

Lincoln University Technical College  
A College for Science & Engineering



# Teaching, Learning, Assessment & Reporting Policy

## **Equality and Diversity Statement**

Lincoln UTC strives to treat all its members and visitors fairly and aims to eliminate unjustifiable discrimination on the grounds of gender, race, nationality, ethnic or national origin, political beliefs or practices, disability, marital status, family circumstances, sexual orientation, spent criminal convictions, age or any other inappropriate grounds.

### **Policy Review**

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# LINCOLN UTC

## TEACHING, LEARNING, ASSESSMENT AND REPORTING POLICY

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## LINCOLN UTC

### TEACHING, LEARNING, ASSESSMENT AND REPORTING POLICY

#### 1. AIM

The aim of this policy is to define what Lincoln UTC believes is the basis for effective Teaching, Learning, Assessment and Feedback. This document will guide teachers on what to do in order to facilitate progression for all students leading to excellent outcomes. This policy also gives an overview of the ways in which staff should set targets for students' attainment as well as assess, report and record their evaluations of student progress within Lincoln UTC.

#### 2. TARGET SETTING

The fundamental principle of a successful academic target is that it is a student driven, aspirational target and does not at any stage build on under achievement.

##### Key Stage 4

- All students will be given one target grade for each subject:
  - This target grade will be based on expected progress within the UTC;
  - This will be a minimum of four levels of progress.
  - These targets will be based on the following:
    - Prior attainment data;
    - KS2 results;
    - Baseline data upon entry to UTC.
- Baseline tests could include:
  - CAT4 (including Attitudinal survey);
  - Edinburgh Reading Test 4;
  - Diagnostic Spelling Test 5;
  - Foundation Maths GCSE paper;
  - Science KS3 SATs paper;
  - English KS3 SATs paper.
- All Key Stage 4 students will sit tests on arrival into year 10 at the start of each academic year to inform the target setting process.
- There may be exceptional circumstances where students are set less than four levels of progress. For these students four levels of progress will still represent significant challenge.

##### Key Stage 5

- All students will be given one target for each subject;
  - This target grade will be based on attainment at Key Stage 4;
  - Targets will be aspirational and will challenge students.

##### Department and Teacher target setting

- Heads of Department (HoDs) will set 'flight paths' for students learning and progress. These 'flight paths' will represent the typical steps in attainment and achievement that a student will make if they are to achieve their overall target grade;
- Teachers will set students targets for units, topics or assignments based upon their understanding of the specification requirements in relation to the flight path and students' knowledge skills and understanding.

### **3. EFFECTIVE TEACHING AND LEARNING**

For effective learning to take place, the UTC expects teachers:

- To be knowledgeable and enthusiastic about their own subject areas;
- To be active learners, engaging with and delivering content in new and innovative ways;
- To be prepared to work collaboratively with teachers from a range of subject areas and our employer partners to deliver learning that relates directly to industry and higher education;
- To plan and deliver lessons and sequences of lessons that:
  - Utilise a variety of teaching strategies and feedback designed to engage all the students;
  - Take into account the individual needs of all students;
  - Ensure that the content is personalised to provide the appropriate challenge for all students and all abilities;
  - Effectively develop students' awareness and understanding of spiritual, moral, social and cultural issues;
- To give regular feedback to students, in line with the UTC's feedback section within this policy, that will enable students to understand the steps they need to take in order to improve;
- To track, record, report the progress of the students they teach, both at individual, sub-group and class level;
- To plan intervention strategies, both individually and working with other members of staff, as appropriate;
- To ensure good relationships are established by creating a positive and professional learning environment through understanding the needs and abilities of each student;
- To be competent in using a range of datasets in order to inform planning, set challenging targets for all students and provide informative student feedback;
- In all aspects of learning, teachers should look for opportunities to develop skills in numeracy, literacy and IT.
- All departments are expected to have Programmes of Study and Schemes of Learning, saved in the QA files. The learning outcomes from these documents should be used by all teachers in order to plan and inform learning sessions.

