Brixham College

Teaching and Learning Policy

December 2021

Date Adopted	December 2021
Prepared by	Lisa Redfern
Ratified by	The Trustees
Review Date	December 2023

Brixham College

A Values Led College

Teaching and Learning at Brixham College

Some students believe they are poor at a particular subject and once they cannot master an exercise or solve a problem, they give up. Similarly other students are slower in mastering ideas and solving exercises than others, but that doesn't mean they cannot learn it. There is nothing that it is fixed.

Normally, if a student cannot master a piece of knowledge or skill, we would try and get them to catch up. Although at some point, we have to move on to the next topic and those who were not able to catch up, would struggle more and more, and eventually fall far behind with gaps in knowledge and skills. They would become the students that "*just weren't that good at X*".

Mastery learning aims to change that; it requires extra explanation, over learning and revisiting of misconceptions.

What is Mastery Learning?

When someone starts Karate they usually start on a white belt, and only when they have mastered those beginning skills do they move on to the yellow belt. It is the same when we learn a musical instrument. Mastery focuses on mastering the topic before you move on to a more advance one. Mastery aims to retain more and more information as time goes on by adapting the teaching and learning so that we secure knowledge from our short term into our long-term memory. Depth of knowledge is valued over the speed of learning and founded on the basis that all students can achieve.

What does Mastery Learning look like at Brixham College?

Here at Brixham College, all subjects at KS3 will have a Mastery Curriculum and use Mastery in their day to day subjects. Knowledge and skills build, spaced, interleaved and revisited throughout Years 7 – 9 and teachers use a variety of ways of being able to explain an idea or concept in order to support student's depth of knowledge. Misconceptions are continually addressed during the lesson and not at the end of a unit, through a variety of low stake and high-stake testing that assesses whether a student has mastered the current or previous knowledge or skill. At the start of every lesson is a quick 'Do Now' activity to revisit previous knowledge or independently complete a set of tasks to prepare for the lesson.   All students will have an Online Knowledge Organiser from which their 'Seminar Study' will be set every week to either complete at home or school. This prepares students for their lesson or revisits the learning from previous lessons. Fewer topics are studied but at greater depth allowing time and space for students to grapple with the same challenging content. Challenging and unfamiliar vocabulary in each subject is studied at greater depth so that learners can master and the word and elevate their responses. Students are presented with what Mastered looks like for each unit and how they can make progress from one stage to another.

The Mastery Curriculum is published on the College Website.

'I like the way the year is organised and how everything builds on what we have done before. We cover the same things as Primary, but I am much better at it now. We keep practising so we cannot ever get it wrong. We like the challenging new vocabulary and revisiting ideas is really helpful' Year 7 Student 2019

The Mastery Teaching and Learning Toolkit

Do It Now! Recap knowledge from last lesson, last week, last month, last unit, last year... • Should only be 3 to 5 minutes • Should be pen to paper • No direction from teacher – self managed Use low stake quizzes, Question on the board, Knowledge Organisers	**Spacing –** • Leave time for new knowledge to become old knowledge • Forgetting is a good thing as it forces you to retrieve old knowledge • Spread out the new knowledge rather than all in one go
Use Low Stake Testing on either new context or previously learned Flash Cards / Quizzes / Multiple Choice / Look Cover Write Check / Card Sort / Fill in the gaps / Definition matches / Questioning / Summarizing etc	Interleaving – Switch between topics and ideas to build connections and links
80/20 Build in Knowledge Quizzes mid unit - 80% pass rate otherwise redo! Build in knowledge questions from prior units	Modelling - If you have Mastered, what does Ambitious look like?
Continually challenging the misconceptions as they happen Live Marking / Questioning / Visualizers / Building in Correctives and prepare to teach in different ways!	**KNOWLEDGE ORGANISER Year 7** Use of Knowledge Organisers – Do now / Low stake testing / Seminar Study / To reinforce the knowledge in lessons / Cover Lessons
Dual Coding – using a variety of manipulators to represent ideas Labelling / Visual Images / Diagrams / Annotations / Storyboard / Cartoon Strip / Grids / Graphs / Time Lines / Rhymes / Chanting!	Look / Cover / Write / Check Cover your section of the Knowledge Organiser and try to write as much as you can from memory. Check the knowledge Organiser to see if you were right.

What is an Online Knowledge Organiser and how is it used to support Teaching and Learning?

What are they?

