Teaching and Learning Policy

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Version Control Table

Version	Date	Amended by	Rationale
2.0	22/11/2018		Version approved by the STL Committee
2.1	03/11/2020	Furnaz Ahmed	Removed the 9-point TL framework. Updated: • the procedural element of the policy to include the LDE learning cycle. • Support, development & training section. • blended learning.
3.0	12/11/2020		Version approved by Committee
3.1	21/01/2021	Furnaz Ahmed	Added Independent Learning (page 7/8) Added additional points to blended learning.
4.0	03/02/2022		Version approved by the QEC Committee
4.1	24/01/2024	Victoria Webb	Executive summary added and text amended for conciseness.
4.2	23/02/2024	Furnaz Ahmed	Learning objectives changed to learning aims
5.0	15/03/2024		Version approved by the QEC Committee
6.0	16/09/2024	Furnaz ahmed	Added naming convention in Section 8

Guidance on version Control:
The above is an example of how to complete the Version control table.

Versions are 0.1, 0.2 etc until such point as the document is approved. Then it becomes version 1.0.

Subsequent edited versions become 1.1, 1.2, or if it's a major update, 2.0. Do not worry about the numbers going up and up its about getting the policy right – it's all fine.

TEACHING & LEARNING POLICY

Policy Coverage

THE POLICY APPLIES OR COVERS THE FOLLOWING GROUPS			
Type of Learner	Tick (✓)	Type of Stakeholder	Tick (✓)
Key Stage 3 (KS3) Carousel	✓	Teaching Staff	✓
Key Stage 4 (KS4) GCSE	✓	Education Support Staff	✓
Key Stage 5 (KS5) Level 2	✓	Administrative Support Staff	
Key Stage 5 (KS5) Level 3	✓	Directors	
Key Stage 5 (KS5) A Levels	✓	Employers	✓
Apprentices	✓	Visitors / Contractors	

Contents

Executive Summary

This policy is a comprehensive document outlining the strategies and practices for effective teaching and learning at the London Design and Engineering UTC. Key aspects of the policy include:

- **Policy Coverage**: The policy applies to various learner groups and stakeholders, including Key Stages 3, 4, 5, apprentices, teaching staff, support staff, directors, and employers.

- **Policy Aims**: The policy aims to foster innovative learning and teaching, aligning educational experiences with industry needs. It emphasizes developing core life skills and employability skills alongside academic qualifications. The curriculum is designed to provide exciting, engaging, and industry-relevant learning opportunities.

- **Policy Procedures - Implementation**: This involves detailed planning of schema by teachers, incorporating formative and summative assessments, and providing opportunities for learners to apply and expand their knowledge and skills.

- **LDE UTC Learning Cycle**: This includes four stages – Prepare, Present, Apply, and Review – to ensure effective learning. Each stage has specific goals and methodologies to enhance the learning experience.

- **Learner Expectations**: The policy sets high expectations for learners' attitudes and behaviours towards learning, emphasizing the development of metacognitive processes and intrinsic motivation.

- **Learning Aim Expectations**: Aims are clearly outlined, focusing on measurable, learner-centred language and avoiding vague or non-assessable terms.

- **Independent Learning**: Details the provision of independent learning tasks across various subjects and key stages.

- **Blended Learning**: Teachers are required to use digital platforms for class groups and lesson materials, catering to learners in different circumstances, including remote access.

- **Roles and Responsibilities**: Clearly defined responsibilities for the Board of Directors, CEO, UTC Leadership Team, and all staff, focusing on maintaining and improving the quality of teaching and learning.

- **Monitoring and Evaluation**: This includes a comprehensive approach for continuous improvement, with data analysis and feedback mechanisms to identify areas of strength and development at individual, departmental, and institutional levels.

- **Monitoring and Review**: Regular reviews of the policy are conducted to ensure it remains effective and relevant.

- **Support Development and Training**: Emphasizes the use of the LDE learning cycle for teacher development, providing tailored support and resources to help teachers move from good to outstanding teaching.

The policy underscores a commitment to high-quality, innovative, and industry-relevant education, with a strong focus on developing essential life and employability skills in learners.

