



UTC Cambridge Learning & Teaching Policy

Lead member of SLT:
Governor:

Deputy Principal
TBC

Legislation and reference:

DfE's National Curriculum in England Key Stages 3 and 4 Framework Document
Ofsted's Common Inspection Framework
Exam Board Requirements

Associated documentation

UTCC Assessment and Feedback Policy

UTC Cambridge Vision

UTC Cambridge: Delivering Future Scientists

UTC Cambridge Mission

Through an innovative curriculum, developed with leading scientists from industry and academia, UTC Cambridge builds bespoke learning solutions delivered in a state of the art science and technology environment that empowers students to manage their academic and career development.

UTC Cambridge Values

We set ourselves challenging goals, are agile and resilient, to achieve our personal best.

By respecting one another we enhance our experience and benefit from different perspectives.

We take individual responsibility, ensuring team delivery.

By respecting our environment, our world, we make a difference.

We celebrate positive contribution and aspire to excellence.

We are morally and ethically responsible in scientific and environmental innovation.

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1. Introduction

We have a duty to ensure that each of our students achieves the very highest academic grades of which they are capable by demonstrating their understanding of what they have learnt. To achieve this, students must be taught by teachers who are inspired with an enthusiasm, passion and commitment for their subject and energised by their own strong sense of community. Our approach to teaching and learning seeks to reflect these values. As an institution we are striving to provide the deepest learning experience for our students and our staff. We recognise that effective self-evaluation is essential for teachers to develop as leaders in learning. Reflective teachers adapt and innovate. Teaching staff at UTC Cambridge are interested in learning and engaged in the process of improving the effectiveness of their work.

2. Purpose of the Procedure

The purpose of this policy is to:

- Ensure that all students at UTC Cambridge are engaged in high quality learning experiences that lead to consistently high outcomes in every sense. We seek to develop our students so that they are enriched by learning and have a desire to engage with the world around them.
- Provide a common language and understanding of what makes outstanding learning and teaching.
- Provide a UTC Cambridge model so that everyone understands our methods of personalising learning to the needs of every student.
- Outline responsibilities at all levels in terms of the provision of learning and teaching.

3. Aims of this procedure

- Ensure that all teaching is found to be good or better
- To ensure that students of all abilities are provided with unparalleled opportunities for progression
- To ensure that learning and teaching is of central importance and prioritise.

At UTCC we consider best practice to include the following:

- Engaging lessons that are accessible by all students. Learning that is designed, adapted and personalised to engage/challenge all students
- Collaborative and enquiry/project-based learning; learning by investigating and doing
- Lesson which demonstrate considerable progress in learning
- Aspects of learning how to think and how to learn (meta-cognition)
- Lessons in which students play an integral part in the learning process and are active participants in the process
- The development of resilience to making mistakes and learning from them
- Collaboration between teachers and students. Model the very best relationships between staff and students
- Lessons which model the very best subject knowledge
- Regular assessment and feedback which identifies strengths, areas for development and next steps to progress
- Evidence of innovative practice. Teachers modelling a love of learning.

4. Responsibilities

Responsibilities of Governors

- To monitor and hold to account
- The quality assurance of learning and teaching and student groups, especially the disadvantaged
- Examination results at KS4 and 5
- Staffing and staff development
- Appraisal process
- Teaching and learning improvement strategy

Responsibilities of Leadership

- Ensure that robust systems and policy are in place to support and monitor learning and teaching
- Ensure that Heads of Faculty and Key Stage adhere to systems and policy and promote UTC Cambridge core values around learning and teaching
- Ensure Heads of Faculty and Key Stage Heads complete robust Faculty Reviews and Key Stage Reviews, set clear objectives for the following year and review examination outcomes and the quality of teaching and learning
- Scrutinise data and other relevant information in order to plan appropriate whole school and faculty staff development

- Ensure that there are robust appraisal procedures and promote high expectations, and ensure that judgements and related objectives are well rooted in evidence.

Responsibilities of Subject Leaders

- Ensure that they follow and promote all systems and policies in place to support and monitor learning and teaching
- Collate robust Faculty Reviews and Key Stage Reviews, set clear objectives for the following year and review examination outcomes and the quality of teaching and learning
- Scrutinise data and other relevant information in order to plan appropriate faculty staff development
- Ensure that they follow and promote UTC Cambridge appraisal procedures, promote high expectations and ensure that judgements and related objectives are well rooted in evidence.
- To make expectations explicit through written advice, meetings, role modelling, advice in Schemes of Learning, faculty Continual Professional Learning (CPL), observations and professional advice
- To ensure subject teachers are adhering to policy and promoting best practice as outline in this document
- To ensure that subject teachers engage fully in the appraisal process, engage with Continual Professional Learning (CPL) and follow any advice and recommendations that may arise from Quality Assurance (QA) procedures
- To report to the Deputy Principal regarding faculty performance, student progress, raise any concerns, and report on any planned interventions
- To promote high standards of teaching and learning within their department
- To keep abreast of developments in teaching and learning, especially in their subject area, and the requirements of relevant examination courses.

Responsibilities of class teachers

- Understand that there are constant developments in teaching and learning and keep abreast of new subject specific and generic techniques
- Seek to develop their own practice through Continual Professional Learning (CPL) opportunities
- Act on advice from the Leadership members and any other staff working with them to develop their practice
- Accurately self-assess using the Quality of Teaching, Learning and Assessment Review as part of the Teacher Quality Review Process and work to address any areas for development
- Support all aspects of the learning and teaching process and actively engage with this policy document.

5. Monitoring and evaluation

UTCC monitors the quality of learning and teaching provided by individuals, faculties and the college as a whole through the following mediums:

- Performance monitoring termly reports
- Examination results and outcomes for students, including Raise On Line evaluations, GO4 Schools and other external source documents
- Faculty and Key Stage Reviews
- The Teaching Quality Review Process
- Outcomes, Tracking and Interventions (OTI) Meetings
- Weekly line management meetings
- Newly Qualified Teacher (NQT) Induction Process
- Appraisal processes
- General Learning Walks
- Inclusive Practice Learning Walks

- Assessment and Feedback Quality Review
- Behaviour and Safeguarding Learning Walks
- Disadvantaged student reviews