Brixham College

Teaching and Learning Policy

May 2023

| Date Adopted	May 2023
Review Date	May 2024

Brixham College

Teaching and Learning – The Brixham Way

In the classroom our aim is to provide an excellent education for our students which leads to successful learners and prepares them for success in life.

Our values:

1. We have **high expectations** for all and believe that all students have a right to learn what is in our curriculum; we have a duty to ensure that all students are taught the whole of it.
2. We want all students to achieve a deep understanding of the **knowledge** specified in the curriculum for each year, and teaching should endeavour to secure this for all students.
3. We will not constantly amend the curriculum: while we should make occasional adjustments in the light of feedback and experience, we will aim for stability, so that teachers can develop expertise and **leadership.**
4. We want all students to get off to a flying start when they join us. Our curriculum will ensure continuity between primary, secondary and post-16 phases, so that our curriculum complements the work being done in other places to support student progress, ensuring **continuous improvement** for all.
5. Our curriculum is intended as a concise specification of knowledge and content to be taught and learned; it is for faculties and teachers to decide how to teach and bring it to life, developing both mastery and **character** in our students.

The Brixham Way
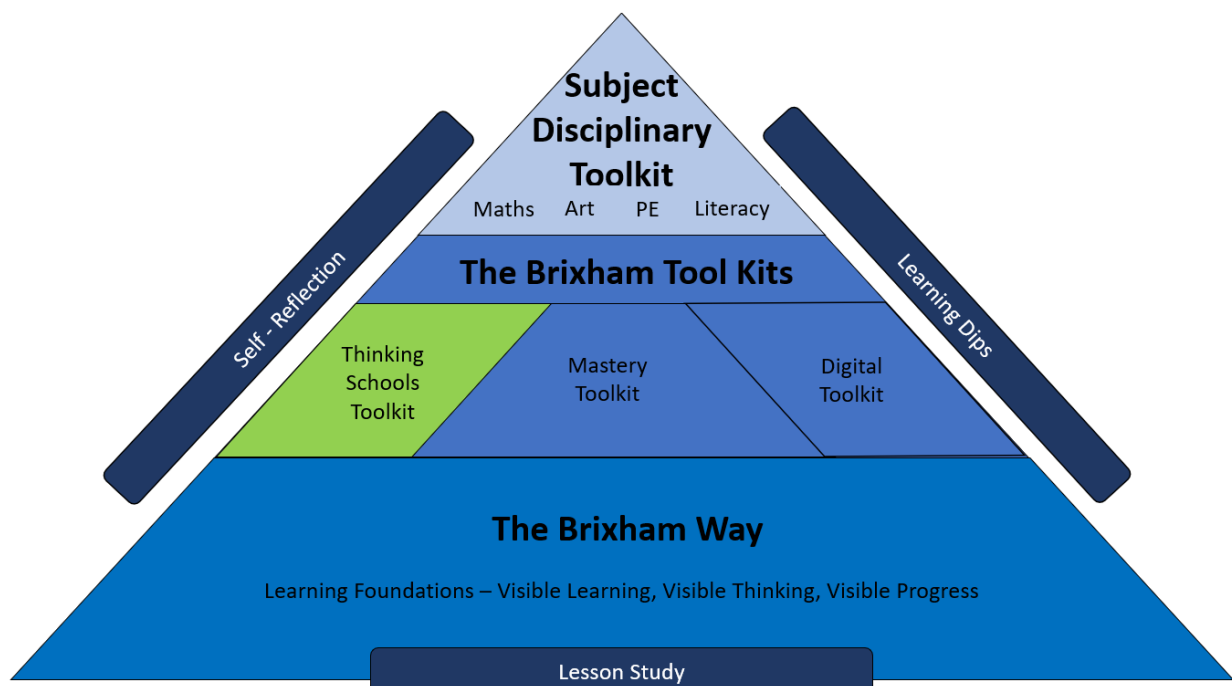
Our Learning Foundation – The Brixham Way

Here at Brixham College we believe in Visible Learning, Visible Thinking and Visible Progress which is why we have adopted 'The 6 Principles' from 'Making Every Lesson' Count' by Shaun Allison and Andy Tharby. The overarching aim of our Learning Foundations is based on knowing students thrive in organised environments with routines and consistency. Consistency is therefore key in improving learning and supporting mastery and metacognition.

