

Aylesbury University Technical College

Teaching and Learning Policy

October 2023

Responsible Officer: Principal
Date: October 2023
Review date: June 2024
Procedure available: Website
Authorised by: Governing Body

1. INTRODUCTION

Aylesbury UTC holds an important position in the wider community educating the young workforce of tomorrow in a way which will ensure that they take a professional, positive and proactive role within their community in the future. We aim to create a culture of team players with 'can do' attitudes and working towards a shared common goal.

Our curriculum intent aims to develop curious, academically able and technically-skilled young people who aspire to be principled, compassionate learners. Aylesbury UTC has a clear vision to be a distinctive education provider and to offer something different to more traditional schools in the local area. We offer our students the knowledge, experiences, skills and values that will prepare them not only for their examinations, but also for career pathways and global competition in the 21st century, primarily in Computing, Health and Construction sectors. We do things a little differently to more traditional schools or colleges because we believe the best and most effective way to educate our students is to always make our teaching more hands-on and career-focussed. Our curriculum strives to create students who are self-motivated, competent, willing to take risks and become lifelong learners.

2. AIMS

This policy aims to:

- To share our vision for teaching and learning, including a common understanding of Quality First Teaching and Learning
- To recognise that it is the responsibility of all teaching staff to provide the highest quality teaching and learning experiences for our pupils, thus raising pupils' achievement.
- To provide personalised CPD opportunities for all staff involved in teaching and learning based upon their individual needs, requirements, career stage and future development.
- To ensure learning activities are planned to meet the specific needs of individuals and groups of students as identified by regular feedback and assessment.

- To ensure that high quality of teaching over time will raise the quality of learning and progress over time. Progress is actively planned for and reviewed in every lesson. Effective feedback strategies should be considered as per the guidance in the feedback section of the policy.
- To monitor the quality of teaching and learning through a thorough, robust and transparent model of quality assurance.
- To promote opportunities for pupils to widen their spiritual, moral, social and cultural development.

3. TEACHING AND LEARNING VISION

Teaching and learning are core functions of our UTC. Our primary focus is to ensure that students make at least good progress in their lessons. We aspire to promote an active and inclusive culture of learning, ensuring that students are inspired and fully involved in developing their skills, knowledge and understanding across all subject areas. It is our aim to motivate all students to have high aspirations and a desire to fulfil their potential both in and out of lessons.

We aim to develop independent and creative learners by encouraging teachers and students to work in partnership to create an active and stimulating learning environment. Parents are encouraged to take an active role in their child's learning and are supported in doing so as well as our employer partners. This is especially important when showing how all the curriculum is embedded in the working world.

All students should have the opportunity to reach purposeful destinations, including employment, apprenticeships, degree apprenticeships and degree courses.

4. RESPONSIBILITIES

The Governing Body has responsibility for:

- Ensuring that this policy is in place, monitored continually and reviewed periodically
- Ensuring that any complaint arising from the operation of this policy is dealt with in accordance with the UTC Complaints Policy.
- Encouraging, supporting, and acclaiming good practice.

The Principal is responsible for:

- Implementing this policy throughout the UTC

- Evaluating the quality and consistency of teaching and learning throughout the UTC.
- Working with the data lead and subject leaders
- Ensuring staff, students and parents are aware of their responsibilities within this policy,
- Monitoring the implementation of the document and reporting termly to the Governors.
- Encouraging, supporting and acclaiming good practice.

The SLT are responsible for:

- Ensuring staff, students and parents are aware of their responsibilities within this policy, eliciting their support for it and allowing them an opportunity to comment on its effectiveness.
- Providing training for those with responsibilities within this policy.
- Ensuring that staff are aware of recommended good practice in terms of teaching, learning and assessment
- Providing opportunities for colleagues to share and celebrate good practice.
- Communicating with new staff to highlight teaching and learning policy and practice.
- Providing CPD for all staff to ensure implementation of teaching and learning practices.
- Scheduling termly observations, both peer and formal observations.

