



Teaching and Learning **2019-2020**

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Teaching and Learning

The curriculum is designed to support innovative Teaching and Learning so that exciting and challenging opportunities exist for all our young people. Our partners are working with us to ensure that learning is exciting, engaging and related to their industries. The curriculum will be designed to deliver the main outcome for students, which is to ensure that they have the skills, knowledge and personal attributes to enable them to successfully embark on a career in engineering or environmental technology. Students will be developed as critical thinkers, creative practitioners, and effective communicators, with well-developed skills and understanding of enterprise and entrepreneurship.

Developing employability skills in all our students will be central to Teaching and Learning at UTC Leeds. These are as important as the achievement of qualifications. These can only be developed through a style of learning which gives opportunities to refine these attributes. Projects will promote collaborative and enquiry-led learning and foster self-confidence and independence in students. Theoretical learning, including GCSE outcomes, will be developed and mapped within the curriculum so that not only are skills and knowledge applied to a relevant context, but also the pedagogy develops professional team working skills, creative and problem solving skills, as well as practical skills. It will entice and engage students in active learning. This will be the core of the curriculum around which all subjects will revolve; for example, acquiring mathematical and scientific skills and understanding through the exploration of practical real business situations.

1. Vision

At UTC Leeds we will provide a highly stimulating learning environment where the Teaching and Learning that takes place will reflect work based practice and where elements of the curriculum will be delivered through projects that have been designed and co-delivered by our employer partners. The projects will demand that the students take greater responsibility for their learning, developing core skills for employability such as enquiry, team work and creativity, thus better preparing our students for the ever changing landscape of the world of work.

UTC Leeds believes that all students, whatever their ability, should receive high quality Teaching and Learning throughout the curriculum so they can achieve their maximum potential and be best positioned for the next stage in their education and/ or career.

This policy aims to keep learning at the heart of what we do at UTC Leeds and provide all stakeholders with a clear vision of Teaching and Learning.

2. Aims

- To develop a shared and consistent understanding and approach to learning whilst understanding that staff have different styles, strengths and approaches to teaching.
- To provide a learning environment where all our students are able to achieve their potential, developing core life and employability skills as well as achieving the highest academic qualifications possible.

- To ensure that Teaching and Learning is aligned with professional industrial practices to provide stimulating and real-world learning experiences for our students.
- To outline and clarify practices for monitoring and evaluation, supporting the continual raising of standards for Teaching and Learning and as a consequence, attainment and achievement.
- To develop our range of Teaching and Learning styles and to identify and share good practice
- To develop strong partnerships with parents and other stakeholders.
- To address Extremism and promote British Values. (See UTC Leeds Safeguarding Policy).

3. Effective Teaching and Learning

For effective learning to take place, UTC Leeds expects teachers:

- To be knowledgeable and enthusiastic about own subject areas and to be willing active learners to engage with and deliver new content, often on a joint learning journey with the students
- To be prepared to work collaboratively with teachers from a range of subject areas and our employer partners to deliver and contribute to employer projects
- To plan and deliver lessons and Schemes of Learning that:
 - Utilise a variety of teaching strategies designed to engage and challenge all students
 - Take into account the individual needs of all students
 - Ensure that lessons have “challenge for all” and that support is built in to ensure all students are able to meet this level of challenge.
 - Effectively develop student’s awareness and understanding of SMSC, the links to other subjects and the overarching themes
 - Focuses on the learning that will take place, to allow the students to develop employability skills that are core to the learning philosophy at UTC Leeds, as well as an understanding of the course content.
 - Have clear links to the course specifications and requirements of the examinations.
 - In the case of schemes of learning, have clear links to assessment points, reflection tasks and homework.
- To be able to explain how progress over time is evident in students’ books.
- To monitor and present the outcomes of the progress of the students they teach, both at individual, sub-group and class level; and to plan intervention strategies, both individually and working with other members of staff as appropriate.
- To ensure good relationships are established through creating a positive learning environment and through understanding the needs and abilities of each student. Marking and

feedback will be used to assess and monitor these needs and abilities and plan lessons accordingly.