Visible Learning	Challenge	• *Students will have a single and challenging Learning Goal that is linked to Blooms Hierarchy (*To analyse and evaluate trends in fashion design from 2000 to 2021) • *Students will have their Learning Goal shared and visible at the start of each lesson.* • *Students will know their next steps and Teachers 'Plan for Progression' with criteria at the front of assessments and books* • *Teachers will scale up and share challenging content in the lesson*
	Explanation	• *Students will be given short, concise and razor-sharp explanations at the start of the lesson* • *Teachers consistently know and address the misconceptions and regularly check for understanding throughout the lesson.* • *Teachers will use Dual Coding to reduce cognitive overload*
Visible Thinking	Questioning	• *Teachers consistently use 'Cold Calling; to question Pupil Premium and or SEND* • *Students will be asked a follow up question in order to get them to think more deeply either by using 'How?' 'Why?' 'Tell me more?' or 'Blooms Hierarchy'* • *Students to ask questions themselves*
	Modelling	• *Teachers consistently use Live Modelling to 'Think Aloud'* • *Students will be presented with a model of what excellence looks like and explain why it is successful. Students to use the model for guidance.* • *Students will share models of their work to one another*
Visible Progress	Practice	• *Students will use a checklist for Self or Peer Assessment* • *Students will start each lesson with a 'Do Now' activity which supports memory retrieval and practice.* • *Students will reflect on their learning at the end of each lesson with an 'Exit Ticket'*
	Feedback	• *Teachers consistently use Live Marking to target Pupil Premium, and or SEND* • *Students will be given instant feedback in the lesson, which is kind, specific and helpful. Teachers to walk around addressing misconceptions and checking for understanding* • *Students will have Dedicated Improvement and Reflection Time after each assessment*

Thinking Maps – (Sept 2022)

Thinking Maps are eight visual learning tools, each based on a thinking process and used together as a set of tool for showing relationships. Each Thinking Map has a basic visual staring point.

Thinking Keys – (Sept 2022)

Tony Ryan's Thinking Keys are used to stimulate different types of Thinking. The Keys help 'unlock' critical and creative thinking

Thinking Hats – (Sept 2022)

The 6 Thinking Hats each represent a different type of Thinking. They are used in lessons to encourage students to think carefully and critically – encouraging them to think beyond their own perspectives and respond to situations rather than only using one type of Thinking.

Our Mastery Toolkit

Mastery Curriculum –

As a mastery curriculum our students' study fewer topics in greater depth, with the expectation that students secure knowledge and revisit misconceptions or gaps in learning. Key Stage 3 provides students with the time and space to practice and secure understanding. In our lessons you will typically see all students grappling with the same challenging content, with teachers providing additional support for students who need it. Rather than moving on to new content, our higher attainers are expected to produce work of greater depth, flair and ambition.

Mastery Assessment Criteria -

Our Mastery Assessment Criteria is underpinned using SOLO Taxonomy. Teachers use KS4 and KS5 Assessment Criteria. KS3 Mastery Criteria for each subject is published on the College Website.

- *Emerging* – I know something about the topic and with help, I can apply the skill
- *Developing* – I know three things about the topic but unsure how to apply it and sometimes still make errors
- *Mastered* – I know about the topic and know when and why it is important. I am secure with the knowledge
- *Ambitious* – I am able to teach others about the topic and apply it to different contexts. I am able to experiment with different ideas

Knowledge Organisers –

Each student will have an Online Knowledge Organiser and Seminar Study exercise book that they are expected to have on them every day. We believe our Seminar Study is an integral

part to our curriculum and non-completion means we are not completing 10% or more of our curriculum. We believe our Seminar Study prepares our students to learn new skills and knowledge or embed key skills and knowledge.

Low Stake Testing –

We use Low Stake Testing to retrieve previously learnt knowledge or new context such as Flash Cards / Quizzes / Multiple Choice / Look Cover Write Check / Card Sort / Fill in Definition matches

Spacing –

We leave time for new knowledge to become old knowledge. We believe forgetting is a good thing as it forces you to retrieve old knowledge. That way it spreads out the new knowledge rather than all in one go

Big Concepts and Ideas -

Our Big Ideas are the building blocks of subjects and are weaved and spaced cumulatively from KS3, KS4 and KS5. They are concepts and ideas that help make sense of lots of otherwise disconnected facts that help connect the knowledge to Mastery.