Heads of Department are responsible for:

- Monitoring and supporting the implementation of this policy by teachers working in the subject.
- Regularly discussing items relating to teaching and learning at departmental meetings
- Highlighting and disseminating effective teaching and learning practice both within and across departments

- Evaluating the quality and appropriateness of work set in their department and making changes accordingly.
- Ensuring that all teachers (including heads of department) are attending and tracking all CPD.
- Implementing and leading on moderation and standardisation with their team.
- To support teachers in observations both peer and formal

Subject teachers are responsible for:

- Ensuring lessons are planned and structured effectively to accommodate the needs of all students
- Keeping updated regarding latest developments in terms of effective pedagogy and practice
- Planning for innovative practice to enable all students to access planned learning objectives
- Developing student potential by setting realistic and challenging targets to move students on to the next level of learning
- Attending all CPD planned and tracking their own professional development.
- Completing moderation and standardisation as a team.
- To commit to peer observation for sharing best practice.

Support staff are responsible for:

- Knowing pupils well and differentiating support to meet their individual learning needs
- Supporting teaching and learning with flexibility and resourcefulness
- Using agreed assessment for learning strategies
- Using effective marking and feedback as required
- Engaging in providing inspiring lessons and learning opportunities
- Feedback observations of pupils to teachers
- Asking questions to make sure they've understood expectations for learning

- Identifying and use resources to support learning
- Having high expectations and celebrate achievement
- Demonstrating and modelling themselves as learners

Pupils at will:

- Take responsibility for their own learning, and support the learning of others
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
- Attend all lessons on time and be ready to learn, with any necessary equipment for the lesson
- Be curious, ambitious, engaged and confident learners
- Know their targets and how to improve
- Put maximum effort and focus into their work
- Complete home learning activities as required

Parents and carers of pupils will:

- Value learning
- Encourage their child as a learner
- Make sure their child is ready and able to learn every day
- Support good attendance
- Participate in discussions about their child's progress and attainment
- Communicate with the UTC to share information promptly
- Provide resources as required to support learning
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning

4. TEACHING AND LEARNING PHILOSOPHY

The UTC invests heavily in the “Walkthru” structure of developing teaching and learning, and weds itself to the following five key elements:

- Behaviour and Relationships
- Curriculum Planning
- Explaining & Modelling
- Questioning & Feedback
- Practice & Retrieval

These WALKTHRUS areas form the basis of our T&L philosophy and is the golden thread that runs through everything we do at the UTC, including quality assurance, performance management and CPD.

Excellent teaching and learning is underpinned by a strong curriculum. For this reason, our curriculum principles sit at the heart of our teaching and learning model. It is the culture that we expect across our UTC from all of our curriculum areas. When considering our intent, our implementation and our impact, we have the highest expectations across 10 areas:

Curriculum Principles										
The best environments for learning			Inspirational and High Quality Teaching				Community Engagement in Learning			
High Expectations	Supportive Learning Environment	Student Empowerment	Curriculum for Engagement & Challenge	Deep learning challenges students with new knowledge and applies current knowledge	Assessment & Feedback	Evidence based strategies	Development of the whole individual	Partnership with parents and carers	Partnership with employers and link university	

5. LEARNING ENVIRONMENT

When pupils are at the UTC, learning will take place in classrooms as well as in purpose built practical spaces, such as our computing labs, health suite or construction work space.

These spaces will be kept safe, clean and ready for pupils to use them.

They will be arranged to promote learning through:

- Clearly labelled, comfortable and attractive zones such break out spaces outside of classrooms
- The use of dual-coding posters (shown in appendix 1)
- Accessible resources for learning such as books, worksheets and other equipment
- A seating layout that allows everyone to see the board and participate
- Displays that celebrate and support pupils' learning

6. DIFFERENTIATION

Teaching and learning at Aylesbury UTC will take the backgrounds, needs and abilities of all pupils into account. We will differentiate learning to cater to the needs of all of our pupils, including:

- Pupils with special educational needs and disabilities (SEND)
- Pupils with English as an additional language (EAL)
- Disadvantaged pupils
- Pupils that are most able

Some example strategies we will use to differentiate learning are:

- Using support staff effectively to provide extra support
- Working with our SEN co-ordinator (SENCO), our pupils with SEND, and their parents to establish the appropriate level of material to support these pupils to make good progress
- Using ability groupings for certain subjects where appropriate
- Providing writing frames and word banks

7. TEACHING AND LEARNING NON-NEGOTIABLES



UTC Non-Negotiables



Arrive on time to lessons and line up outside.
Wait to be asked by a member of staff to enter

Phones away, coats off, equipment out.
Give task full attention.