- A knowledge organiser is a single sheet of paper that lists the **important facts** – not practical skills – that students should know by the end of a unit of work.

Use it as:

- A planning tool, to clearly outline the core knowledge that should be taught

- A quizzing tool, to help students boost their recall of key knowledge

- An assessment tool, to help teachers check whether students have learned the key knowledge

KNOWLEDGE ORGANISER

Year 11

Brixham College

LONG TERM CAUSES

Militarism - the arms race between Britain and Germany to build Dreadnaughts resulted in increasing tension and conflict between them.

Alliances – the Triple Alliance (Germany, Austria -Hungary and Italy) and Triple Entente (Britain, France and Russia) had agreed to support each other if a war started.

Imperialism – Britain and France both had large empires overseas. Germany wanted an empire too, but most of the available land had already been taken, resulting in tension between the 'great powers'.

5 ways to use Knowledge Organisers in the classroom

Set the scene: show the knowledge organiser at the start of the lesson, and draw attention to the facts that students will explore and how these fit into the bigger picture. This'll give students a sense of perspective and coherence

Assess students' knowledge: give students a 'blanked out' knowledge organiser as an end-of-unit assessment, to help judge how much of your intended curriculum students have actually learned

Check previous knowledge: give students the knowledge organiser for a previously covered topic at intervals that get increasingly longer, to help them revisit and retain key facts

Make clear links with prior and future learning: when lesson planning, look at knowledge organisers from previous or later year groups/units to quickly get a sense of what students have previously covered or need to know for future units

Ensure progression: tailor key concepts and vocabulary on the knowledge organiser so that they become increasingly complex and ensure students are progressing

How to maximise the Knowledge Organiser:

Make this a feature in every lesson: even a light touch reference will keep this on the student radar and help them realise its importance through continuously revisiting.

Transfer to long term memory: Help students understand and see the benefits of learning facts to enable them to think in a more sophisticated way.

Bring the knowledge organiser to life: Use the vocabulary for spelling + definition tests to improve Literacy

KEY VOCABULARY

MILITARISM - increasing the military to make them the best in the world.

ALLIANCES - when countries agree to protect each other if they are invaded by another country.

IMPERIALISM- when one country control other countries, making them follow their rules, making them part of an empire.

What does progress look like under Mastery?

At KS3 Assessment Criteria builds from one year to another allowing for a building block approach throughout each subject which then differentiates so that students can see what they need to do in order to move forward to the next stage. 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

What are key principles to Teaching and Learning at Brixham College?

Here at Brixham College we believe in 'Making Every Lesson Count' which is why we have adopted The 6 Principles by Shaun Allison and Andy Tharby. We believe the purpose to these principles are that:

- It underpins the Teaching and Learning of Mastery
- It makes Teaching and Learning simple and manageable actions with greatest impact
- It has 6 Principles – Less is More!
- It gives a common meaning to all
- It gives a common language that underpins Mastery
- It provides subject specific strategies
- It gives freedom and autonomy over different teaching styles

The 6 Principles of Teaching and Learning at Brixham College

Explanation: Students acquire new knowledge and skills

1. Teachers to ensure high quality teacher led talk and instruction
2. Teacher explanation is clear and meaningful
3. One clear objective 'Identify and explain the key features of Sub Tropical Climate'
4. To link explanation with something students will have knowledge about
5. To remember explanation is limited by Working Memory therefore it short be short and manageable
6. To make sense of abstract ideas to concrete ideas
7. To Make the Learning Stick with the use of Dual Coding

8. To finding 'The Sweet Spot' and know what are the common misconception around the topic / skill
9. Teachers to explain at greater depth such as specialist or Tier 2 vocabulary
10. To consider students prior knowledge already on the subject

Challenge: Students have high expectation of what they can achieve

1. Teachers to ensure high expectations of all students all of the time irrespective of starting points.
2. Teachers to ensure challenging content is for all.
3. To recognise it is good for students to struggle just outside of their 'comfort zone'
4. Teachers to provide a single challenging objective
5. Teachers to demonstrate what excellence looks like in the classrooms from displays
6. Teachers to use Assessment Criteria to plan for progression and allow for greater depth with Ambitious' criteria for all subjects for all years.
7. Teachers to understand that students need to build resilience, hard work and effort in order to master a new topic of skill
8. Teachers to focus on challenging vocabulary or challenging specialist vocabulary in lessons and Guided Reading Lessons