English, a study in…	Maths, a study in…	Science, a study in….	Geography, a study in…	History, a study in…	MFL, a study in…
• Craftsmanship • Human nature • Social injustice • Power • Supernatural • Communication	• Number • Algebra • Ratio, proportion and rates of change • Geometry and measures • Probability and Statistics	• Forces • Electromagnetism • Energy • Waves • Matter • Reactions • Earth • Organisms • Ecosystems • Genes • Variables	• A sense of place • Development • Resources • Climate change • Population change • Urbanisation • Ecosystems • Globalisation • Physical processes	• Conquest • Power • Conflict • Science and Medicine • Industrialisation • Rights and Freedoms	• Phonics • Grammar • Vocabulary • Culture
Catering, a study in…	Sport, a study in…	Art, a study in…	Music, a study in…	Tech, study in…	Childcare, a study in…
• Nutrition • Health, Safety and Hygiene • Factors effecting food choices • Food science	• Tactics and Strategy • Leadership • Health and fitness • Sportsmanship • Fair play	• How artists manipulate materials and ideas to create an aesthetic object, act, or event • How art making is shaped by tradition and change • How interpretations of art are variable.	• Elements of music • Music from different times and places • Music for different purposes • Music technology • Performance	• Master practical skills • Take inspiration from a range of sources to influence designs	• Childhood Milestones • Cognitive Behaviours and Development • Health and Safety • Vocabulary • Independence
Business Studies, a study in…	Travel and Tourism, a study in…	Health and Social Care, a study in…	Sociology, a study in…	P+E, a study in…	
• Entrepreneurialism • Building a Business • Influences on Business • People • Promotion	• Impact of global economic and social change on the T and T industry • Expansion of the industry in the UK • Multi-functionality of tourist attractions in the UK • Increase in transport types and accessibility globally	• Values • Rights • Legislation • Healthcare, Social Care and Child Care settings • Service Users • Specialist Communication	• Social Structures • Social Processes • Social Issues • The Big Theories	• Traditional beliefs and Values • Diversity • Tolerance and Equality • Self and Others	

Our Digital Toolkit

Our students have been born into a digital age – they know no different. Many of our students will have learnt to type on a touchscreen before they could write – it is our responsibility to harness these abilities and to prepare students to be able to use the right software which will enable them to enter adult life ready for the work place. It is our responsibility to guide them towards the best online resources whilst supporting the Brixham Mastery Curriculum.

The introduction of Chromebooks for all has led to a number of innovations across the College whilst closing the gap of Digital Poverty.

Digital CPD: Is delivered to both staff and students via "How to…" film shorts. This is an ongoing process. https://brixhamcollege.co.uk/remote-learning-guidance/

Digital Knowledge Organisers: Our Knowledge Organisers are now exclusively digital – they are updated every term and are found on the Brixham College website. https://brixhamcollege.co.uk/knowledge-organisers/

Staff Hub: A staff hub has been developed to allow staff access to all of the apps and functions they might need to be able to work/teach remotely. https://brixhamcollege.co.uk/staff-hub/

Guided Subjects: Students and parents have digital access to faculty information for Year 9 Guided Subjects https://brixhamcollege.co.uk/yr9guidedsubjects/

Guided Reading: Students and staff have access to deeper knowledge and understanding for the Guided Reading books https://brixhamcollege.co.uk/reading-essential-grid-test-page/

Brixham Values: All of the tasks, work, thinking and discussion tasks for Values lessons are delivered directly to the students via Classnotebook on Microsoft Teams
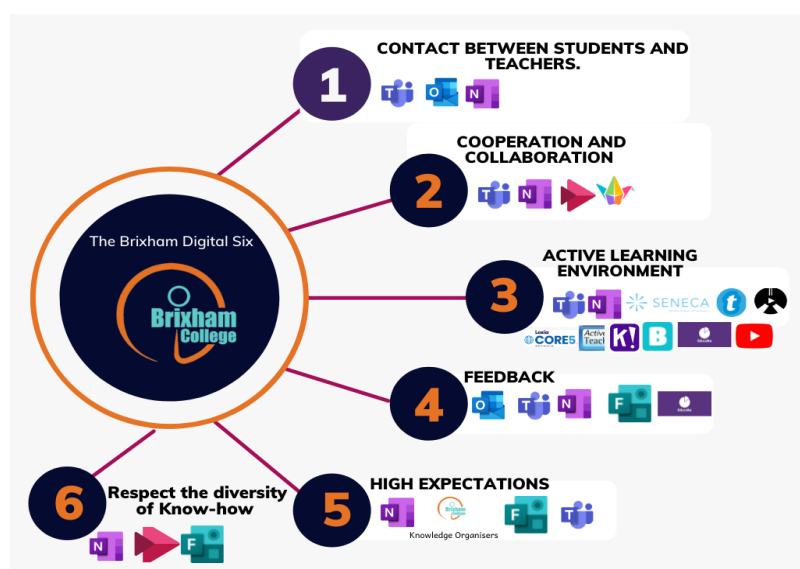
The Brixham Digital Six - We are moving towards our "Brixham Digital Six" model which will provide a framework for App usage and help to shape the direction of Digital CPD.

