



Mulberry UTC

Teaching and Learning Policy

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Review Date:	June 2026
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Version control

Version	Reviewed	Changes since last version
1	Existing	
2	June 2019	<ul style="list-style-type: none"> • Addition of reference to Mulberry Schools Trust Learning and Teaching Policy statement. • Addition of Homework Guidance, Marking and Feedback Guidance, Learning Walk Guidance, SEF fortnight guidance, Lesson planning proforma and guidance, Lesson observation guidance and PPDP guidance.
3	May 2022	<ul style="list-style-type: none"> • More specific strategies given: 'clear contributions', 'cold call', added Voice in PADDLE list, Added IS to hwk section and on plan, Added Takes register/checks uniform/eq (during DNA), added staff surveys in SEF monitoring, added industry lnks section to observation form, added MS Teams (IS and LWs) • Removed reference to PDPP and Y10 revision programme, • Staffing changes: added AP for T&L leading SEF cycle, replaced HoFs/Director of Progress with DoLs • Changed SEF cycle starting at start of new term • Edited Learning walk protocol • Edited SEF cycle review
4	May 2023	<ul style="list-style-type: none"> • Update provided on the current review of the PADDLE Framework. A draft of 'Mulberry UTC's Principles of Great Teaching is currently underway
5	May 2024	<ul style="list-style-type: none"> • References to STAR Framework added
6	May 2025	<ul style="list-style-type: none"> • Amendments made to Learning Routines section (T&L essentials replaced with three non-negotiables) • Addition to Organisation section (TEAMs) • Addition to Homework and IS section (planning HWK/IS in advance) • Updated LW form screenshot • Dates updates for CPD programme

Mulberry UTC Teaching and Learning Policy

Introduction

Mulberry UTC has adopted the Mulberry Schools Trust Learning and Teaching Policy Statement, which sets out the pedagogy, practice and principles which are followed by all schools within the Trust. This UTC-specific policy should be read alongside that Policy Statement. This policy provides a brief rationale for the approach to learning and teaching which is followed at Mulberry UTC and sets out key documents which are used at the school to support the development and evaluation of learning and teaching.

Rationale

Raising standards in the quality of teaching, learning and progress is key to continuous school improvement. Mulberry UTC is a professional learning community; at this school, every teacher is encouraged to reflect on their own classroom practice and refine it in order to ensure high quality learning for all students. Mulberry UTC is also an inclusive school that is determined to ensure that all students experience an excellent quality of learning and teaching at all times, so that all students can reach their full potential.

All teachers at Mulberry UTC are expected to consider the extent to which they are contributing towards students' development of academic and technical mastery. In relation to technical mastery, this is likely to include practical work and regular opportunities for students to apply knowledge and consider its relevance in real-world contexts. This focus on bringing learning to life for our students through practical, hands-one, applied learning is an essential part of our vision and ethos as a University Technical College.

All teachers at Mulberry UTC to support the achievement of these goals use the following key documents.