### **4. EFFECTIVE TEACHING BEHAVIOURS**

In order to provide a clear framework for students teachers should:

- Begin and end lessons on time and in a structured manner;
- Hold and model high expectations, showing students what is expected of them and giving clear feedback to students on their performance;
- Ensure lesson content is appropriate to the age and ability of the students, using differentiated materials and resources where appropriate;
- Value students' contributions and make appropriate use of praise and rewards to underline the value of achievement and effort;
- Give students feedback on their work completed and how they can improve.

### **5. EFFECTIVE PLANNING FOR LEARNING**

A learning session is split into at least three sections that are:

- Get them going (starter)
- Teaching and Practice (teaching and learning)
- Find out what they learnt (plenary)

These can be repeated and this may last for more than one timetabled period. For full guidance, please see *Appendix I*

## 6. EFFECTIVE TEACHING STRATEGIES

Lincoln UTC upholds the view of Ofsted that there are no preferred learning or teaching styles. Teachers are free to deliver lessons and develop learning in any manner they feel is appropriate for their students. At the heart of learning lies our vision, *to develop professional, respectful relationships in pursuit of excellence*. Teachers will hold this vision at the heart of all they do and ensure that students are able to develop independent and collaborative learning behaviours that can be utilised within any environment.

Lincoln UTC values opportunities for students to speculate, investigate and make mistakes. This may involve risk-taking in teaching to provide varied and unusual experiences for students. Teachers should be confident to try new and innovative methods to drive the quality of teaching and learning beyond the expectations of outstanding.

## 7. FEEDBACK

Feedback is one of the most powerful tools for driving student progress. The best feedback focuses on the task (rather than the student), highlighting strengths in performance and gives clear areas for students' to improve. Students need to be given time to respond to teachers' comments and targets so that teachers, students, parents and leaders can see that progress is being made.

### AIMS OF FEEDBACK

- Create a dialogue between student and teacher or other adults;
- Celebrate and acknowledge achievement, progress and effort;
- Ensure continuity for the student as they move through the UTC;
- Highlight areas for development for students;
- Inform future planning for teachers;
- Raise achievement;
- Provide evidence of progress over time;
- Encourage students to take pride in their work;
- Encourage accuracy in writing, with a focus on core literacy skills.

### PRINCIPLES OF FEEDBACK

Feedback should:

- Be timely and in line with the QA document requirements;
- Identify strengths;
- Suggest areas for improvement by outlining the next steps and providing targets;
- Encourage a dialogue between student and teacher through the use of DIRT (Directed Independent Reflection Time);
- Sometimes be carried out by students in peer or self-evaluation using the learning outcomes or success criteria

### TYPES OF FEEDBACK

Various types of feedback exist and they are not mutually exclusive to any one given situation. It is important to note that different students and different situations will require different approaches to feedback. Teachers are required to provide regular and timely feedback thus allowing students to respond and develop their learning.

#### **Verbal Feedback:**

This is the most frequently used type of feedback. It is immediate and can directly influence student action in the lesson. Verbal feedback could be directed at individuals or groups of students.

**Written Feedback:**

Written feedback should identify strengths and areas for improvement in key assessed work. Students will then act upon the feedback and that will be visible in their books.

- Written feedback from teachers should be completed in an easily distinguishable coloured pen.

**Peer and Self Feedback:**

Peer and self-feedback can be very powerful forms of feedback for individuals and should be considered as a valid source of evidence for students to act upon.

- Effective peer and self-feedback needs to be structured and modelled by the teacher;
- Peer and self-feedback should be clearly labelled;
- Teachers should share examination mark schemes and assessment criteria where appropriate to assist in peer and self-feedback.

**8. BOOKS AND MARKING**

All departments will provide students with a 'learning' book or portfolio which be used to record evidence of students and their best efforts to demonstrate their knowledge skills and understanding. This may be electronic.