Our Reading Disciplinary Toolkit – The Brixham Way

Our students have the resilience and confidence to be able to deal with challenging texts and develop their vocabulary which prevents them from attempting the larger mark questions. Our students will be actively engaged with what they are reading, and teachers will feel confident with reading strategies.

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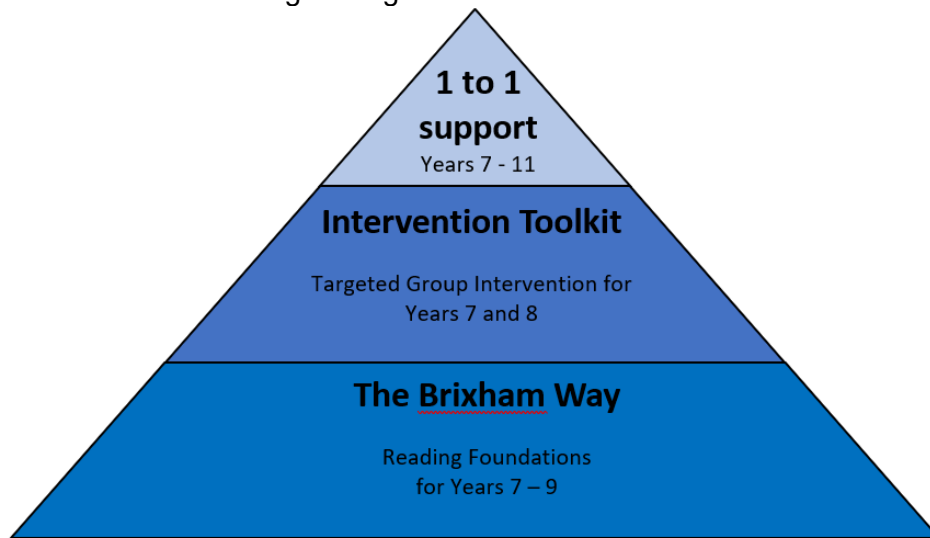
The Brixham Way -

1, Year 7 CATS baseline testing
2, NGRT Reading Age Assessments for Years 7 – 9
3, Dedicated weekly Reading Lessons in English for Years 7 and 8
4, Dedicated weekly Comprehension Reading Lessons in Year 9
5, Daily Guided Reading in Years 7 – 9 tutor groups with a range of pre 1914, modern and world seminal books

6, A new book given to all of Year 7

Intervention Toolkit -

1, Lexia Intervention in English sets 3 and 4 in Year 7 during Reading Lessons
2, Lexia Intervention in English set 4 in Year 8 during Reading Lessons
3, Lexia Intervention with Year 7 Literacy Catch Up weekly in small groups with Learning Support
4, Guided Reading Intervention with small groups with an alternative reading book

1 to 1 Support

1, Talisman Phonics package and Trugs for Years 7 – 9 during Daily Guided Reading in Learning Support
2, DRA   DASH   EAA Assessment

A Professional Dialogue

The process of a Professional Dialogue is a triangulated one with teachers having a professional conversation with oneself through regular **Teacher Self-Reflection**, a dialogue with others celebrating success through **Learning Dips** and more in-depth conversations through a collaborative approach based on a Japanese model of **Lesson Study**. By participating in all three teachers will develop a rounded understanding of their classroom craft and development needs.

Alongside this, it is important that all staff take a proactive stance on their own professional development by seeking out further opportunities to grow their practice. This must include engaging in active research, seeking to support colleagues, being a reflective practitioner and being a leader in CPD either whole school or at a faculty level.