Key documents

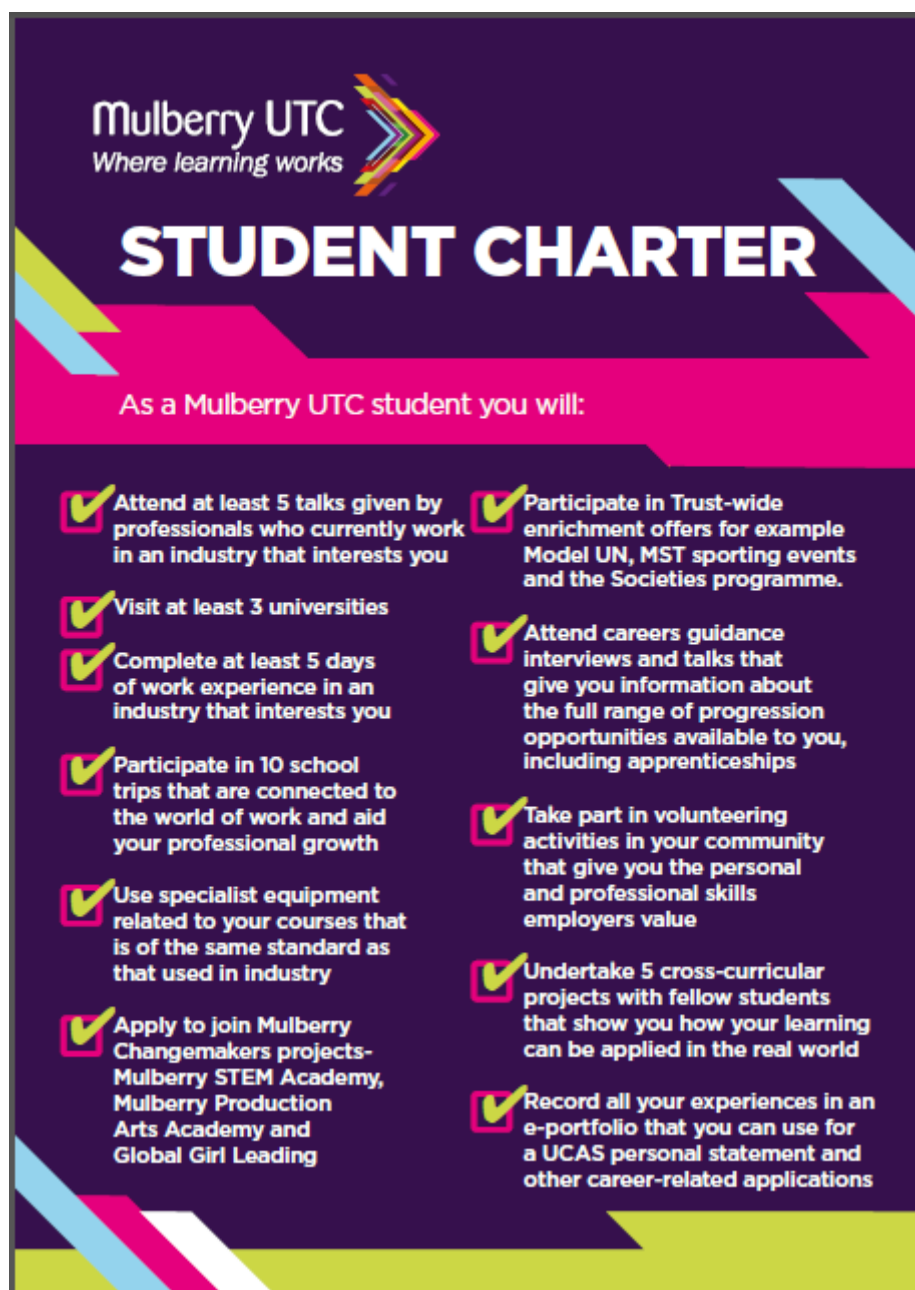
1. The STAR Framework

This document sets out our core teaching principles. It is regularly reviewed and was arrived at with the input and agreement of all UTC staff. It is summarised below and the detailed framework is provided as appendix A

Strand	Sub strands
1 Space and the Learning Environment	<ol style="list-style-type: none"> 1. Creating an environment of respect and professionalism 2. Managing routines and procedures 3. Establishing a culture for learning and aspiration 4. Managing professional expectations
2 Teacher as a professional	<ol style="list-style-type: none"> 1. Subject and industry expertise 2. Evidence informed practice 3. Collaboration with colleagues and the community 4. MUTC Charter
3 Adaptive practice	<ol style="list-style-type: none"> 1. Knowing our learners and meeting their needs 2. Instruction 3. Modelling 4. Plenty of practice
4 Review	<ol style="list-style-type: none"> 1. Review, Rehearsal and Retrieval 2. Questioning 3. Checking for understanding 4. Assessment and Feedback