Write date and title in books.

Exemplify the UTC's **Professional Expectations**
Engage in all tasks to their best ability.
Leave the learning space immaculate.
Wait to be dismissed at the end of the lesson

Engage in assessment by marking own work, that of peers or responding to teacher assessment



Meet and Greet at the door.
Set tone for lesson. Persistent lateness sanctioned.

Have a 'do now task' ready. Task linked to prior learning and differentiated.
Practice and/or **Retrieval** activity.
Use uniform imagery to symbolise activity type.

Objectives clear and referred back to throughout and at the end.
Links to revision for exams

Range of student tasks throughout lesson- not 'chalk and talk'
Use uniform imagery to symbolise activity type.
Use a variety of **Explaining** and **Modelling** techniques.
High standards for quality of work and **Behaviour**
Strong **Relationships** formed by knowing students well.

Questioning – Range of questioning used, including open and closed questioning.
Cold calling to be used more than other methods.
Differentiated questions used.
Assessment for learning
Various forms of **Feedback** used, including self, peer and teacher assessment, both written and verbal

It is expected that all lessons at the UTC adhere to the 5 essentials of teaching and learning, which are:

- Welcome – positive start
- Starts – planned and purposely starters
- Objectives – objectives displayed, shared and returned to
- Environment – organised and inspiring
- Assessment – learning is assessed each lesson

Each aspect of the lesson is linked to the walkthrus and staff develop their teaching and learning expertise in each area by focusing on specific walkthrus in their CPD.

The expectation is that teachers ‘teach to the top’ and then use differentiated scaffolding to support all students. This means that teachers should have high expectations of students’ abilities and cater their lessons for all, by challenging all students.

8. SUBJECT SPECIFIC PRACTICES OF TEACHING & LEARNING

Schemes of Learning, and Progress Over Time (Medium and Long Term)

It is the responsibility of heads of department to ensure that appropriate schemes of learning are logically sequenced with a clear rationale for any given unit or topic and have progression over time built in. It is the teacher’s responsibility to personalise this to suit the learners in their care. Teaching staff plan for progression and learning effectively with medium and long-term strategies.

Planning of schemes of learning include the core basic skills of reading, writing, communication and mathematics, this is also adopted in lesson delivery practises.

Subject Knowledge

Students learn best when teachers are knowledgeable and confident in what they are teaching. The use of curriculum planning, expert Heads of Departments, sharing of best practice, observing colleagues and collaborative planning ensures that staff with excellent subject knowledge lead all learning. Effective teachers are devoted to developing curriculum expertise and constant improvement.

In order to achieve this, we adhere to the following principles:

- Performance management identifies areas for development and gaps in subject knowledge amongst individual staff and appropriate CPD is agreed. This is supported through the Walkthru programme
- Teachers demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of Standard English.

- Teachers demonstrate an understanding of and take responsibility for promoting high standards of numeracy.
- SLT and heads of department identify areas for development and gaps in subject knowledge through conducting curriculum reviews, learning visits, work scrutiny and data analysis.
- SLT and heads of department ensure that opportunities to develop subject knowledge are created with in-house training, mentoring and coaching and external sources, such as support from other schools/educational organisations.
- SLT and heads of department discuss strengths and areas for development in subject knowledge through line management and are proactive in finding solutions and sharing best practice amongst all curriculum teams.
- Heads of department identify gaps in knowledge or areas for development in the delivery of content in topics at a whole department level and ensure that time is allocated in subject meetings and collaborative planning sessions for staff to have the opportunity to address these areas.
- Heads of department provide feedback on key messages and materials to ensure that all members of departments are kept up-to-date with curriculum changes and promote the value of scholarship.