- The work in this book will represent the outcomes of teaching and learning, following tasks, some of which may be seen in the 'working' note book;
- The work in this book will show how students have been challenged and given tasks and support which match their needs and teachers' expectations;
- The work in this book will be formatively marked with written feedback to students on how to improve their work and make greater progress;
- There should be opportunities that are clearly evident for students to revisit and improve their work, following feedback;
- The work in this book will inform teachers' judgements of students' knowledge, skills and understanding and their relative performance against expectations.
- The presentation in this book is expected to be of very high quality;
- The way students record their learning is specific to each Department in accordance with Departmental Policy as outlined in *Appendix II*
- Students' work will be marked for literacy elements and SPaG on a regular basis;

**Marking for Literacy:**

- All staff are responsible for the literacy skills of our students. Spelling, punctuation, grammar and adapting writing to the conventions of genres, are essential communication skills for the world of work.
- Marking for literacy should be conducted on a regular basis and used for key tasks.
- The following symbols should be used for marking literacy:
  - Sp incorrect letters circled in the word = incorrect spelling;
  - // start a new paragraph;
  - ^ missing words;
  - ? unclear meaning;
  - P faulty punctuation;
  - c capital letter needed.

Heads of Departments are responsible for the monitoring and quality assurance of marking, assessment and feedback in their subject areas. Senior Leaders line managing Heads of Department are accountable for ensuring that this take place.

## 9. ASSESSMENT

- Keeping student progress information:
  - Teachers will record all assessments made regarding students' progress and attainment;
  - Teaching staff and Heads of Department will be expected to store all students' assessments, for use during external moderation to validate assessment decisions and predicted grades, as well as to monitor the progress of individual students.
- Every term, the UTC will assess progress through the use of a Teacher Assessed Current Grade (TACG):
  - A TACG will reflect the progress on the current module of study or specific task;
  - The TACG will be reviewed against the Flight Pathway for that student;
  - It will be identified as: Above, On, Below (AOB) the Pathway;
  - The AOB and TACG grade forms the basis for a staff-students discussion of areas for improvement;
  - The AOB will be used when reporting to parents and when analysing attainment and progress.
- Assessing effort:
  - A student's effort in achieving their attainment grade will be measured on a 1 – 4 grade;
  - The criteria for this will be stated at each reporting cycle;
  - This grade will be reported to parents with supporting explanation.

## 10. MONITORING OF SUBJECT AND COLLEGE PROGRESS

Lincoln UTC uses a management information system (MIS). At key reporting points during the year, progress data will be analysed by SLT; drilling down into student attainment, effort and progress by subject, qualification and mentor group. This allows trend analysis by key groups including FSM, LAC, gender and Pupil Premium with effective intervention then being implemented.

### ***Acting on Data***

- Following data analysis within departments at the end of each term, teachers and Heads of Department (HoDs) will produce a summary of the key actions that need to be taken to improve student outcomes;
- Actions should be focused on key areas to improve and actions to be taken (including intervention), as well as successes and good practice to share with other subjects;

### ***Intervention***

- Intervention will always begin with targeted support by the Subject Teacher within a lesson. Students will be identified as requiring further intervention by either the Subject Teacher throughout the academic year and by the Head of Department following a Progress Check;
- Teachers must share any concerns regarding students' progress, both academic and pastoral regularly with their HoD.
  - Organising Intervention
    - Additional learning activities for students requiring further intervention will be organised and monitored by Subject Teachers, Heads of Department, SLT links as well as the SENCo where appropriate.
  - Assessing the Impact of Intervention
    - A range of information will be used to judge the success and impact of a particular intervention. Teachers conducting additional learning activities will identify the impact on student progress using teacher assessment data. Longer-term feedback will be obtained from subsequent Progress

Checks which will confirm improved progress and attitudes to learning over a longer period.

## **11. REPORTING**

Lincoln UTC academic year is split into six terms. Reporting is linked around these terms. There are six Progress Checks per academic year, three of which will be reported to parents.

- Progress will be reported to parents through:
  - Parent's Consultation Evenings;
  - Progress Reports or full Academic Reports, made available to parents through means available at the time.

## **POLICY REVIEW**

This policy will be reviewed in accordance with the Policy Review cycle.

## Appendix I - Planning for Learning

### Lincoln UTC: Learning Session Planning - Guidance for Teachers

#### Core Expectations

1. Every teacher will plan every learning session they teach.
2. Teachers will have a positional seating plan for classes where specific students have identified needs that require them to be seated in a specific place. i.e. visually impaired students.
3. The teacher will know all their students and be able to identify those who are Pupil Premium, SEND and the most able. They will use a range of sources of information including baseline assessment data, SIMS data, tracking data and SEN Passports.