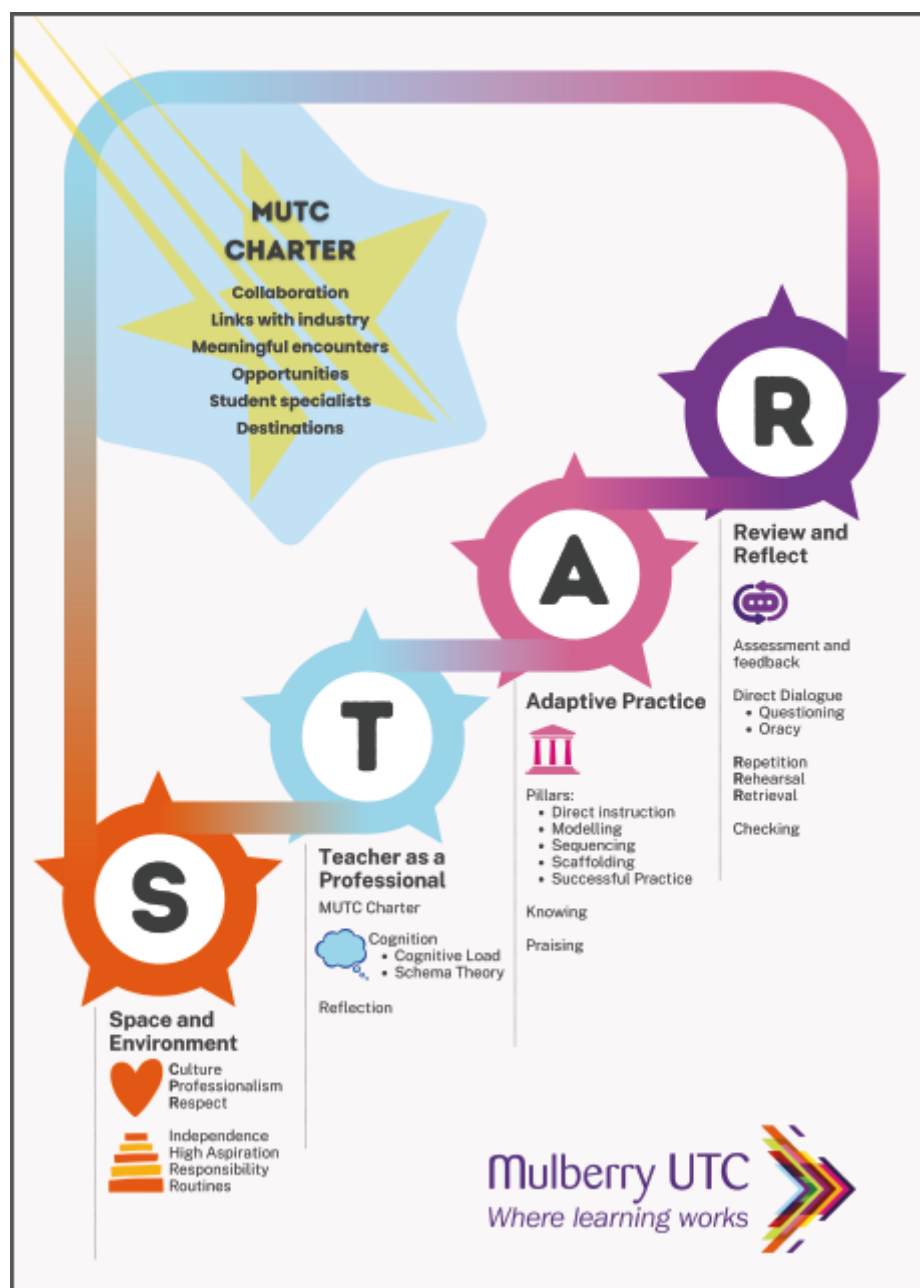
2. The MUTC Charter

The UTC is not a typical school, we offer a curriculum and a level of personal development which is exceptional and this is set out in our MUTC Charter. The Charter is our promise to students and, whilst its focus is extra-curricular, it permeates our lessons and our teaching and learning strategy.



3. Summary Framework

The Star Framework and Charter are summarised for all teachers and students in this brief summary of our pedagogy and approach to education.



MUTC Principals of Great Teaching Framework– STAR

At Mulberry UTC we are committed to offering students high quality learning experiences that both support and challenge, so that sustained and substantial progress is made by **all**. Throughout Mulberry UTC, all staff have consistently high expectations of what each student can achieve, and all members of the school pursue excellence in everything they do. As a UTC, we have a unique and ambitious curriculum. We are fully committed to preparing students for the most thriving industries so they can achieve personal, professional and economic success. Taking all this into consideration, Mulberry UTC has developed the MUTC Principals of Great Teaching Framework which identifies shared pedagogical principles which are vital to high quality teaching, learning and progress in academic, vocational and technical subjects. This allows all students to be successful not only in their studies but also when it comes to their future pathways.

The MUTC Principals of Great Teaching Framework is divided into four strands – S T A R – derived from the Teaching Standards (DfE), the ECF (2019), research from the Sutton Trust (What makes great teaching, 2014), Rosenshine's Principals of instruction, the Danielson Framework for teaching (2013 and 'A review of technical education' (nfer, 2015). The MUTC Principals of Great Teaching Framework is designed as a holistic support so that teachers and leaders understand where they are in their practice within each of the four strands and can set goals for the next stage of development in the teacher's practice.

Space and the Learning Environment

Mulberry UTC is a unique school setting which values the importance of positive, supporting and enriching relationships between all staff members and students. Teachers at Mulberry UTC have high expectations which inspire, motivate and challenge students. Students take responsibility for their own behaviour and professionalism and are motivated to learn. This is supported with the use of clear routines. Linking learning to the wider world of work further enhances student progression and aids the development of confident, successful global leaders.