Modelling: Students know how to build the skills and knowledge

1. In order to master something, students need to watch and listen to the experts and to be guided through the process step by step
2. Teachers to link modelling with good explanation and questioning in order to develop independence with the knowledge or skill
3. To recognise through modelling that we need to set the benchmark for excellence
4. To understand that as teachers we need to model high expectations for behaviour and a love for the subject
5. To understand that students will need to be immersed in a variety of models over time and spaced for mastery

Questioning: Students are made to think hard with breadth, depth and accuracy

1. Teachers to use questioning to recall basic knowledge and identify misconceptions
2. Teachers to use questioning to develop deeper understanding of the knowledge or skill
3. Teachers to continually strive for a better response by continually probing and pushing for deeper discussion
4. Teachers to use questioning as a strategy to ensure all students are attentive, contributing and thinking hard
5. Teachers to use questioning to build a culture of high expectations
6. To provide our students will the tools to be able to ask questions.

Practice: Students engage in deliberate practice

1. Teachers to understand that regular practice means the new knowledge or skill is permanent
2. To provide students with enough time to practice new material
3. Teachers to ensure practice is careful, deliberate and just outside of students comfort zone
4. Teachers to ensure practice is of high quality instead of repeating the same common misconceptions
5. To transfer new knowledge and skill from working memory to long term memory so that it can recalled or revisited
6. To use practice as a way for students to go from being dependant to independent
7. Teachers to demonstrate 'spacing' leaving time to lapse between practising material. 'Interleaving' to alternate different practice between topics
8. Teachers to use memory practise from the Mastery Toolkit, such as Do Nows, Low Stake Testing and Knowledge Organisers.

Feedback: Students think about and further develop their knowledge or skills

1. Feedback is important; good feedback strongly impacts on attainment
2. Teaching is adapted based on student responses ensuring that teaching is responsive
3. Regular feedback is specific and meaningful ensuring the knowledge or skill gap is closed, students are able to move forward and understand the next stage of learning.
4. Feedback is either written or verbal
5. Students must act upon, engage and feedback on their next steps
6. Teachers must identify when progress has been made
7. To understand that making error is acceptable and integral to learning
8. Teachers to adhere to the Marking and Feedback Policy
9. Students must be receiving constructive feedback and must be given time in the lesson to think about the feedback given and seek advice if needed. (Dedicated Improvement Time)

The Big Ideas:

Big Ideas are the building blocks of subjects. 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...
- Craftsmanship
- Human nature
- Social injustice
- Power
- Supernatural
- Communication

Maths, a study in...
- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Probability and Statistics

Science, a study in....
- Forces
- Electromagnetism
- Energy
- Waves
- Matter
- Reactions
- Earth
- Organisms
- Ecosystems
- Genes
- Variables

Art, a study in....
- 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.

Health and Social Care, a study in...
- Values
- Rights
- Legislation
- Healthcare, Social Care and Child Care settings
- Service Users
- Specialist Communication

Geography, a study in...
- A sense of place
- Development
- Resources
- Climate change
- Population change
- Urbanisation
- Ecosystems
- Globalisation
- Physical processes

Music, a study in...
- Elements of music
- Music from different times and places
- Music for different purposes
- Music technology
- Performance

Sociology, a study in...
- Social Structures
- Social Processes
- Social Issues
- The Big Theories

History, a study in...
- Conquest
- Power
- Conflict
- Science and Medicine
- Industrialisation
- Rights and Freedoms

Tech, study in...
- Master practical skills
- Take inspiration from a range of sources to influence designs

P+E, a study in...
- Traditional beliefs and Values
- Diversity
- Tolerance and Equality
- Self and Others

MFL, a study in...
- Phonics
- Grammar
- Vocabulary
- Culture

Childcare, a study in...
- Childhood Milestones
- Cognitive Behaviours and Development
- Health and Safety
- Vocabulary
- Independence

Catering, a study in...
- Nutrition
- Health, Safety and Hygiene
- Factors effecting food choices
- Food science

Sport, a study in...
- Tactics and Strategy
- Leadership
- Health and fitness
- Sportsmanship
- Fair play

Travel and Tourism, a study in...
- 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

Business Studies, a study in...
- Entrepreneurialism
- Building a Business
- Influences on Business
- People
- Promotion

Improving literacy at Brixham College

As we are aware, many of our students have difficulty with reading and accessing the curriculum, resulting from low levels of literacy and reading skills. This is a significant gap and a whole school approach to reading and the development of literacy and vocabulary will be a key focus moving forward. It is essential that our students read widely and often, with fluency and comprehension appropriate to their age. By having a whole school emphasis on reading, we aim to raise the importance of this skill and support students in developing their academic literacy and vocabulary.