9. PLANNING

Planning is based on systematic and accurate assessment of students' prior learning. A range of teaching strategies are employed based on knowledge of the students' needs. Tasks are designed and adapted to ensure that they will challenge all students, whatever the level at which they are working. All lessons must have opportunities for all students to experience success and demonstrate learning and progress.

In order to achieve this, we adhere to the following principles:

- Learning objectives and outcomes are shared with the students – short term (lesson), medium term (topic/unit) and long term (course objectives). In every lesson, students should be able to articulate: - What they are learning - Why they are learning it - How to be successful in meeting the objective
- Seating plans include information regarding all student's current working grades, end of key stage target grade, professional predicted grades, SEN status, CLA, prior attainment band, EAL and PP information and are in place for every lesson.
- Teaching strategies must be adaptive, ensuring all students are capable of demonstrating progress.
- Lesson plans are designed to challenge all groups of students within a class.
- Lessons are planned to teach to the top and scaffold to support all learners
- Lesson planning includes stimulating resources, which are adapted to all student's needs, and provide pace and challenge for all.

- Lesson planning is moderated in departments to ensure quality.
- Curriculum mapping demonstrates age related skills that are expected at the end of each key stage to prepare students for the next step in their education.
- Schemes of learning are clear and show the progression of skills and knowledge, including the core basic skills.
- Curriculum areas are familiar with students' prior learning before teaching new tasks.
- Key questions are explicit in the planning, promoting higher order thinking.
- Lesson plans require students to work both independently and collaboratively.
- Lesson planning is informed by the reflection and evaluation of previous lessons and performance data.
- Teaching ensures that all students make good progress.
- Planning allows individual students to excel, be creative and develop a passion for the subject.
- Variety within and across lessons makes use of a wide range of resources and exposes students to a range of activities that support and enhance motivation and engagement.
- Learning objectives and success criteria are planned carefully to ensure that learning is visible to the student and the teacher.

10. FEEDBACK

Teachers use a range of techniques to systematically check students' understanding throughout lessons and units of study. Whilst teachers may anticipate the most likely areas of misunderstanding and prepare planned interventions and supports to address these, teachers are also ready to adapt approaches when unexpected misconceptions or difficulties arise. Feedback is sharply focused on the learning, skills and understanding that need to be improved. Students address feedback in dedicated response time to close the loop on their learning.

In order to achieve this, we adhere to the following principles:

- Teachers assess students' knowledge and understanding regularly throughout the lesson and not just at the end.
- Teachers frequently refer to learning objectives and success criteria at relevant points in the lesson
- Teachers should ensure that they are responsive to emerging student needs, using opportunities to explore misconceptions, encourage students to ask and answer questions, watch and listen to student thinking and form a sense of the progress being made. Learning conversations, one to one feedback and check ins/mini plenaries are used to ensure that learning is visible to the teacher and the student
- Teachers use active questioning techniques to support differentiation and address misconceptions

- Teachers ensure that summative assessments are carried out regularly using departmental standardised mark schemes. The marking of these is moderated regularly through department meetings
- Verbal and written feedback shows excellent subject knowledge
- Teachers give clear feedback regarding which areas of the success criteria and learning objectives have been met, next steps on how to improve and assessment grades are given when marking summative assessments
- Students have opportunities to act on written feedback and improve their work accordingly
- The presentation of student work is monitored to ensure that it shows pride in their work
- All departments follow the UTC philosophy on assessment and feedback, and where appropriate add more department bespoke strategies

11. MARKING AND FEEDBACK STRATEGIES

Non-Examination Units (T-level, BTEC and GCSE): Every student will receive and respond to one piece of written teacher, peer and self-assessment every three weeks. The feedback and response will be clearly evidenced in books/folders.

Coursework (T-level, BTEC and GCSE): Every student will have their work teacher assessed once every three weeks in line with JCQ guidelines, peer and self-assessment will be used as and when appropriate.

BTEC and T-level Coursework Units: Units will be marked in line with BTEC and T-level assessment plans.

