ENERGY COAST UTC

LEARNING, TEACHING AND TRAINING POLICY

2017-2018

Approved:

Signed:

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Revision History:

Revision History			
Revision	**Date**	**Owner**	**Summary of Changes**
0	October 2016	LM	Updated content
1	December 2016	JR	Updated content
2			
3			
4			

Learning, Teaching and Training Policy

Aims of the Policy

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 learning and teaching .
It also aims to provide a framework for ensuring Energy Coast UTC (ECUTC) will:

- support innovative learning and teaching so that exciting and stretching opportunities exist for all our young people
- Offer a consistent approach to learning, teaching and training across the College;
- Raise standards;
- Raise levels of achievement;
- Raise students' expectations of their own performance;
- Maintain the highest standards of behaviour in all aspects of UTC life;
- Offer every student the opportunity to become an effective student and to succeed academically, socially, culturally and physically;
- Have a learning environment and practices which are inclusive;
- Develop the following key aspects of learning: enquiry, problem solving, creative thinking, information processing, reasoning, evaluation, self-awareness, reflection, motivation, empathy, social skills and communication.
- Underpinning the teaching and learning strategy will be a work-based and themed based approach backed by industry partners.

All members of ECUTC staff have a responsibility to work with students in a variety of ways. This may be to enable them to pass an examination, develop a technical skill or behave in an appropriate manner, as these are viewed by all members of staff as important in developing the student and helping them to reach their potential. The policy applies to all teaching staff, Personal Learning Mentors (PLMs) at the UTC and staff at the two training providers, Gen 2 and Lakes College.

Expectations

All members of staff should:

- Work with a sense of common purpose and show commitment to a shared vision;
- Value students' achievements and high standards of attainment;
- Believe that all students can learn and be successful;
- Be open to continuous learning themselves;
- Have a shared and developing understanding of how students learn;
- Establish effective systems to check that learning is taking place as effectively as possible in order to facilitate general and individual improvements in learning and teaching;

- Recognise there are variables that can effect an individual student's ability to learn e.g. social skills and behaviour, access to appropriate resources, cognitive skills;
- Make appropriate provision for individual and groups of students e.g. those with SEND, More Able, those for whom the Pupil Premium applies.

All members of staff should have the highest expectations of all students. They should expect students to:

- Be prepared for sessions by having the correct equipment;
- Take pride in their work;
- Make a positive contribution to discussions and activities;
- Take responsibility for their own learning;
- Ask for help if required;
- Be fully engaged in the session;
- Be sensitive and respectful of the needs of others;
- Use higher order questioning, thinking and communication skills;
- Extend their learning beyond ECUTC into the workplace environment and community.

Planning and Preparation

- All teachers will use a teaching file to plan and record and evaluate their daily lessons.
- All teachers will have dedicated planning, preparation and assessment time (PPA) built into their timetable.
- All sessions will have clearly defined learning objectives and differentiated outcomes;
- The outcomes will be written or phrased so as to be measurable within the session, making it clear the knowledge, understanding or skills that students will develop and/or consolidate in the session. They will be differentiated.
- The outcomes will be such that, if achieved, they will demonstrate better than expected progress for all students;
- The objectives and outcomes will be shared with students in such a way that ensures all students can explain what they are learning and how this builds on prior learning;
- All lessons will be differentiated and contain differentiated activities to meet the needs of the students in that class;
- Interventions will take place within the lesson for students where data shows that they are off track;
- If a PLM is present they will be able to explain what their role is in helping specific students or a group of students to meet the learning outcomes;
- Teachers' excellent subject knowledge will ensure that planning enables all students to make outstanding or at least good, progress;
- Trainers' excellent technical subject knowledge will ensure that planning enables all students to make outstanding or at least good, progress.

Learning

There will be high expectations in all sessions and standards of behaviour will be clearly defined for all students, within the UTC, at Gen 2 and Lakes College and in the workplace, with a clear system of appropriate rewards and sanctions in line with the Behaviour Policy;

- The sessions will be structured;
- All students will know their target grade and know what they need to do to achieve it.
- Activities and strategies are used which:
  - Ensure that students are learning and gaining and /or consolidating new knowledge, concepts and/or skills from the beginning of the session;
  - Allow students to use a variety of learning styles;
  - Allow students to work both independently and collaboratively and contribute to each other's learning;
  - Use positive behaviour management and encouragement for students to achieve, including praise and rewards;
  - Allow all students to meet the learning objectives with clear outcomes that will demonstrate that objectives have been met;
  - Allow all students to maintain concentration, motivation and application by staying on task for the vast majority of the session;
  - Allow students to develop and practise higher order thinking skills such as creativity, analysis, problem solving, decision making and application;
  - Are differentiated for varying needs by task, resources, outcomes and/or method;
  - Provide pace and challenge for all students.