Guided Reading

Guided reading is a whole school approach which is there to support students with the development of literacy. By reading together and having opportunity to focus on literacy and vocabulary this will impact on progress in all subjects.

- All KS3 Students will have a guided reading session each day.
- Guided reading will be led by the Tutor in an afternoon
- This will be a 20-minute session of teacher and student reading and questions
- Students will all be reading the same book in class
- Students will read a selection of books across the year which will be Modern, Pre-1914 and World Seminal

Students in Year 9 also have an additional Guided Reading Lesson each week in which they study as range of Short Stories with their English Teacher.

Independent Reading

In Years 7 and 8 Students have one lesson a week on Independent Reading from our newly stocked Library and are given opportunities to read to their English Teacher to identify decoding and comprehension concerns. Students are set 1 hours of reading at home and complete their Reading Log Books. Students have the opportunity to select a range of genres of up to date books from our LRC which is within their Reading Range.

All KS3 Students have their Reading Ages assessed using the NGRT Assessments.

Support with Reading

In Years 7 and 8 readers who struggle to decode use a phonics package called Lexia with their English Teacher. Alongside this, Students are extracted in small groups in to Learning Support and spend more time on developing their phonics and decoding using Lexia.

Rationale for including a specific focus on reading in the curriculum:

- Ensure that all of our students are reading regularly
- Reading develops writing skills
- Reading develop vocabulary
- Reading develops a student's ability to retain information and comprehend text
- Reading a wide variety of challenging texts develops student's cultural capital
- Guided reading develops student's stamina in reading
- Guided reading enables students to read challenging texts at pace for the next stage of education
- Guided reading enables students to make sense of what they have read

Teaching and Learning – Making Every Lesson Count

1. Planning – Making Every Lesson Count

Planning must identify the cohorts and sub groups of students to be targeted.

Planning must draw from the Mastery Toolkit and The 6 Principles from 'Making Every Lesson Count' by Shaun Allison and Andy Tharby.

Pride in Progress must be planned for in each lesson.

2. Assessment - Making Every Lesson Count

Through the delivery of Mastery Curriculum at KS3 or GCSE and A Level the use of formative assessment models, teaching staff are required to record and analyse the information during a lesson / or sequence of lesson to inform future planning. The information that can be collected from strategies such as questioning, low stake testing, Do Nows and Knowledge Quizzes will support the teacher in building a profile of the students' misconceptions. This information should influence what happens in the classroom as well as supporting a summative view of where a student is at any given point.

Summative assessment should be completed by teaching staff as directed by their Faculty Leaders. Summative Assessments must be completed under exam conditions and appropriate warning must be given to students in order to prepare.

3. Seminar Study – Making Every Lesson Count

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.

Students can choose to complete Seminar Study independently at home. Alternatively, they can complete collaboratively afterschool in our Seminar Study sessions with Teachers.

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

Each Knowledge Organiser contains a Seminar Study timetable showing what subjects students should be studying and will be checked by a tutor and class teacher. By providing a timetable this will support students manage their time which in turn will reduce the anxiety around studying at home. Students will be rewarded through the point system for their Seminar Study on Class Charts. On the occasion where students fail to complete their Seminar Study, then students will be encouraged to attend extra support sessions.

### 4. The Quality of Student Books – Making Every Lesson Count

Students books are an essential part of learning. They form the basis for capturing and developing ideas. Books must be well respected by staff and students alike. The presentation of the books is an important mechanism for developing Pride in Progress. The date should be on the left of the page. Title and Learning objectives of the lesson must be clearly set out and underlined. Any misuse of books through doodles, or graffiti must be sanctioned on Class Charts and visibly challenged in the students' books.

Please see Marking and Feedback Policy for more information.

5. A Professional Dialogue CPD – Making Every Lesson Count

We have created a CPD programme here at Brixham College that supports and embeds 'The 6 Principles' and the teaching of Mastery.

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.

