review:	Triennially
Lead Sub Committee for discussion:	Educational Standards
Last Reviewed:	July 2021
By Liam Clark	
Reviewed by the chair of Local Board of Governors on:	July 2021
By Michael Whitaker	
Next Review Date:	July 2024

## North East Futures UTC – Teaching, Learning and Assessment Policy

### 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 experience that leads 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, learning and assessment at North East Futures UTC
- To provide clear guidance as to our expectations

### IV. Classroom Teaching and Learning

Curriculum plans should be developed by the department and followed. Adaptations should be informed by assessment for learning carried out by UTC assessments or in class Assessment for Learning (AfL) activities (see Appendix 1).

Lessons at the UTC should be planned and taught using a four part lesson format as follows:

#### **Part 1 Recall:**

- A prompt start happens to learning, there is something for students to do when they enter the room
- Recall includes content from topics taught overtime

#### **Part 2 Lesson direction**

- The teacher shares “The Big Question” of the lesson, this is a concept which the students should be able to address by the end of the lesson or series of lessons
- The Big Question is accompanied by a differentiated three part success criteria for the lesson or series of lessons

#### **Part 3 Episode(s) of learning**

- The main body of the lesson should provide opportunities for the success criteria to be achieved
- A range of Assessment for Learning should be used at appropriate times
- Appropriate stretch, challenge and support is planned for

#### **Part 4 Review**

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- Each lesson ends with Assessment for Learning relating to the big question, success criteria and knowledge from overtime

*Teachers must demonstrate their ability to work in accordance with the teaching standards.*

In addition, teachers should:

- Maintain teaching and learning files – see Appendix 3
- Seek opportunities to teach about careers relating to their subject embedded into lessons when appropriate
- Seek opportunities to address SEND smart targets when appropriate
- Follow agreed sequences of learning and contribute to their planning
- Mark and provide data from summative assessments
- Adhere to the UTC Assessment guidance - see Appendix 1

### V. Monitoring Quality of Education

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 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, Learning and Assessment Policy. The Principal may appoint an appropriate leader on their behalf.

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### Appendix 1 – UTC Assessments

Each child will complete 2 half termly UTC Assessments in most subjects. Useful written feedback is provided to students for each assessment. Written feedback is formative and used to support the development of learning. Staff are expected to:

1. Provide feedback on UTC assessment tasks twice per half term (*excluding the final half term for cohorts who are leaving*)
  - a. This should not be an exam or summative style assessment
  - b. Teachers should write on students' work in red pen
  - c. Health and Fitness feedback is given verbally
  - d. Personal Development written feedback has a reduced expectation of once per half term
  - e. UTC Assessments are not given a grade, mark, or a percentage
  - f. UTC Assessments are stuck into books or kept in folders which are clearly labelled and accessible for scrutiny where needed
2. Highlight 'the best bits' in green- 'Green for Great'
3. Highlight misconceptions in pink- 'Pink for think'
4. Short simple comments relating to learning should be provided for both points 2 and 3
5. Give the students a 'call to action' to address misconceptions or stretch learning
6. Students respond to the 'call to action:'
  - a. "Call to actions" should be specific to each child and a response must be visible
  - b. "Call to actions" should address misconceptions or stretch learning
  - c. Any work that is not neat should be addressed by the teacher
7. Teachers are expected to mark for literacy in the following ways:
  - a. SP- to identify up to three spelling mistakes, students should correct them
  - b. GR- to identify up to three grammatical errors
  - c. //- to identify the need for a new paragraph
  - d. WW- to identify where students have used the 'wrong word,' the correct word should be provided

Staff may set and mark additional summative assessments to gather further evidence of student progress. In some instances, staff should use the formative assessment and work in book to inform data entry as per Appendix 5.

