Teaching and Learning Policy	
July 2025	

Vision statement	Mission statement
Brook 6th Form & Academy inspires and enables students to create a better world, by providing STEM with purpose.	To provide a Technical/STEM focussed education, in an inclusive, safe environment, that enables students to fulfil their academic potential, develop their employability skills, to successfully progress to an appropriate next steps destination.
Curriculum Intent	**Values**
To deliver a Technical/STEM focussed curriculum, that improves literacy skills, and provides regular opportunities to engage in practical learning, to enable students to develop technical knowledge and skills, and achieve good academic qualification, allowing then to progress to university or an apprenticeship at the end of Year 13.	**1.** A safe inclusive environment for all. **2.** Quality First teaching to ensure excellent student progress and benchmark plus attainment outcomes. **3**. Employer and university led projects to provide students with an enjoyment of school life, employability skills and a competitive edge when applying to university and or apprenticeships

Summary

The Teaching and Learning (T&L) at Brook 6th Form & Academy is influenced by the statements outlined above. The aim is to ensure excellent student progress, through safe inclusive teaching, which is appropriately adapted for all learners, using the TEEP pedagogy. As a UTC, practical learning and employer engagement projects are woven across the curriculum to engage and motivate students, to enhance and consolidate learning, to develop technical knowledge and skills beyond the subject specification, in order to achieve good academic qualifications, and progress to appropriate next steps destinations.

Safeguarding

Fundamental to T&L is effective Safeguarding. When students are safe they are able to learn. Teachers are expected to ensure that the delivery of their subject is safe:

- Inclusive content
- Health and Safety for practical learning
- Specification content is regularly reviewed through a safeguarding lens, and teaching adapted to accommodate this
- Behaviour policy is implemented to ensure excellent behaviour for learning

Sequencing of lessons

All curriculum planning must ensure that lessons are sequenced, and where appropriate this sequencing of lessons is planned with other subject areas (e.g. maths and physics).

Cognitive science tells us that students can know and do more when the curriculum is well-sequenced. Lesson sequencing is a holistic approach to lesson planning. Subject teachers must know their subject and where each aspect of the specification is being taught. Subject teachers must know exactly where they want the students to get to and this must be ambitious.

Ofsted guidance states: "Leaders and teachers design, structure and sequences a curriculum, which is then implemented through classroom teaching. The end results of a good, well-taught curriculum is that pupils know more and are able to do more. The positive results of pupils learning can then be seen in the standards they achieve."

Pedagogy – The TEEP Learning Cycle

The TEEP (Teacher Enhancement Effective Programme) is used by teachers as a framework to plan relevant, purposeful and stimulating lessons to ensure positive student progress. Teachers can be confident that if each of these elements is considered during planning, then the lesson or series of lessons will actively engage students in their learning.

By definition the TEEP Learning Cycle does not mean that each element is discrete or linear, rather it is intended to provide the basis for a strategic and cohesive sequence of activity that will enhance the students learning.

Lesson Planning (a single lesson or a series of lessons):

- Prepare for Learning
  Teachers will work strategically with their students to develop a climate that is conducive to learning. It will include consideration of three main areas: The physical environment; the social/emotional environment; the intellectual environment.

- Agree Learning Outcomes
  Teachers will explicitly share the learning outcomes and success criteria with students. The outcomes should be used later in the lesson as well as reference points and also to evaluate progress made against achieving the outcomes.

- Present New Information
  Now students will be presented with or introduced to the new information that they are required work with. Teachers need to consider what will be the best way to present the information so that it provides for maximum inclusion of the students.

- Apply to Demonstrate
  Students are participating in a task or tasks that will allow them to demonstrate their understanding of the content that was presented and apply the new learning in a different situation.

- Construct Meaning
  Students are given the time and opportunity to develop understanding of the new information and to practice their developing skills. The students are actively engaged in exploring the content.

- Review
  A critical element in the process of teaching and learning as it is at this point that teachers can challenge the students to make their learning explicit. Although Review is the last of the elements of the cycle to be described, it should not be seen as coming only at the end of a lesson.

Strategies for Learning (every lesson must include at least two):

- Assessment for Learning
- Collaboration
- Thinking for Learning
- Effective Use of ICT

BROOK 6TH FORM & ACADEMY
A UNIVERSITY TECHNOLOGY COLLEGE

Practical Learning

Practical learning is a characteristic of a UTC. In-addition to practical work required by the exam board specification, students should have the opportunity to engage in practical learning that will ignite their passion for the subject, and further enhance their appetite for learning.