Teacher as a Professional

Mulberry UTC is committed to encouraging colleagues to engage in professional dialogue about learning; we promote evidence-based enquiry and value credible research into how we can best serve the needs of our students. Teachers use current information and guidance from exam boards, OFSTED and awarding bodies to regularly review and reflect on best practice. We work collaboratively to support colleagues in their own lifelong learning. As a UTC, all staff invest in partnership working with industry professionals, ensuring that teaching practices align with current and future industry specialisms. Staff fully embrace the MUTC Charter to ensure students have a vocational and technical advantage over other students of a similar age.

Adaptive Practice

All staff at Mulberry UTC have a deep knowledge of the diverse context in which they teach. Teachers know their students and plan in accordance to students' strengths and needs. Teachers provide a fully inclusive, engaging learning environment where all students are suitably supported and challenged; maintaining high expectations for all. Teachers apply a range of teaching and learning strategies that are supported by cognitive science to ensure students can know more and remember more. This includes careful consideration and plans for instruction, modelling and scaffolding as well as ensure students are given plenty of well organised opportunities to successfully practice.

Review and Reflect

At Mulberry UTC, retrieval is explicit in all lessons. This is expertly planned and draws on the teachers holistic understanding of the course to ensure optimum use of interleaving to combat the 'forgetting curve'. Under the remit of 'more questions, to more student, more often', well considered questioning is immersed into learning activities. A culture of oracy is

evident. Checking for understanding occurs seamlessly throughout every learning experience and responses inform teachers, allowing them to respond effectively to the needs of the class and individuals, whether this be increasing the pace and challenge, addressing gaps and misconceptions or supporting individual students with specific requirements. Summative assessment is robustly organised and managed in all areas. Teachers and industry professionals where appropriate provide meaningful, detailed and clear feedback to students and use a variety of well-orchestrated strategies to ensure feedback feeds forward via the application of suitable Dedicated Improvement and Reflection Time (DIRT) to maximise student progress.

Learning Routines –

We embrace diversity when it comes to planning lessons to ensure students have a varied diet of activities to keep learning engaging and when considering the most suitable strategies linked to the variety of qualifications we teach. However, we also understand that having a sense of stability via core routines positively impacts student's learning, behaviour, participation, and social and emotional well-being, as well as being important for a positive climate for learning. Routines reduce cognitive load, meaning students can focus on their learning. Cognitive science also informs us that there are essential pedagogical practices that are central to enhancing the memory process to ensure students know more and remember more. Taking all of this into account, the 'three non-negotiables' that must be met in all lessons, whether academic, vocational or technical, are stated below:

- Do now activity at the start of each lesson. This should be no more than a 10 minute, focused activity for the students to complete.
- Planned retrieval activities with self-or peer-assessment using green pen
- A variety of learning checks throughout the lesson (ensuring all students learning is assessed)

Organisation –

Taking pride in work at Mulberry UTC is a priority. It indicates the value students place on their learning, alongside both demonstrating and contributing to the progress they are making. Teachers encourage students to look back at their notes to find powerful prior knowledge required to be successful in their learning. Teachers encourage independence with use of their notes to help students to develop resilience in their learning by creating an environment where students strive for the correct answer, even if it is incorrect in the first instance. Teachers at Mulberry UTC are required to support students to be as organised as possible in a variety of learning situations

Students Working Online:

Where students are working online, teachers must ensure that students are directed on how to organise folders and title documents to ensure that all prior work is easily accessible. This must feature as part of the induction to the course / unit, be consistently embedded into lessons via reminders and reviewed at regular intervals. Students are encouraged to take ownership over the organisation of their online folders via regular ELT spot checks and rewards.

Students Working Offline:

Where students are working offline, teachers must ensure that students have appropriate folders and/or exercise books that are brought to all lessons. Folders should be organised with the use of designated content sheets and dividers to promote consistency in student organisation. Exercise books must include dates and directed titles for all work completed. Organisation of folders and / or exercise books must feature in the induction of the course / unit, be consistently embedded into lessons via prompts and reviewed at regular intervals. Students are encouraged to take ownership over the organisation of their online folders via regular ELT spot checks and rewards.

TEAMs:

TEAMS must be used by all teachers to share lesson resources and to set homework / independent study work. Lesson resources should be posted on TEAMS at the start of each lesson. Lesson resources should be labelled clearly and organised in folders for clarity. All homework and IS work should be set as assignments on TEAMS so that students and parents have access. Students must upload their work to TEAMS as evidence of completion. Teachers will then provide feedback in accordance with department policy.