Teacher Self Reflection

A Professional Dialogue Approach to CPD

'Learning Dips'

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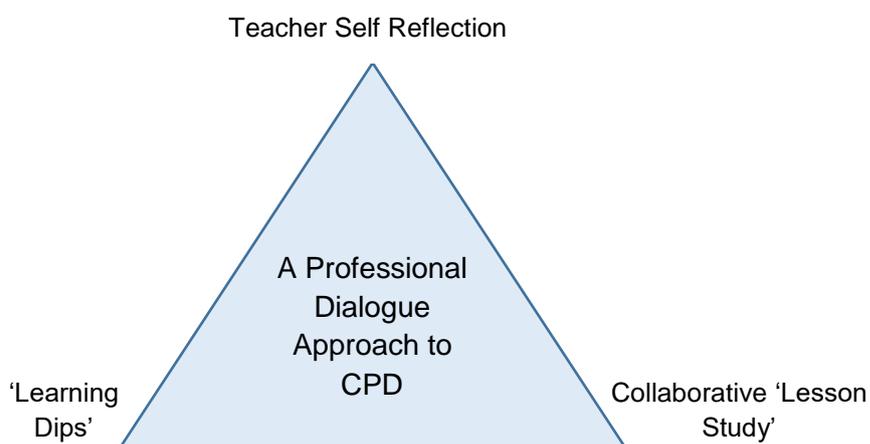
Alongside this, it is important that all staff take a proactive stance on their own professional development by seeking out further opportunities to grow their practice. This must include engaging in active research, seeking to support colleagues, being a reflective practitioner and being a leader in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

The 6 Principles – A Professional Dialogue

Challenge	The subject content is relevant and challenging within a Struggle Zone	
	The learning objectives are single and challenging for all	
	The bar of expectation high for all students	
	Formal, subject specific vocabulary is modelled and encouraged from students	
	There is appropriate support and scaffolding in place to enable all students to achieve the level of expectation	
	The Mastery / GCSE criteria is referred to explicitly	
	All students are expected to develop their knowledge and skills throughout the lesson	
Explanation	Prior knowledge is established and used to 'hook in' new knowledge using for example a 'Do Now Activity'	
	There are opportunities to make the explanation more concrete and credible using 'Dual Coding'	
	The explanation generates curiosity	
	The explanation is clear and concise, especially when subject matter is challenging	
	Teacher talk and gesture is enthusiastic, kind and inclusive?	
	It is clear where the learning fits in relation to the sequencing of other lessons	
Modelling	Practical work and other activities are modelled	
	Examples of excellent work is shared and compared 'This is great because…'	
	Exemplary examples of subject specific examples, including writing is deconstructed with the students	
	Subject specific writing is modelled and then co constructed	
	Teaching allows to critique of models	
	'Expert thinking' is modelled by verbalising implicit thought process	
	Modelling is scaffolded to maximise the learning for all	
Practice	Students are given time to practise new knowledge and skills	
	Misconceptions are observed, leading to intervention to ensure that practice is perfect	
	Misconceptions are highlighted as a key aspect of learning	
	Scaffolds and supports are removed at the right time to allow for independence	
	There is evidence that knowledge and skills are practised regularly to improve retention such as Inter Leaving, Spacing, Low Stake Testing, Knowledge Quizzes, Knowledge Organisers etc.	
Questioning	Questioning involves a wide range of students	
	Questioning both deepens and develops thinking and checks for common misconceptions	
	Student responses are developed by questioning and expected answers are in Standard English	
	Reluctant students are encouraged to respond by careful scaffolding	
	Students are encouraged to respond to and evaluate the response of their peers	
	Students are encouraged to ask questions	
Feedback	There is a good mix of verbal and written feedback	
	The feedback is kind, specific and helpful	
	The feedback is designed to get students to think rather than giving them the answers	
	Self assessment strategies such as proof reading, editing and redrafting is employed	
	Teaching is adapted based on the feedback from the assessments and performance	
	Students know what they have got to do to achieve	
	There is high expectation on the presentation of work and achievement is recognised by the use of rewards	

Professional Dialogue Schedule

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Teacher Self Reflection	Lesson Study	Teacher Self Reflection	Lesson Study	Teacher Self Reflection	Lesson Study
Learning Dips		Learning Dips		Learning Dips	
Professional Dialogue Autumn Report		Professional Dialogue Spring Report		Professional Dialogue Summer Report	
PLP: Challenge and Explanation		PLP: Modelling and Questioning		PLP: Practice and Feedback	
Teacher choice of continued professional development from The National College and SWIFT					