- Engineering students should have regularly timetable practical lessons.
- Science students should have at least two practical experiments every half-term. A number of practical experiments each academic year must go beyond the exam specification.
- Media and Computer Science lessons should include regularly opportunities for students to engage in practical learning.
- Maths and English should include regularly opportunities for students to engage in practical learning.
- PE and Games

Employer Engagement Projects and Subject Specific trips

Every opportunity must be taken to provide students with the opportunity to engage with an employer as part of their learning. Subject leads uncertain of how they might engage employers should look to the engineering and maths department for guidance.

Employer engagement projects:

- Enhance levels of student motivation for the subject, and school in general
- Enables students to apply their learning in a real world context
- Can help consolidate knowledge and understanding of a subject content
- Support student applications to university and or apprenticeships
- Further develops technical skills and understanding of the workplace
- Further develops an understanding of employability skills
- Leads to excellent student behaviour and helps create a focused mind-set
- Supports progression to excellent next steps destinations at the end of Year 13

Subject areas unable to engage an employer should look to ensure a number of subject specific trips across the academic year in order to achieve some of the same outcomes as employer engagement projects.

MEPG

Students are provided with their MEPG (Minimum Expected Progress Grades) based on their prior attainment. This is the minimum grade that students should achieve at the end of the course.

The MEPG is of course aspirational, to enable all students to achieve excellent progress. Additionally, a number of students have not had a positive school experience before joining our school, and therefore may have previously under-achieved. An aspirational MEPG helps address any previous under-achievement.

- Year 12 MEPG's are based on their GCSE grades
- Year 10 students complete a GL assessment at the start of the year to generate the MEPG

Literacy

The approach to literacy is whole school, across every subject. Please refer to the literacy policy.

All subjects must include:

- Reading for comprehension. This can also include homework
- Writing. Opportunities to practice and improve written communication skills.

- Oracy. Opportunities for students to use verbal communication (e.g. answering questions, presentations, sharing feedback from group work)
- Vocabulary (teachers should aim to display these words in the learning environment)
  - Tier 2 Vocabulary. High frequency words found in many different subject disciplines. For example: algorithm, correlate, differentiate, neutralise, trajectory
  - Tier 2 Cross curricular Instructional words: For example: describe, explain, analyse, evaluate, compare, demonstrate, concede, conclude, implication, consequent, differentiate, simplify
  - Tier 3 subject specific vocabulary. For example: photosynthesis, ergonomics, anthropometric, concordant, photoelectric, positron, integration, titration, median, python

Adaptive teaching

Adaptive teaching is an approach that adapts teaching and learning to meet the unique needs of each learner and ensures that teaching is inclusive. Adaptive teaching is an approach that focuses on the entire class while still responding to individual student needs.

Teachers must have high expectations of every student; provide a range of support to meet student needs; enable all students to make good to excellent progress during a single and or series of lessons. This includes:

- Curriculum planning (considers the needs of students and hurdles to learning in the planning of the curriculum)
- Know Your Student (Class context sheet)
- In lesson targeted support (pace, resources, questioning)
- Range of teaching and learning resources (in lesson and for homework)
- Formative[1] assessment, (such as questioning, tasks, practical activities). These can be used to inform in-the-moment adaptations as well as future planning
- Summative[2] assessment (such as milestone assessment) can assess a students progress overtime and further inform curriculum planning
- Collaborative learning

Pupil Passports

SEND students are issued with a Pupil Passport to support their progress.

The SENCO meets with SEND students and their parents to identify learning needs and strategies to support learning. The student and their parents are included in the development of the Pupil Passport, which subject teachers must use when planning their lessons. Know Your Student underpins successful adaptive teaching.

The SEND code of Practice refers to "the graduated response" to identify barriers to learning and develop strategies to support the progress of all students, including SEND students:

- Assess
- Plan
- Do
- Review

All the approaches and values outlined in this T&L policy, when implemented effectively, will ensure good to excellent progress of all students, included SEND students.

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[1] Formative assessment: Assessment that takes place while students are still engaged in their learning. In the moment. It allows students to identify and assess any misconceptions.

[2] Summative assessment: Assesses knowledge and understanding over time

Other policies to read alongside the T&L policy include:

- Assessment Policy
- Literacy Policy
- Behaviour Policy
- SEND Policy

End