Equipment:

For students to be ready for the variety of learning opportunities they will be involved in on a day-to-day basis, they must be fully equipped and ready to engage fully in the learning process. Students should have access to the following equipment:

- Two black pens
- Two green pens for self and peer assessment and DIRT
- A ruler
- Two pencils
- A rubber
- A pencil sharpener
- A mini whiteboard (MWB)
- A mini whiteboard pen
- A mini whiteboard rubber
- Specialist equipment for specific subjects such as a scientific calculator

Beyond the Classroom: Homework / Independent Study

Research evidence shows that students make better progress by completing working outside of the lesson. Staff at Mulberry UTC value homework and Independent Study as an important element of learning for students, helping them to extend their learning and become more self-reliant. Working outside of lessons supports students to become more able and confident. Students are encouraged to enrich their knowledge and understanding of subjects via super-curricular activities and to complete career-based research to develop their ability to link learning to the wider world. To ensure that homework and IS work is meaningful, departments are required to carefully plan tasks in advance. This is a central feature of curriculum planning to ensure student success.

KS4 Homework

Number of hours allocated per week, per subject:

	KS4 Year 10	KS4 Year 11
Core GCSE subjects	2 hours per subject per week	3 hours per subject per week
Non-Core subjects (Non-core GCSE and vocational courses)	1 hour per subject per week	2 hours per subject per week

Current research suggests that the most effective homework tends to be preparation for future learning and completion of specific tasks with clear criteria for success. Research also suggests that it is effective to give students some autonomy with the task, such as giving them choices or license to be creative. Project work tends to be least effective. With this in mind, Mulberry UTC suggest the following homework tasks for KS4 students:

- Preparation for future learning (such as reading ahead and summarising or planning tasks for future tasks)
- Wider reading tasks for enrichment or consolidation
- Structured short-answer questions to consolidate learning in lessons
- Choice of tasks with varying levels of challenge
- Vocabulary or key-facts learning
- Extended project work – either completed as individuals or collaboratively

- Guided research with appropriate support at the start of the work, such as key websites or printed references
- Examination work and self-assessment
- Timed essays or extended pieces of writing
- Online homework tasks (e.g. SPARX maths or Senaca)
- Write-up of experiments or practical work
- Rehearsal
- Specific revision activities such as flashcards, mind maps and revision clocks.

KS5 Independent Learning

Number of hours allocated per qualification, per week

A' Levels	6 Hours per week
CTEC / BTEC Diploma	11 Hours per week
CTEC / BTEC Extended Diploma	17 Hours per week
T' Levels	Year 12 – 9 Hours per week (placement year) Year 13 – 15 Hours per week

Sixth form students at Mulberry UTC have dedicated Independent Study and Home Study periods on their timetable. The number will vary dependent on how responsible the student is when it comes to completing Independent Study on their own. Students who demonstrate that they are actively and extensively engaged in learning outside of lessons will receive golden lanyards to allow them to study at the location of their choice. Students who require support in this area, will be allocated more Independent Learning periods on their timetable so that they can work in a silent, supervised room. Independent Study and Home Study periods are for students to complete independent tasks set by teachers which encourage students to extend on their classwork learning, read widely, think critically, practice & prepare and act creatively through super-curricular activities, such as MOOCS, external competitions and activities supporting future progression in the world of work.

Setting and Monitoring Homework and Independent Study Activities:

Mulberry UTC know that effective communication is key to success. When it comes to setting work to be completed outside of lesson, it is vital that all activities are clearly accessible to students but also their parents/carers who play a vital role in supporting this area of learning. All teaching staff must therefore ensure that all homework and independent study activities are set as assignments on TEAMS. Students must upload their work to TEAMS as evidence of completion. Teachers will then provide feedback in accordance with department policy.

Sanctions:

Students who do not complete the tasks set on TEAMS by the set deadline will be given a detention. If there are ongoing issues with the students not completing assignments set, or with the quality of work produced, parents/carers must be informed. KS5 students will be placed in extra Independent Study sessions to encourage the student to complete learning outside of the lesson.

Checking: Assessment, Feedback and Student Development

Mulberry UTC recognises that appropriate assessment and feedback plays an important role in motivating students by encouraging them to do the best they can. It provides evidence of existing good practice, so the student knows what and why they have done well and clarifies what they need to do to improve further. At Mulberry UTC we use a wide range of assessment methods to check understanding, inform teaching and strategic plan interventions as required to maximise student progress for all. Dedicated Improvement and Reflection Time (DIRT) is factored in to planning in a variety of ways to ensure students understand, act upon and learn from feedback given.