1. 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 2019 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.

2. Policy Aims

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, teamwork, 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 can 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 consequently, 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.

3. Policy Procedures - Implementation

- Teachers are to plan their schema with consideration to the key concepts and sequence across the course.

- Teachers will be carrying out a range of timely formative and summative assessment to ensure misconceptions are being cleared and learners are able to respond to explicit feedback through Dedication reflection and Improvement time (DIRT)

- Through effective planning, teachers should ensure there are a series of approaches in place to recall and retrieve lessons over a period of time.

- Learners should be aware of their learning journey against the scheme of work.
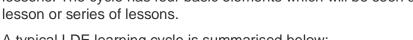
- Teachers are to provide a range of opportunities for learners to explore and expand the learner's knowledge and skills for future learning and employment.

- There should be emphasis on promoting appropriate, inclusive discussion about the subject matter the teacher is teaching.

4. LDE UTC Learning Cycle

LDE UTC has a model of effective teaching and learning drawn from research and best practice. The LDE UTC learning cycle is a method of teaching a lesson (or group of lessons) to ensure that maximum learning is achieved.

LDE UTC teaching and learning policy states that the learning cycle should be used by teachers to plan relevant, purposeful and stimulating lessons. The cycle has four basic elements which will be seen across a lesson or series of lessons.

A typical LDE learning cycle is summarised below:

4.1 Prepare

Teachers will strategically work with their learners to develop a climate which is conducive to learning.

It should include the consideration of FOUR main areas:

o The physical environment.

o The social and emotional environment.

o The intellectual environment.

o The start of lessons.

Teachers should explicitly share the purpose of the lesson with their learners so that the learners are in no doubt as to what is expected of them during the lesson. The teacher will:

o Make the content, skills and thinking explicit.

o State clearly what the learners will have learned by the end of the lesson.

o Share the criteria against which the learning will be assessed.

4.2 Present

Teachers will always consider what will be the best ways to present new information to learners so that it provides for maximum inclusion for all. These might be visual, aural or kinaesthetic experiences. Teachers will use this part of the lesson to connect new learning to prior learning and existing knowledge. There will be an importance for teacher to make connections with world outside of the classroom and where possible employability. Teachers use their expertise, including subject knowledge to plan effectively and as a result develop learners' knowledge, skills and understanding. Our teachers will use a range of strategies to stimulate thinking about new learning to come. The present stage is the real 'hook' for the session. It is the teacher's opportunity to engage the learner, to stimulate curiosity and to reach them emotionally; so that they care about what comes next. Teaching enthuses, engages and motivates learners, developing their curiosity and confidence together with the skills to learn for themselves.

4.3 Apply

Learners should be given tasks and time to allow them to demonstrate their developing understanding of the content in new context. They should then have an opportunity to share this development with peers and teacher. Teachers will secure high quality learning and progress by setting challenging tasks that are matched to learners' specific learning needs. The apply stage has been designed to give the learners the opportunity to show that they really do understand what they've been learning. It's an opportunity to apply

what they've learnt, not just repeat it. During this phase of the learning cycle, teachers will embed practice time for learners to apply their knowledge. There will be effective questioning in place. Our teachers will develop a 'habit of discussion' ethos within the class, where learners will be encouraged to be involved in exploratory talk and discussion.

4.4 Review

Teachers should challenge learners to make their learning explicit through the review. They should use and incorporate a variety of review Assessment for Learning opportunities throughout the course of the learning cycle. This will enable teachers and learners to identify challenges, strengths and weaknesses and support needed. This can also be summative at the end of the lesson or unit curriculum plan. Routine of recalling recently learned material embeds knowledge in long-term memory to develop. Through our curriculum plans, teachers have ensured to embed spaced and interleave practice within the long-term delivery to aid long term memory retention. Through effective questioning teachers will be identifying learner progress in developing the skills of learning as well as subject content. Teachers monitor the progress and understanding of learners throughout the lesson to maximise the pace and depth of learner learning. 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.