Verbal feedback will be used across every department at every given opportunity, it is optional whether this is recorded in books/folders.

To ensure consistency, all teacher assessment needs to be completed in green, peer and self in purple, and all responses in purple pen, but must be titled as Response to Teacher/Peer or Self-Assessment.

12. MONITORING AND EVALUATION

We will monitor teaching and learning in the UTC to make sure that all of our pupils make the best possible progress from their starting points.

Senior leaders will monitor and evaluate the impact of teaching on pupils' learning through a robust QA cycle which will focus on the following:

- Conducting learning walks
- Reviewing marking and feedback
- Termly pupil progress meetings
- Gathering input from the UTC council
- Planning scrutinies

- Book scrutinies
- Performance management

More information on this is shown in appendix 2

13. LINKS WITH OTHER POLICIES

This policy links with the following policies and procedures:

- Behaviour policy
- Curriculum policy
- SEND policy and information report
- Marking and feedback policy
- Home-school agreement

APPENDIX 1 – DUAL CODING USED

Silent Work



Pair Work



Group Work



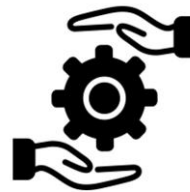
Think Pair Share



Theory Work



Practical Work



Aylesbury UTC makes use of dual-coding pictograms to show students what is expected of them in each aspect of the lesson.

APPENDIX 2 – QUALITY ASSURANCE PROCESS

Aylesbury UTC Quality assurance process focuses on the following:

- Looking at learning
- Looking at behaviour and relationships
- Looking at student work
- Looking at student voice
- Looking at curriculum

Each aspect of the QA process is linked to Walkthrus as our main driver for improvements in teaching and learning.

Looking at Teaching

Observer:

Teacher/s:

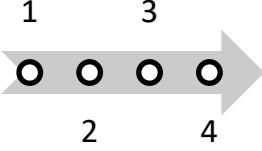
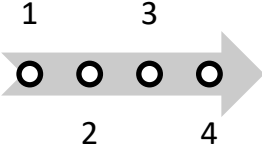
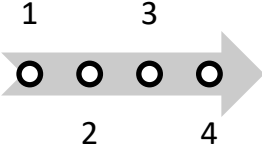
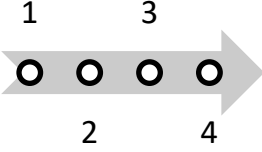
Department / Subject:

Date:

Key Stage:

Specific focus of learning walk (if relevant):

Duration:

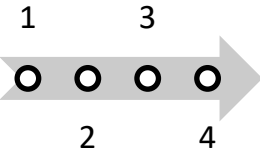
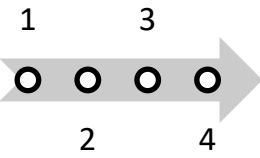
Element	1- Does not meet expectations 2- Progressing towards expectations 3- Fulfils expectations 4- Exceeds expectations	Strengths	Developments / Actions
<p>EXPLAINING</p> <ul style="list-style-type: none"> • How well does the teacher use a range of techniques to explain complex concepts? • Are all students able to access tasks? • Worked examples • Dual coding • Deliberate vocabulary development 			
<p>MODELLING</p> <ul style="list-style-type: none"> • Is there evidence of modelling? • Abstract models with concrete examples • Live modelling • Scaffolding • Metacognitive talk • Head-on misconceptions 			
<p>QUESTIONING</p> <ul style="list-style-type: none"> • Evidence that teachers are regularly checking understanding (and responding accordingly) • Is the level of challenge appropriate for all? • Cold calling • Differentiated questions • Think, pair, share • Show-me boards • Check for understanding • Probing questions • Process questions 			
<p>NON-NEGOTIABLES</p> <ul style="list-style-type: none"> • Did the teacher meet and greet at the door? • Was there a do now task ready for students? • Did the teacher make use of symbols to show lesson activity? • Were objectives clear and referred to? • Were there a range of activities used? 			