- To ensure that all teaching at UTC Leeds will have clear and challenging Learning Objectives that where possible should highlight the skill that is being developed rather than a task. There should be reference made to which of the employability skills will be developed through the lesson and SMSC, where possible.
- Be aware that, although all learning should have clear, challenging objectives, they may refer to an extended aspect of learning rather than the traditional discrete lesson. These objectives should be shared with students and teachers will use their judgement as to the best approach to take depending on the nature of the learning activity, e.g., discovery lessons may best be done with the objectives being shared and reviewed at the end.
- To ensure that the teaching spaces are kept tidy and well organised reflecting professional working practices. They should also provide a stimulating environment using displays etc. to engage, challenge and inspire students. For example, examples of excellent work may be displayed to model the expected standard and to raise aspirations.
- To be competent in using a range of datasets both generated centrally and as a result of their teaching, to inform planning, set challenging personalised targets, provide informative student feedback and to contribute to UTC Leeds's monitoring programme.
- In all aspects of learning, to look for opportunities to develop skills in numeracy, literacy, ICT, SMSC and employability. There should also be links made to overarching themes and other subjects where possible.

Teachers should:

- Begin and end lessons on time and in a structured manner;
- Show students what is expected of them through modelling and provide clear feedback to students on their performance
- Ensure that the lesson content is appropriate to the age and ability of the students and that the lesson uses appropriate scaffolding to ensure that all students make rapid and sustained progress. This will be informed by the marking of student work which teachers have completed.
- Demonstrate high expectations of all students and promote an "ethos of excellence". Lessons should have appropriate pace and should be challenging to ensure all students make rapid progress.
- Value students' contributions and make use of praise and reward merits to underline the value of achievement;

4. Teaching strategies

UTC Leeds aims to promote genuine student led enquiry based learning, with students working independently, collaboratively and with our employer partners.

The teaching strategies that teachers employ should always aim to promote this style of learning, it is not the job of the senior leadership team to dictate an exact structure to lessons; however, an

observer would expect to see lessons that both reflect UTC Leeds ethos and meet the criteria of this policy.

We value opportunities for students to speculate, investigate and make mistakes. This may involve risk-taking in teaching to provide varied and unusual experiences for students.

Supporting consolidation and retention:

In order to support students in preparing for the linear examinations at Key Stage 4 and 5, fortnightly knowledge tests should take place at the start of the lesson. These should be of approximately 10 minutes duration and the students should record their score on their “knowledge test” record sheet, which will be kept in their folders. Students are to use these knowledge test scores to inform their revision for assessments and external examinations. In cases where students score low marks on these tests, an opportunity for further support and re-sitting the test should be arranged. For Y11 and Y13 students, these tests should mainly cover work from the first year of the course, to support retention of the full course content.

5. Planning

Collaborative cross subject work linked to employability skills is at the heart of what we do at UTC Leeds and this is the guiding principle for Teaching and Learning practice. Planning should, where possible, take an approach which references employability. Teachers should not only look for links, but consider how learning can develop the seven employability skill areas.

UTC Leeds will encourage and support this approach to Teaching and Learning through:

- Developing a climate that promotes cross subject working,
- Using staff training and development time to develop collaborative working practices.

All Teaching and Learning should take place within a structured Scheme of Learning. Subject areas should have in place both Programmes of Study and Schemes of Learning for all aspects of their teaching. Programmes of Study should outline the overall structure of content over a key stage. Schemes of Learning will give greater guidance and clarity over a sequence of lessons or a Unit of Work.

Developing Literacy across the curriculum

The role of the classroom teacher:

- All subject teachers are responsible for supporting students to improve their literacy skills. In lessons, subject teachers are responsible for identifying SPaG mistakes (see the marking and feedback policy for more information) and ensuring that students keep a record of these in the notes section at the back of their planners
- Ensuring that appropriate and engaging subject related reading material is available for the weekly SURF time sessions (as per the SURF calendar)

The role of the Profile Team leader

- All Profile Team leaders will ensure that students complete weekly silent reading as per the Profile Team schedule. The Profile Team leader is to ensure that each student has an appropriate book to read for these sessions
- Weekly SPaG taught sessions in Profile Team sessions will take place as directed by GWR. Students are to complete this work in the notes section of their planners

- Half termly personalised spelling tests will take place which profile team leaders will record the scores from. GWR will provide more information on this.

6. Independent learning

KS4 Homework:

Homework will be used to support revision and retention, focusing on memory for learning for a knowledge based curriculum, as well as honing exam technique through exam practice. These tasks will complement and extend the learning outside of the UTC teaching hours, which are shorter on a Monday and Friday than previously.