Formative Assessment:

At Mulberry UTC, teachers apply a variety of well-planned methods to check understanding, related to both content and skills, within every lesson. This includes, but is not limited to, a mixture of whole class checks (such as use of mini-white boards, thumbs up/thumbs down, choral response, online quizzes, finger ratings, true/false activities, hinge questioning and so on) as well as individual student checks (such as cold calling, use of random name generators, live marking student answers, peer and self-assessment opportunities, 'say it better' and so on). Formative assessments are planned to ensure all students are actively engaged and thinking deeply at all times (e.g. pose the question, then cold call a name, bounce to get other students involved). Teachers apply a supportive, but clear 'no opt out' expectation. To this end, all students actively participate in all assessment for learning activities. All information gained is used to inform responsive teaching. The teacher uses assessment opportunities to identify class strengths leading to increases in pace and challenge, as well as to identify and address misconceptions at the earliest opportunity, ensuring students know more and remember more. Support mechanisms are put in place for individuals identified as requiring more guidance or challenge. Feedback varies depending on the activity so can be verbal, written, teacher led, or student led.

Summative Assessment – Examination Subjects (A' Levels / GCSE) and Units (CNET / CTEC / BTEC / T Levels):

Students studying examination subjects or units at Mulberry UTC will have a number of opportunities to sit mock assessments under similar circumstances to the formal exams. Mock cycles are calendarised for all year groups at Mulberry UTC and align appropriately with the dates of the formal exams. After each mock assessment, departments will, in line with DIRT and the 'making mocks matter' drive, use Question Level Analysis / Topic Level Analysis techniques to identify whole class gaps in content and/or skills alongside individual student gaps. Departments will construct appropriate strategies for attending to both whole class gaps (including reteach, remodel and reassess) and targeted intervention plans for specific students which are designed to attend to specific needs and will include reassessment to review student progress at regular intervals to allow effective ongoing target setting.

In addition to the mock cycle, additional summative assessments will take place for students preparing for formal exams, during half terms where the students have not sat a mock exam in that subject. Assessments should be cumulative rather than end of topic tests (where possible), provide detailed written feedback and be followed by suitable Dedicated Improvement and Reflection Time (DIRT).

Summative Assessment – CTEC / CNAT / BTEC NEA Units:

All CTEC / BTEC NEA units will be preplanned into the curriculum and calendarised for all staff to ensure there is complete transparency for teachers and students when it comes to deadline dates. Departments will set each unit of work on TEAMS before the teaching commences, in accordance with Learning Outcomes and P/M/D criteria. Students will upload their work in line with submission deadlines. Teachers will provide feedback to students on criteria met. The TEAMS system allows teachers to easily identify any student who does not submit their work or submits work with a low word count. Teachers must use this information to set Assessment Sanction Period (ASP). This will give students a four-day window of opportunity to complete all criteria in a supervised setting. Once the first draft of all learning outcomes for a unit have been submitted and feedback given, students are to be given a maximum of 14 days to complete corrections before the final deadline date. Departments must factor exam board deadlines, marking time, upgrade opportunities and internal moderation when allocating the final deadline date. Dedicated department time has been allocated in the calendar to allow departments time to complete the internal moderation process.

Quality Assurance

The role of the Quality Assurance is to ensure all students receive the highest possible quality education throughout their time at Mulberry UTC. Quality assurance is an essential element of

school self-evaluation. The outcomes of quality assurance will contribute to enhancing the quality of teaching and learning, improving progress and levels of attainment. At Mulberry UTC, quality assurance is also intended to identify training and development needs, ensure school policy is being implemented and to encourage reflection and innovation. Quality assurance should be open, transparent and supportive with an appropriate balance between line management and / or external quality assurance, and individual / internal self-evaluation. The following section provides clear guidance and protocols for the main types of quality assurance that are regularly used at Mulberry UTC.

Learning Walks:

Mulberry UTC strives to develop the highest quality teachers and educators, providing an exemplary learning environment for students. Learning walks at Mulberry UTC supports our drive to provide the best possible education for our students. As is stated in our Mulberry UTC Great Teaching Framework (STAR), which is designed to support and enable teacher development from the earliest stages through to the highest level of exemplary practice, 'the framework is designed to be a holistic tool to support teachers and leaders to understand where they are in their practice and enable goal setting'. Learning walks will refer to STAR and are developmental and constructive; they are not part of the performance management of individuals nor can an official judgement about the quality of teaching and learning be made about an individual during a learning walk.