Looking at Behaviour and Relationships

Observer: _____ Teacher/s: _____ Department / Subject: _____
Date: _____

Key Stage: _____ Specific focus of learning walk (if relevant): _____

Duration: _____

Element	1- Does not meet expectations 2- Progressing towards expectations 3- Fulfils expectations 4- Exceeds expectations	Strengths	Developments / Actions
<p>BEHAVIOUR</p> <ul style="list-style-type: none"> • Is poor behaviour being dealt with quickly and effectively? • Were students given choices and consequences? • Are pupils all engaged in the task? 			
<p>RELATIONSHIPS</p> <ul style="list-style-type: none"> • Positive relationship between teacher and students? • Did the teacher establish their expectations? • Evidence of independent learning • Positive framing 			

N.b. The observer should restrict comments to those areas where they feel there is sufficient evidence to enable meaningful comments to be made. Both the observer and teacher need to recognise that a learning walk is just a 'snapshot' and that it forms just one element of the monitoring process.

Looking at Student Work

Observer:

Teacher/s:

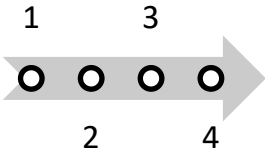
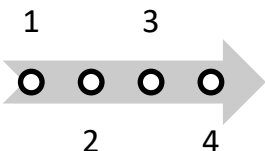
Department / Subject:

Date:

Key Stage:

Specific focus of learning walk (if relevant):

Duration:

Element	1- Does not meet expectations 2- Progressing towards expectations 3- Fulfils expectations 4- Exceeds expectations	Strengths	Developments / Actions
<p>FEEDBACK</p> <ul style="list-style-type: none"> • Evidence of self assessment, peer assessment and teacher assessment • Evidence of differentiated feedback • Student response to assessments that shows a deeper understanding • Feedback that moves forward • Feedback as actions • Whole class feedback 			
<p>PRACTICE & RETRIEVAL</p> <ul style="list-style-type: none"> • Have students been given opportunities to practice core concepts? • Has learning been regularly reviewed? • Have knowledge organisers been used? 			

Looking at Student Voice

Observer:

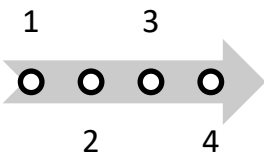
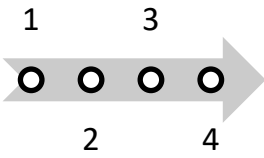
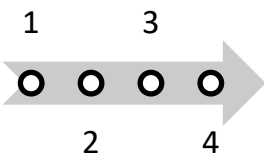
Teacher/s:

Names of Students:

Date:

Key Stage:

Subject:

Element	1- Does not meet expectations 2- Progressing towards expectations 3- Fulfils expectations 4- Exceeds expectations	Strengths	Developments / Actions
<p>EXPLAINING & MODELLING <i>How does your teacher explain difficult concepts to you?</i></p>			
<p>QUESTIONING & FEEDBACK <i>Do you peer-assess your classmates' work? How does this work? Can you show me examples?</i></p> <p><i>How has your teacher explained what grade you're at? Is this clear to you?</i></p> <p><i>What do you need to do to achieve a higher grade?</i></p>			
<p>PRACTICE & RETRIEVAL <i>How has your learning been reviewed? Do you regularly cover old concepts? Can you show me examples?</i></p>			

Looking at Curriculum




Observer:

HOD:

Department / Subject:

Date:

Key Stage:

Element	1- Does not meet expectations 2- Progressing towards expectations 3- Fulfils expectations 4- Exceeds expectations	Strengths	Developments / Actions
CURRICULUM INTENT <ul style="list-style-type: none"> • Curriculum has a clear intent that fits with the whole UTC intent • Implementation of the curriculum intent will give sufficient impact 	1 3  2 4		
CURRICULUM MAP <ul style="list-style-type: none"> • Coherent map • Sequence of concepts into small steps • Curriculum is knowledge rich • Blend of knowledge and experience • Literacy and numeracy built into curriculum 	1 3  2 4		
LINKS TO EMPLOYERS <ul style="list-style-type: none"> • Curriculum has been designed to prepare students for world of work • Employability skills built into curriculum 	1 3  2 4		