

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.

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By Dan Sydes	
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By Derek Marshall	
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Item 11.6

Contents

I. Introduction	3
II. Purpose	3
III. Aim	3
IV. Classroom Routines	3
Part 1 - Recall	3
Part 2 – Big Question and Success Criteria	4
Part 3 – Main Body	4
Part 4 – Review	4
Teacher Expectations	4
V. Monitoring Quality of Education	5
VI. Monitoring and Evaluation	5
Appendix 1 - Student Books	6
Appendix 2 - Teaching File	7
Appendix 3 - Curriculum Planning	8
Appendix 4 - Independent Learning	9

Item 11.6

I. Introduction

This policy is designed to create guidelines and expectations of teaching and learning at North East Futures UTC. This policy has a clear focus on classroom routines; 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.

- To 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.
- To create an effective and well-managed learning environment in which the individual needs of young people can be met.
- To provide a common language and understanding of what makes strong teaching, learning and assessment at North East Futures UTC.

III. Aim

- To continuously improve the quality of teaching, learning and assessment at North East Futures UTC.
- To provide clear guidance and expectations for teachers.

IV. Classroom Routines

Curriculum Plans are developed and maintained by departments. Curriculum plans outline the key concepts, knowledge and vocabulary for each subject studied, sequenced deliberately to help teachers ensure students learn and remember more. Any adaptations to Curriculum Plans should be informed by responsive, formative, and summative assessments.

Lessons at the UTC should be planned and taught using the following structure:

Part 1 - Recall

- There is a prompt start to the learning with a recall activity ready for students to begin on entry to the classroom.
- Recall tasks include: 5-a-day, find and fix, quotation explosion, defining vocabulary, image analysis provide variation. There is no requirement to adhere to a particular type of recall task.
- Recall is concise limited to 10 minutes to ensure challenge
- Recall tasks should cover content over time and sometimes revisit older topics

Part 2 – Big Question and Success Criteria

- The teacher shares the Big Question: this is the rigorous academic concept for which students will be able to demonstrate their learning by the end of the lesson or series of lessons.
 - Big Questions are provided in Curriculum Plans (see Appendix 3 Curriculum Planning)

Item 11.6

- They should be visible in all lessons
- The **Big Question** is accompanied by a success criteria which clearly outlines how the concept will be assessed.
- The Big Question is the title for the lesson.
- 3 learning-based Success Criteria should be given –
 - A **core** criteria which sets the minimum learning
 - A **challenge** criteria that sets stretch learning expectations
 - An **aspire** criteria aimed at the highest achieving students in the group

Part 3 – Main Body

- The main body of the lesson will provide opportunities for the success criteria to be achieved.
- A range of methods to check understanding should be used at appropriate times.
- Appropriate stretch and challenge is planned for.
- Access to additional support is provided for those who need it.
- Students complete work and activities as directed including group work, silent work and independent work. In many lessons, this may be the Purple Zone Independent Practice task.

Part 4 – Review

- Each lesson or sequence of lessons ends with a review of the success criteria. This may take the form of multiple-choice questions, exit tickets or another format the teacher deems appropriate to assess the big question. In many lessons, this may be the Purple Zone Independent Practice task.

Teacher Expectations

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

In addition, teachers should:

- Maintain teaching and learning files (See Appendix 2 Teaching File)
- Seek opportunities to teach careers relating to their subject embedded into lessons when appropriate.
- Address SEND targets when appropriate.
- Follow agreed sequences of learning in Curriculum Plans and contribute to planning. (See Appendix 3 Curriculum Planning)
- Set appropriate independent learning activities (See Appendix 4 Independent Learning)
- Mark and record data from summative assessments.
- Follow the UTC Assessment Guidance.

V. Monitoring Quality of Education

The monitoring of Quality of Teaching and Learning is primarily to identify areas of development and to ensure that UTC students receive a strong and consistent education within all classrooms.

Item 11.6

Teachers need to follow the UTC Assessment Guidelines. Leaders will follow the Quality Assurance Guidelines.

All documents will be shared by leaders and available to staff as needed.

VI. Monitoring and Evaluation

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

Item 11.6

Appendix 1 - Student Books

Student books are one element of the enacted curriculum and should demonstrate the high standards expected of our students.

- Books should be presented neatly to aid with future revision. Students who do not present work neatly should be challenged and support provided where appropriate.
- Black pen for written work
- Label work with date, big question, and topic number.
- Underline dates, titles and subtitles to organise work appropriately.
- Respond to feedback with a green pen.
- Summative Assessments, Purple Zones, both Independent Practice and Whole Class Feedback will be completed in purple pen.
- Whole Class Feedback sheets will be stuck into books when completing feedback from the formative assessment.
- All worksheets will be stuck into books neatly.
- All assessments, Whole Class Feedback and Summatives, will be responded to with green pen.

Item 11.6

Appendix 2 - Teaching File

North East Futures UTC does not expect teachers to produce lesson plans for individual lessons. However, there is an expectation that teachers maintain a teaching file. The teaching file should include updated versions of the following documentation:

- Annotated Curriculum Plan with adjustments noted
- Seating Plan, annotated with:
 - SEND needs
 - Reasonable Adjustments
 - Reading age
 - Key groups (PP, LAC, EAL etc.)
- Teachers need access to the latest:
 - KCSIE
 - Relevant Summative Data
 - Relevant Policies
 - Behaviour Guidelines
 - Inclusion Registers

Item 11.6

Appendix 3-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 and implementing the 'Employer Champion' strategy is included in all subjects.
- A clear plan for supporting SMSC, PSHE and British Value education
- A clear plan for implementing UTC Assessments as per guidelines.
- A clear plan for independent learning

Curriculum Leads should build links to other subjects' Curriculum Plans where it is beneficial to do so and this needs to be clear from the plan.

Teachers should keep the latest version of the relevant Curriculum Plans in their Teaching Files.

Item 11.6

Appendix 4 - Independent Learning

Students are expected to complete independent learning outside of class time to consolidate and deepen their learning.

Departments are expected to direct and check regular independent learning tasks relevant to Curriculum Plans. Examined subjects need to provide 30-60 minutes per week of independent learning in Key Stage 4.

Acknowledging the difficulty of exact measurements, it is expected that Key Stage 5 students will complete at least 5 hours of independent work per subject.

CLs are responsible for planning and monitoring the delivery of independent learning. Leaders will provide a workload-friendly online platform suitable for Key Stage 4 and 5. Students in Key Stage 5 are expected to be more independent and autonomous, directing their own independent learning.