There are a number of **purposes** to completing learning walks that impact all stakeholders:

- Developing and creating a culture of professional development and a growth mindset (reflection, ownership)
- Developing and creating an open-door culture – a collaborative and effective learning environment
- Monitoring and quality assurance – student success, outcomes and destinations
- Celebrating strengths and identifying areas for development
- Developing and maintaining positive, supportive relationships with staff and students (presence)

Learning walks are a transparent process and should be used to inform the continuous professional development of a team or the school. Therefore, the following protocols will be followed whenever a learning walk is conducted at Mulberry UTC:

1. Learning walks will be undertaken in a positive and professional manner. Colleagues completing learning walks should understand that learning walks have a developmental and supportive emphasis; and that they encourage appropriate professional dialogue on improving practice. Colleagues should refer to relevant strands within STAR for guidance. It must be noted that the framework is not a checklist, nor should teachers or observers treat it as one.
2. Learning walks will be continual throughout the year. ELT will be expected to feedback on lessons they have visited during their weekly meeting time, in order to support alignment and understanding of key strengths and areas for development. Learning walks may increase during the development focus impact (monitoring) phase, where all members of staff should receive feedback.
3. The purpose or focus of a learning walk during the impact (monitoring) phase should be explained to all relevant staff prior to its commencement. That purpose or focus will not relate to the performance of an individual.
4. Learning walks will be conducted with minimum disruption to teachers and students. Teachers are not required to do anything beyond their everyday practice. This results in the most purposeful and valuable feedback, and where actioned and implemented, will have the greatest impact upon students.
5. Dual learning walks form part of the training and support for the development of leaders in the school, ensuring learning walks are conducted in a fair and consistent way.

6. During learning walks, students can be asked about their perceptions of their own learning and progress.
7. All learning walk feedback will be logged on the Teams feedback hub (see screen shot below), with follow up professional dialogue to increase effective reflection and implementation. Teachers will receive a notification via email and are able to track and review all of their feedback on their personal logs. This log can be reviewed by ELT, which is useful in monitoring who has been seen, with what classes, and what the findings were.

 **New feedback for:**

Details

☒ Type of feedback

Learning Walk

☐ Date and time of lesson

5/9/2025 01:22 PM

☐ Teacher receiving feedback *

Enter a name or email address

Enter the name of the teacher who you are providing feedback for

☒ Year Group *

☐ Year 10
☐ Year 11
☐ Year 12
☐ Year 13
☐ Other

General

☒ General comments

Enter value here

Add any general comments here (such as "Thank you for letting me see your lesson...")

☐ Individual Students

Enter value here

What did you notice about individual students (e.g. can SEN students access the lesson, are higher attaining students being stretched?)

Feedback 1

☒ WWW1

Enter value here

Be specific - include the teacher/student action and the impact. Link to STAR.

☐ STAR Link WWW1

—

Link your first WWW to a STAR category

☐ EBI1

Enter value here

What is the highest leverage action this teacher can take forward to improve their practice? Be specific and link to STAR.

☐ STAR Link EBI1

—

Link your first EBI to a STAR category

Feedback 2

☐ WWW2

Enter value here

(Optional)

☐ STAR Link WWW2

—

Link your second WWW to a STAR category

☐ EBI2

Enter value here

(Optional)

☐ STAR Link EBI2

—

Link your second EBI to a STAR category

Formal Lesson Observations:

Formal lesson observations will occur as part of the appraisal process, and each staff member will complete at least two of these across a year. As with learning walks, observations may be completed by two members of staff to support consistency and provide developmental opportunities for senior and middle leaders. All teachers will have the opportunity to review our STAR framework, to reflect upon their practice and maximise the upcoming observation developmental opportunity.

ITT and ECT:

Teachers in training and early career teachers do not take part in the appraisal process but follow a specific programme to support their progress and development. This will include termly joint lesson observations with the ITT/ECT Lead (Assistant Principal) and the mentor.

These lessons are never graded and are a completely developmental exercise, with feedback being provided via professional dialogue within 48 hours.

Mentor meetings will also be reviewed, as well as QA checks through relevant portals used by the trainee and mentor (e.g. UCL extend). Additionally, feedback will also be received via external providers and facilitators. ECTs will take part in review meetings at the end of each term with the ITT/ECT Lead (Assistant Principal) which also informs assessments and reports written at each stage of development.

Student Voice:

Student voice is essential to student success. Effective student engagement contributes to quality assurance by capturing the voices of all students. Children and young people can offer unique perspectives on what it is like to be a student. Involving them in decision-making can create meaningful change and better academic outcomes, as well as facilitating a sense of empowerment and inclusion, crucial skills Mulberry UTC is driven to develop in our students. Student voice is therefore a crucial part to quality assurance and monitoring, and we know our staff at Mulberry UTC place high value on this.

