



# London Design & Engineering UTC

## Teaching and Learning Policy

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# Teaching and Learning Policy

## POLICY STATEMENT

*“We expect every teacher to be a good teacher*

*– Every LDE UTC learner deserves no less”*

The London Design and Engineering (LDE) UTC believes that teaching should maximise the learning potential of all learners. The LDE UTC aims to accomplish this by employing a variety of innovative teaching and learning strategies to allow learner access to the curriculum. Teachers will be supported to deliver good or outstanding lessons as defined by the OFSTED 2015 framework, the Teachers’ Standards (May 2012) and the vision of the LDE UTC Trust.

Teachers who consistently are graded as further development needed or significant development needed will be placed on an Improving Teacher Performance Programme (ITPP) as part of a rigorous Performance Management Review (PMR) cycle.

## AIMS OF THIS POLICY

The LDE UTC’s curriculum is designed to support innovative learning and teaching so that exciting and stretching 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 learners, which is to ensure that they have the skills, knowledge and personal attributes to enable them to successfully embark on a career in design and engineering.

The core skills of leadership, team work, independent enquiry, self-management, reflective learning, communication, problem solving and resilience will be central to learners’ development. These are as important as the achievement of qualifications. These can only be developed through a style of learning which gives opportunities to develop these attributes; they cannot be developed through syllabus content.

Therefore, the underpinning teaching and learning strategy will be a work-based and themed based approach backed by industry partners.

This policy aims to keep teaching and learning at the heart of what we do at the UTC and provide all stakeholders with a clear vision of teaching and learning. The aims being:

- 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 learners 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 learners.

- 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.

## **ROLES AND RESPONSIBILITIES**

It is the responsibility of the **Board of Directors** to establish a policy and procedure for teaching and learning and to monitor the effects of the procedure through the Professional Performance and Development Review (PMR) cycle.

It is the responsibility of **the CEO** to promote an ethos and make arrangements to maximise the learning potential for all learners in line with PMR objectives and ensuring staff meet all elements of the 9-point framework.

It is the responsibility of the appropriate **Chair of the Board of Directors of LDE UTC** to hold the **CEO** to account in terms of monitoring and improving the quality of teaching across the LDE UTC through the appropriate programmes and capability procedures where necessary. These include Improving Teacher and Outstanding Teacher Performance Programmes.

It is the responsibility of the **UTC Leadership Team (LT)** to monitor both the quality of the leadership of teaching and learning as well as the quality of teaching and learning in the classroom through a rigorous lesson observation schedule (and internal evaluations where appropriate) that recognises the strengths of individual staff as well as identifying and supporting individuals who are not yet teaching lessons that are good or better. This process should link with PMR objectives.

It is the responsibility of all **Directors of Learning** to monitor the quality of teaching and learning within their own subject/ curriculum areas, acknowledging good practice, providing subject specific support through mentoring and coaching for staff who are not yet teaching lessons that are good or better. It is also the responsibility of the appropriate Directors of Learning to refer any concerns regarding the quality of teaching and learning through SLT line management. This process should link with PMR objectives.

It is the responsibility of all **staff** to familiarise themselves, and comply, with this policy and procedure in accordance with PMR objectives and the Teachers' Standards (May 2012). It is also the responsibility of all staff to take an active role in their own Professional Development.

## **MONITORING & EVALUATION**

The LDE UTC aims to maintain and improve both the quality of leadership as well as the quality of teaching and learning throughout the LDE UTC through PMR. The CEO (or delegated senior member of staff) is responsible for this process, ensuring that appropriate records are in place using BlueSky so that the UTC can analyse data to identify strengths and areas for development at individual, departmental and whole UTC level.

This analysis will in turn inform CPL needs and planning and will provide accurate data for annual PMR. If a teacher fails to reach the minimum requirement of consistently achieving

'Good' lessons after appropriate support has been provided through the PMR process, they will be moved to formal competency.

It is also recognised that independent data will be available to the LDE UTC Board to provide information on the progress of the UTC in meeting their strategic goals. This data may also be available for succession planning and talent management through Human Resources (HR).

## **MONITORING AND REVIEW**

The senior member of staff will report on the Policy to the CEO as appropriate. The CEO will report to the Board of Directors on any relevant aspects of the working of the Policy as appropriate.

The LDE UTC Board will review this Policy every year.

# Teaching and Learning PROCEDURE

## Planning

Lessons will be planned to ensure that all learners are **learning** and **making progress** whilst meeting all aspects of the 9-point framework:

1. **Teachers' expectations** - Teachers' expectations, reflected in their teaching and planning, should extend the previous knowledge, skills and understanding of all learners in lessons and activities over time
2. **Differentiation** - Teachers secure high quality learning and progress by setting challenging tasks that are matched to learners' specific learning needs
3. **Teaching strategies and resources** - Teachers engage learners in their learning through the use of well-judged, imaginative and effective teaching strategies, resources and use of other adults
4. **Learners' attitudes to learning** - Learners demonstrate positive attitudes to learning and manage their own behaviour in the classroom
5. **Engagement and Independence** - Teaching enthuses, engages and motivates learners, developing their curiosity and confidence together with the skills to learn for themselves
6. **Teachers' subject knowledge** - Teachers use their expertise, including subject knowledge to plan effectively and as a result develop learners' knowledge, skills and understanding
7. **Monitoring and intervention** - Teachers monitor the progress and understanding of learners throughout the lesson in order to maximise the pace and depth of learner learning
8. **Teaching of Basic Skills** - Teachers enable learners to develop skills in reading, writing, communication and mathematics
9. **AfL** - Feedback from teachers (and learners) is consistent, accurate and effective and uses a range of assessment techniques, including appropriate homework, enabling learners to understand how to improve their learning

The LDE UTC teachers will also be expected to have a secure grasp of and exploit fully the complete range of pedagogical skills, understandings and knowledge as well as being fully grounded in their subject area. These approaches to teaching and learning coupled with the 9-point framework (including, for example, coaching, exposition, team work as appropriate) will:

- Address the different ways learners learn;
- Teach learners how to learn;
- Challenge and motivate learners to achieve their best possible outcomes;
- Benefit from CPL that is focused on teaching and learning;

- Make appropriate use of the new technologies and industry standards/aspirations;
- Engage learners in evaluating teaching and learning;
- Integrate learning across subject boundaries

Each learner's personalised learning programme will match their talents, skills, interests and abilities to support the best possible attainment of academic standards and optimise their future life chances. Their ILP will include their challenging attainment goals. We aim to support learners to acquire the knowledge, skills, competencies and academic qualifications to meet university entrance requirements or specific entry into work requirements and to grow into confident, happy young adults capable of self-assessing and planning their future.

### **Support, development and Training**

The 9-point framework will be used by all leaders to develop and improve the quality of teaching and learning through focused intervention and support. All teachers requiring support as a result of LDE UTC monitoring and evaluation, whether this be to move them to teaching consistently good or ideally outstanding lessons, will have support that is matched to their individual needs, for example:

- Support/training for leadership of T&L.
- Team teaching/planning
- 1:1 coaching (using targeted questions that focus on specific aspects of the 9pt framework)
- CPL sessions (relating directly to individual aspects of the 9pt framework)

Teachers who are consistently graded good will be placed on an internal tailored Teacher Performance Programme (moving from good to clear strength). Support, advice and resources are available from the LDE UTC's partner teaching school - North West Kent Teaching School Alliance (NWKTSA) to design internal programmes and build capacity internally.