5. Learner Expectations

At LDE UTC we have high expectations of effective Teaching & Learning behaviours, our aim is to ensure learners will demonstrate positive attitudes to learning and manage their own behaviour in the classroom

For learning to be maximised all teachers at LDE UTC will encourage learners to become effective learners. Effective learning includes the extra crucial ingredient, which actively involves the learner in metacognitive processes of planning, monitoring and reflecting. Learners at LDE UTC will gain understanding of the individual and social processes necessary to become effective learners.

LDE UTC will emphasise intrinsic motivation, social relationships for learning, and an overall learning culture. Teachers will ensure there is strong a sense of purpose (i.e. learning) and continue to provide opportunities for staff to work collaboratively to enhance learning for their learners. The greater the teachers' opportunities for learning, the more their learners tend to learn. To ensure effective learning behaviours in the classroom, teachers will:

- o Promote active learning.
- o Promote collaborative learning.
- o Promote Growth mindset.
- o Promote responsibility in learning.
- o Promote learning about learning (metacognition).

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. 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.

6. Learning Aim Expectation

Learning objectives are created from the key concepts, identifying the knowledge and skills to be understood by learners at this point in time on the course and revisited at later points in the course as part of retrieval practice.

- Learning objectives shape what learners focus on learning. When learners know what they are expected to learn, they can direct their attention towards those particular areas and use deliberate practice to strategically work towards learning those concepts and skills
- Creating and outlining learning objectives helps teachers select and organise course content.

Learning Aims should use:

- Measurable terminology
- Learner-centred language by ensuring it is simple and clear.

Learning Aims should not include:

- Long waffling paragraphs, but preferably bullet pointed lists of knowledge and skills.
- The why/how learners will use this in the future will be included in the activities.
- Differentiation for higher, middle and lower attainers which will be set in the activities.

Words such as: Know, comprehend, understand, appreciate, familiarize, study, become acquainted with, gain knowledge of, cover, learn, realize are difficult to assess and measure and therefore should be used with caution.

7. Independent learning

- Learners will receive independent learning tasks on a weekly basis from all their subjects. Key stage 5 will receive 5hours per subject, KS4 and KS3 will receive 1 hour per subject.
- If a class is split between two teachers, they will distribute independent learning tasks equally.

  E.g., KS5 Built Environment might be taught by two teachers, Teacher A teaches 3hrs so they will set 3hrs of independent learning, consequently Teacher B teachers 2hrs so will set 2hrs of independent learning.

- All independent learning will be set through Satchel:One. However, some subjects may choose to provide resources through any of our digital platforms, i.e. Teams, Padlet etc.
- Learners will receive initial feedback from their teachers, through Satchel:One IL grade (1-4)
- Parents are encouraged to support their child's progress and will have access to Satchel:One.

8.Blended Learning

All teachers will be required to set up their class groups on Microsoft Teams.

Teachers must ensure they use the correct naming conventions:
Subject name/Initial [Determinator [Cohort Year]
E.g DM (12) Dip 2023-204 DM (12) Cert 2023-2025

All learners will be added to the group, along with the relevant Head of Year, Head of Faculty, Assistant Principal T&L and Vice Principal – Quality of education.

Where any one learner is absent, a teacher will be required to broadcast the lesson live, through Microsoft team to allow the learner to access the lesson remotely. It is important to note, learner will be invited regardless of being off for illness or isolation.

Once a learner has joined remotely, the teacher will mark the learner in as present on the register on SIMs using the code '6'.

The teacher must share the content of the lesson with the learner who accessing the lesson remotely.

All lesson materials must be available digitally prior to the lesson so any learner is able to access them. The teacher may choose to utilise any one of LDEs digital platforms, i.e. Teams, Satchel:One, Padlet etc.

9. 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 plan to maximise the learning potential for all learners in line with PMR objectives and ensuring staff meet all elements the LDE learning cycle.

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.

10. Monitoring and 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).

11. 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.

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 LDE learning cycle (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.

12. Support, Development and Training

The LDE learning cycle 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 because 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 LDE learning cycle
- CPL sessions (relating directly to individual aspects of the LDE Learning cycle)

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 lead practitioners across LDEUTC.