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### Appendix 2- Presentation

1. Work in books should follow the acronym PROUD:
  - a. Pen- written work is completed in blue or black ink
  - b. Ruler- straight lines are drawn with a ruler and work is ruled off when completed
  - c. Oops- any mistakes are crossed out with a neat line
  - d. Underline- the date, title, and topic number
  - e. Draw- in pencil

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### Appendix 3- The teaching file

NE Futures UTC 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 planning:

1. Curriculum intent statement
2. Curriculum plans
3. SEND Code of practice
4. Behaviour guidelines
5. TLA policy
6. Curriculum policy
7. Disadvantaged student information
8. 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 (Pupil Premium), SEND (Special Educational Needs or Disabilities), Looked after children or Children in Care, High ability, Mid ability, Low ability)
  - a. The format of seating plans can be agreed at departmental level
  - b. They must include the above information
  - c. Seating plans should be updated when changed
2. Included an updated copy of their most recent TOT (Teaching over Time) sheet (please see Capability Policy)

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### Appendix 4 – Summative Assessment

The UTC uses a range of GL baseline diagnostic testing at entry to the UTC. These include diagnostic tests in English, Maths and Reading.

Stretch and Challenge Targets are set for all students in all assessed subjects on entry to the UTC using a range of data including GL baseline results, Fisher Family Trust data and Key Stage 2 data. Targets are consistently set by the relevant member of the senior team based on students achieving progress in the top 20% of similar students nationally.

Each Year group has 4 Assessment Points per year which represent summative assessments and teacher Predicted Grades as well as Effort grades

#### Effort Grades

A	Student <b>A</b> lmost <b>A</b> lways puts in their best possible effort since the last Assessment Point (AP)
M	Student <b>M</b> ostly puts in their best possible effort since the last Assessment Point (AP)
S	Student <b>S</b> ometimes puts in their best possible effort since the last Assessment Point (AP)
N	Student has <b>N</b> ot put enough effort in since the last Assessment Point (AP)

Students complete 1 week of practice exams in Year 10/12 with a practice paper for every examined subject and 2 further separate weeks of practice exams in Y11/12. Access arrangements are available to support students who require them as close as possible in practice exams as to those available in formal exams. Please see the UTC Exam Policy for more information.

Predicted Grades are made by best teacher judgement based on all available evidence. Staff training will be provided to support teachers making effective predictions. Evidence used includes practice exam results as well as class tests, performance in class and performance in UTC Assessment tasks.

Predicted grades are subject to change up and down as more evidence of student progress is gathered by the teacher over time.

Predicted grades will be in the format of the qualification they are for – e.g., 1-9 for GCSEs and A\*-E for A Level qualifications.

Not all APs require teachers to make a Predicted Grade, data required by teachers at each AP will be clearly communicated in advance.

The annual timetable for APs, deadlines and the data will be clearly shared with all staff in advance.

Results of practice exams are used to inform classroom teaching, address misconceptions, and inform the intervention strategy to help students make best possible progress towards their stretch and challenge targets

Staff Voice will be used to measure the sustainability and impact on workload of the summative assessment requirements.

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### Appendix 5 – Curriculum Planning

Curriculum Leads are responsible for ensuring their curriculum area has effective Curriculum Plans in place for all taught subjects. The relevant member of the senior team will provide proformas and exemplars to support effective Curriculum Planning

An effective Curriculum Plan should be reviewed at least annually and contain:

- A clear and effective sequence of learning building effectively on prior learning and teaching key concepts
- A clear plan for effective stretch and challenging students and effective questioning in the class
- A clear plan for identifying and addressing common misconceptions
- A clear plan to support students to develop their literacy, opportunities to read widely and to widen students' technical vocabulary
- A clear plan for ensuring careers education is included in all subjects
- A clear plan for implementing the UTC Assessments in each subject as per Appendix 1

Curriculum Leads should also consider where possible building links to other subject's Curriculum Plans where it is beneficial to students to do so.

Teachers should keep the latest version of the relevant Curriculum Plans in their Teaching Files as per Appendix 4