What homework looks like:

Students in years 10 and 11 will be set approx. three homework tasks per half term, per subject (equating to once a fortnight per subject/three pieces of homework a week). Homework club will be available for two hours after school on a Monday and a Friday in F11, staffed by support staff, where students may wish to complete their homework. Homework will be in three formats – knowledge organisers (for retention of learning), extension tasks (for revision of learning) and exam questions (for practice of learning). Namely:

Homework task	What the students do	How this supports learning
Knowledge organisers	The students are supplied with a knowledge organiser for each unit from the class teacher. For this homework, the students are expected to learn a small section of the knowledge organiser for a low stakes knowledge test (conducted as a starter in class) on the homework submission date	Students are frequently memorising and revisiting key knowledge and concepts throughout the school year and storing knowledge in their long term memory for linear exams
Extension Tasks	The students complete a revision exercise as directed by the teacher. For example, this might be a retrieval practice task, a dual coding activity or a concept map.	Students are connecting their learning to new formats and creating revision materials to be used in revising for exams. These tasks also consolidate prior learning as students have to select material from their class notes.
Exam questions	The students are given an exam question that reflects the work they have been completing, either recently or as prior learning, to complete in timed conditions	Students put into practice their learning of both the topic area and how to answer the exam question to achieve highly

Key Stage 5:

Year 13 students will also be set 1 hour of Independent learning work a week per subject to complete at home. This should be set on Google classroom and the Profile Team leaders and the Pastoral Team staff added to the Google classroom groups so they can support with this.

Independent Learning tasks for KS5 should be in the form of one of the following tasks. A piece of work in each of the formats indicated below should be set at least once per half term:

- Formative practice exam questions to support assessment preparation
- Redrafting of assessment answers
Revision
- Research/learning of new content to prepare for next lesson

All independent learning tasks that are set must be challenging and meaningful and be designed to have a clear impact on student progress. For written tasks, students should receive feedback and have lesson time for reflection work, as outlined in the Marking and feedback policy.

Non completion of Independent Learning tasks

In cases where student fail to complete independent learning task to a satisfactory standard, students receive a C2 behaviour sanction. This is recorded in the planner and on SIMs and set a 10 minute detention. Students then record in their planner the submission catch up date. If the submission catch up deadline is not met students are issued with a C3 behaviour sanction. This is recorded in the planner and on SIMs and set a 30 minute Friday detention.

7. Monitoring and evaluation

It is the responsibility of all teaching staff to ensure the Teaching and Learning policy is adhered to across the UTC Leeds This will be supported by a programme of monitoring and evaluation directed by the Assistant Principal responsible for Teaching and Learning, involving all teaching staff in the process. Monitoring and evaluation could take the form of:

- Lesson observations, both formal and informal (e.g. learning walks). Teachers should expect a minimum of 2 formal full observations per year
- Work scrutiny
- Analysis of student progress and attainment data
- Analysis of behaviour data
- Student voice feedback
- Parental and other stakeholder feedback
- Analysis of exam, controlled assessment and assignment data.

8. Teaching Files

All Teaching staff must have their up to date electronic Teaching File in their saved area. The Teaching file should contain a “live” version of the following documents for each class taught (including shared classes).

- Coded seating plans (to identify different groups of students)
- Long term plans for each year group taught
- Schemes of Learning (SoL) for each class taught

- Class markbook (showing assessment grades, formative exam question grades)
- SMID class spreadsheets for each data point and intervention plans for students who are not making sufficient progress

Teaching files may be looked at as part of learning walks and lesson observations

9. Cover work

In the case of planned (external CPD etc.) or on the day absence, it is the responsibility of the member of staff to ensure that cover work is set for all their lessons, using the cover work proforma for each lesson requiring cover. These should then be emailed to the cover lead, the Subject Leader and all members of the department by 8 a.m. The work set should be a stand-alone lesson which can be delivered by a non-specialist e.g. work from a textbook. It should not be a continuation of work from last lesson or tasks which require extended amounts of teacher input. SURF time materials should also be set where the cover lesson falls during SURF time. The teacher should check the completion of the cover work, when they return to school. Cover work instructions are to be left in the filing cabinet in the staff room, ready for the covering member of staff to collect. Completed cover work should be returned to the teacher's pigeon hole in the staff room.

- In the case of "on the day" absence, it is the responsibility of the subject leader to ensure that the correct resources are in the rooms where the cover lesson is taking place and that the cover work documents are in the filing cabinet in the staff room
- In the case of "planned" absence, it is the responsibility of the teacher to ensure that seating plans, cover work and resources are left in the filing cabinet in the staff room