Student voice panel meetings will form part of our quality assurance, and these will occur during the half termly development focus impact (monitoring) phase, usually within the last two weeks of each half term. Students will be selected across all year groups and will include representation from all groups.

ELT will complete these meetings in pairs and will be provided with focus questions for their student panel to ensure consistency. Students will not be asked for their views of an individual teacher during these discussions, but students will be asked about their perceptions of their own learning and progress. Students may be asked to complete a survey to collect feedback. ELT will then be asked to report on key takeaways, to inform future professional development planning. Feedback will be shared with staff, including student quotes, to celebrate key areas of successful practice, and to communicate key areas for development.

Book/folder (including online) looks

Book and folder (including online) looks also form part of our quality assurance process, occurring where relevant within the development focus impact (monitoring) phase of each term.

Books and folders (including online) will be completed on a regular basis on a representative group of students from our school. ELT will complete book and folder looks within ELT meetings in pairs and will be given a set of questions for guidance. Key findings will be reported with specific actions for departments, whilst also informing professional development planning.

Staff may view books and folders (including online) during learning walks to inform their feedback, but this will be done with consideration and follow up where needed, for example where a class is shared or where a teacher has taken over a class mid-way through the year. Mulberry UTC strives to create independent learners, crucial to success for particularly KS5 students, the majority of our school. Therefore, systems are set up to support students to take responsibility and ownership of their book and folder organisation (including online and on TEAMS).

Heads of Department and Directors of Learning should review work from all classes within their areas to support their monitoring of progress and outcomes.

Yearly Peer Review:

The yearly peer review forms a crucial part of our quality assurance process, and results in key findings impacting future planning.

Continued Professional Development:

At Mulberry, we believe that everyone is a learner and has the capacity to lead their own learning and that of others. Our CPD offers a broad range of training and developmental opportunities for staff to engage in professional learning within the school and across our Multi Academy Trust. As Leaders in Learning, we have identified four key strands for

Mulberry UTC (STAR) that lead to high quality teaching, learning and progress in all areas. These areas of pedagogy, as well as the key strands identified in this year's School Improvement Plan and during our termly development focus cycles, are used to establish a structured approach to areas of practice that require improvement as a result of ongoing self-evaluation activities.

- **Space and The Learning Environment**
- **Teacher as a Professional**
- **Adaptive Practice**
- **Review and Reflect**

Below you will find a summary of the CPD available for staff working at Mulberry UTC for 2025–2026. All CPD is designed to have an immediate impact on practice. Therefore, individuals are encouraged to identify and participate in opportunities that will help them to achieve their personal CPD goals. All teaching staff must attend whole school T&L CPD sessions, INSETs (Twilight and full day) and all directed time meetings.

NEW STAFF/TEACHERS	TEACHING STAFF	MIDDLE LEADERSHIP	SUPPORT STAFF	SENIOR LEADERSHIP
<ul style="list-style-type: none"> • New Staff Induction • Early Career Teachers (ECT) • Child Protection training (new staff) • Safeguarding training • Initial Teacher Training (ITT – Professional Studies) • ITE City Excellence in Teaching 	<ul style="list-style-type: none"> • Whole School INSET days • Whole School T&L CPD sessions • Twilight INSETs (including Trust network meetings) • Safeguarding training • Prevent training • SIMs and SISRA analytics training • Teams, Edulink and Impero training • Appraisal training • Trips and Visits training • External Partners training (NHS Barts, National Theatre, STEM) 	<ul style="list-style-type: none"> • Mentor training (internal, UCL, East London School Teaching Hub, Mulberry College of Teaching) • Tower Hamlets Education Partnership (THEP) Subject Forums • T Level training • AIM training 	<ul style="list-style-type: none"> • Support Staff Professional Learning • Exam Access Training • THEP (SENCO Forum) • Speech and Language Training • Twilight INSETs (including Trust network meetings) • First Aid Training • Safe Smart • Support staff appraisal 	<ul style="list-style-type: none"> • Leadership development (East London School Teaching hub) • THEP Leadership Forums • Trust peer reviews • East Bank development

Other CPD Opportunities:

Mulberry UTC is committed to responding to the emerging professional learning needs of our colleagues. Therefore, additions or amendments to the CPD offer outlined here may occur throughout the year. There are also a number of other CPD opportunities available to staff, and a ring fenced CPD budget that all staff can access.

Appendix

1. Mulberry UTC Principals of Great Teaching Framework
2. Mulberry UTC Charter
3. Mulberry UTC Observation Form 2025–2026
4. Continuous Professional Development 2025–2026