Effective Questioning

- Questioning will be regularly used to gauge students' understanding linked to learning objectives;
- Questioning will be largely open, challenging students to think;
- Questioning will rarely be closed other than to gauge the basic knowledge and understanding or to recall prior knowledge;
- Students will be given thinking/reflection and discussion time to encourage deeper thinking.

Assessment of Students' Progress

- Assessment of students' progress will be on-going throughout the session;
- Oral and written feedback to students will relate directly to their progress towards meeting the learning objectives and will enable them to identify their next steps towards meeting those objectives;
- Students will have regular access to success criteria in the form of student-friendly level/grade rubrics and mark schemes in order to assess and monitor their own progress;
- Students will be able to identify and articulate the level/grade they are currently working at, their target grade/level and the next steps they need to take to move towards meeting the target.

Resources

- The equipment and resources available for students to use will be of the type, standard and quality that can be expected in the professional workplace;
- Resources will be used to help all students make progress and will therefore be suitably matched to students' needs;
- Specifically, technology and IT resources will:
  - Be used appropriately and will enable all students to make progress;
  - Be used to provide IT skills that directly relate to employment from a business and technical perspective;
  - Facilitate a problem solving approach to learning, developing critical thinking and analysis;
  - Provide a personalised approach that allows students to take control of their own learning;
  - Provide an inclusive environment that is capable of supporting all needs.

Monitoring and Evaluation of the Quality of Learning

The quality of learning and teaching will be robustly assured through a cycle of continuous monitoring and evaluation.

Monitoring and evaluation takes place principally through moderation and scrutiny of students' work, lesson observations and analysis of student progress data. Formal reviews of learning take place as identified in the annual QA Cycle.

The reviews may focus on a particular group of students, e.g. Pupil Premium, More Able, on particular issues or to offer support where the need for development at an individual, whole department or whole College level has been identified.

The purpose of reviews is to:

- Identify and share good practice;
- Track the progress of all groups of students, including identified groups;
- Identify aspects of pedagogy for development by teams or for ECUTC as a whole;
- Identify any staff in need of particular support;
- Standardise monitoring procedures, including session observation and work scrutiny.

Monitoring and evaluation of learning, progress and outcomes is the responsibility of all teachers and PLMs.

Subject Leaders are responsible for ensuring the effective delivery of their subject, evaluating the quality of delivery and standards of students' achievements and setting targets for improvement.

They must:

- Evaluate learning and the planning of sessions in order to lead action for improvement;
- Ensure curriculum coverage and progress for all students;
- Establish and implement clear practices for assessing, recording and reporting on student progress and setting targets in line with College policy;

- Analyse and interpret data on students' progress against ECUTC expectations and other comparative data;
- Monitor students' progress by work scrutiny to ensure quality, consistency and to implement strategies for improvement;
- Observe the teaching of staff within their department and give constructive feedback following agreed procedures. This will inform the Performance Management process of their departmental staff.

Teaching Staff are responsible for the progress of students in their teaching groups and for self-evaluating their own professional development.

They achieve this by:

- Self-evaluating their own subject knowledge;
- Self-evaluating the quality and effectiveness of their own performance;
- Working with colleagues to improve their pedagogical skills;
- Learning from best practice at other engineering UTCs.

Staff at external training providers are responsible for the progress of students in their groups and for self-evaluating their own professional development. They achieve this by:

- Self-evaluating their professional skills and understanding their relevance and importance within the curriculum at ECUTC;
- Self-evaluating the role they play in delivering successful outcomes for students;
- Self-evaluating the quality and effectiveness of their own performance;
- Working with colleagues, including teaching, training, technical and support staff, to improve their pedagogical skills;
- Learning from best practice at other engineering UTCs.

Personal Learning Mentors are responsible for contributing to the progression and well-being of students and for providing support and advice both academically and pastorally.

QA Review Meetings

The members of SLT are responsible for the implementation of all aspects of this policy.

They have regular scheduled meetings with subject leaders to:

- Scrutinise the departmental SEF and Improvement Plan;
- Monitor the effectiveness of leadership and management of the curriculum area;
- Analyse performance data and set targets for improvement;
- Give support and enable personalised CPD;
- Ensure the quality of standards and verify the judgements of Subject Leaders.

Monitoring Impact and Review

The consistent application and enforcement of an effective policy and the resulting procedures by all staff, with suitable monitoring to ensure this, will improve the achievement of individual students, groups of students and thus contribute to the College profile overall;

The implementation, co-ordination and monitoring of the Learning, Teaching and Training Policy is the responsibility of the Principal working with the Governing Body.