#### Planning for Learning

##### Step 1

Start with the end in mind. What do I want my students to have learnt by the end of the learning session? Identify learning milestones that are: cumulative; distributed; measurable; clear. These will become your success criteria. You may choose to share these with the students and refer to them in the learning session so that they understand what they look like when they have achieved them.

The success criteria will identify an area of knowledge or a skill that is being focused on in the learning session. This tells the students what you want them to have achieved by the end of the session.

The knowledge or skill should be split into graded layers. The reason for grading the success criteria is to show a student how they can develop their knowledge or skill – it will show them how they can make progress in the learning session. The graded layers will be chosen in accordance with the abilities of the students in that class.

##### Step 2

Plan the Plenary. How will I know what they have learnt? How will I know the impact of my teaching?

This is the final part of the session and it is the question or task that students will complete without teacher support or unnecessary support materials. Here they will demonstrate what they have learnt. This will show you and the student if they have made the expected progress. You may think you have **taught** a wonderful learning session, but that doesn't always mean it has had a **positive impact** on their **learning and progress**. You must check.

Think about the start of the learning session. How will you connect the learning – back to previous learning – and forward to future learning? It is important that students know what they are doing and why.

##### Step 3

Plan the starter. How will you link this learning session to prior learning? How might you introduce a new topic? How will you gain their interest and enthusiasm?

## Step 4

Plan the teaching and modelling. What knowledge and skills do you need to teach so that the students can tackle the plenary? What will you teach / show / model / challenge them to work out? Here you are providing them with the scaffolding to enable them to take these new knowledge and skills and practice them in the next section of the learning session.

## Step 5

Plan the learning activities – the deliberate practice. Here students are practicing the theory and skills that you have just modelled to them.

What support will students require to complete the task? Not all students have the same starting points and so different students will require different sorts of support and scaffolding. Make these explicit here.

Plan your questioning – what will you ask the students to make them think hard with breadth, depth and accuracy? How will you know if they understand the concepts or not?

What are the common misconceptions? How will you know if students are falling foul to them? What will you do to address the misconceptions?

What feedback will you give the students to help them think about and further develop their knowledge and skills?

This part of the learning session should be student led and can be in pairs, groups or individually. Please note that learning sessions may be broken down to contain multiples of these activities – for example, teaching then learning, teaching then learning, before the plenary takes place. Equally, teaching and learning may be delivered over a series of learning sessions for the success criteria to be achieved. Learning sessions are not expected to only have these steps once but they are the critical steps.

### **Put the learning session together and prepare your resources.**

The creation of resources, such as a PowerPoint presentation, happens once you have decided what you want to teach and how you will deliver it.

### **Further Reading**

Allison, S. & Tharby, A. (2015) *Making Every Learning session Count*. Crown House Publishing: Wales.

Beadle, P. (2010) *How to Teach*. Crown House Publishing: Wales.

Beadle, P. (2013) *The Book of Plenary*. Independent Thinking Press: Wales.

Hattie, J. (2012) *Visible Learning for Teachers*. Routledge: Oxon.

Knight, O. & Benson, D. (2014) *Creating Outstanding Classrooms*. Routledge: Oxon.

Sherrington, T. (2014) *Teach Now! Science*. Routledge: Oxon.

## Appendix II

### How students learning is recorded according to Departmental Guidance

#### Key Stage 4

Department	Formal Record	Additional Records	Assessment Methods
Business	Online		End of unit assessments
Computer Science	Online	Learning books	End of Unit tests
Engineering	Online & Exercise Books	Design Folders, Rough books	End of Unit assessments / assignments
English	Exercise Books		End of Unit tests
Geography	Exercise Books		End of Unit tests
Mathematics	Exercise Books	VIP books, exam and test papers	End of Unit tests
Science	Exercise Books	Practical Book	End of Unit tests

#### Key Stage 5

Department	Formal Record	Additional Records	Assessment Methods
Business	Online		End of Unit assessments
Computer Science	Online	Learning books	End of Unit tests
Engineering	Online	Design Folders, Rough books	End of Unit assessments / assignments
English	Exercise Books		End of Unit tests
Geography	Exercise Books		End of Unit tests
Mathematics	Student Folders	VIP books, exam and test papers	End of Unit tests
Science	Exercise Books	Practical Book	End of Unit tests