Teaching and Learning 2022-2023

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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 STEM. 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, using research informed evidence.

- 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 Sequences 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 sequences 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 (see marking and feedback policy).

- To ensure that all teaching at UTC Leeds aims to develop the non-negotiables, which should be shared with students. There should be reference made to which of the employability skills will be developed through the lesson.

- 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 work reviews 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 house points to underline the value of achievement.
- Ensure deliberate practice of the UTC's pedagogy focus as ascertained through CPD sessions.

**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, interleaving should take place and should be clear in the 4 year plan where this occurs.

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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 Sequence of Learning. Subject areas should have in place both Non-negotiables and Sequences of Learning for all aspects of their teaching. The 4 year plan should outline the overall structure of content over a key stage. Sequences of Learning will give greater guidance and clarity over a sequence of lessons.

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 for more information)
- 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

6. **Independent learning**

Key Stage 4

Rationale
- Homework tasks should enable the students to be actively doing more and working more autonomously and independently.
- Homework setting should support teacher workload and well-being.
- The policy on homework has been created in conjunction with the EEF research into secondary homework.
- The purpose of independent learning is to reinforce learned knowledge, with the aim of strengthening long term retention and recall.

In practice
- Independent learning in KS4 will comprise of **one task per week per subject**, on a daily rota (see below).
- In Year 10, these tasks will last approx. 10 minutes

- In Year 11, these will last approx. 20 mins
- All tasks for English, science and option subjects will be set via Seneca Learning, which marks the work for the student instantly
- All tasks for maths will be set via Dr. Frost Maths, which marks the work for the student instantly
- All tasks for engineering will be set via Focus Educational or Google forms

Setting work and deadlines
- The class teacher will set the task on the platform for the students, and also assign these to the students on the Google Classroom. The most effective way to manage workload is to set a half term's worth of tasks all in one go, with the Google classroom posts scheduled and the platform's deadlines for each task adjusted. This will take approximately half an hour.
- Students have the same hand in day each week for each subject (as per the rota) so they always know the deadline day.
- The work is marked by the software.
- To 'turn in' the assignment on Google Classroom, students attach a screenshot of their finished work. There is no requirement for the class teacher to check the platform or the Google classroom, unless they choose to.
- Behaviour Support will check daily the students who have not turned in their assignment on the Google Classroom and issue them with a 'directed learning' DT which the students will complete in the next available after college session (the next day 3.30-4.30pm). RBA will add this to Class Charts as a directed learning C3. The class teacher does not need to manage this. RBA will give house points on ClassCharts for 'self management and organisation' to all students who have met the deadline.
- Profile team leaders will begin each week by supporting their profile teams with organising their weekly electronic calendars so they are planning when they will complete the work.
- No lesson time is used for setting/chasing/extending independent learning deadlines.

KS4 independent learning rota (weekly deadline)

Monday - Mathematics
Tuesday - Options
Wednesday - Science
Thursday - English
Friday - Engineering

Key Stage 5

- Students should be set 4 hours a week of independent learning tasks per subject (please share this across split classes).
- Students should be encouraged to use their free study periods in college for these as much as possible.
- Tasks should expect students to extend their learning outside of the classroom, for example, research tasks, further reading, online self marked quizzes (such as Seneca Learning), independent revision tasks such as mind maps, retrieval practice, practice questions (for review) etc.
- For each missed independent learning task, classroom teachers should click the 'KS5 missed homework' icon on Class Charts.
- Failure to complete three independent learning tasks will result in the students completing compulsory directed learning time after college on a Friday.

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).
- 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)
- Pen portraits
- SEND support plans, where applicable

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. These should then be emailed to the cover lead and the Subject Leader 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 classroom, ready for the covering member of staff.
- 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
- In the case of "planned" absence, it is the responsibility of the teacher to ensure that seating plans, cover work and resources are left

Teaching and Learning procedures and risk reporting are embedded in the activities of the Standard Committee meetings.