

Brixham College

Teaching and Learning Policy

September 2024

Date Adopted	T.B.C
Prepared by	Will Matthews
Ratified by	
Review Date	September 2025

Success in learning, success in life.



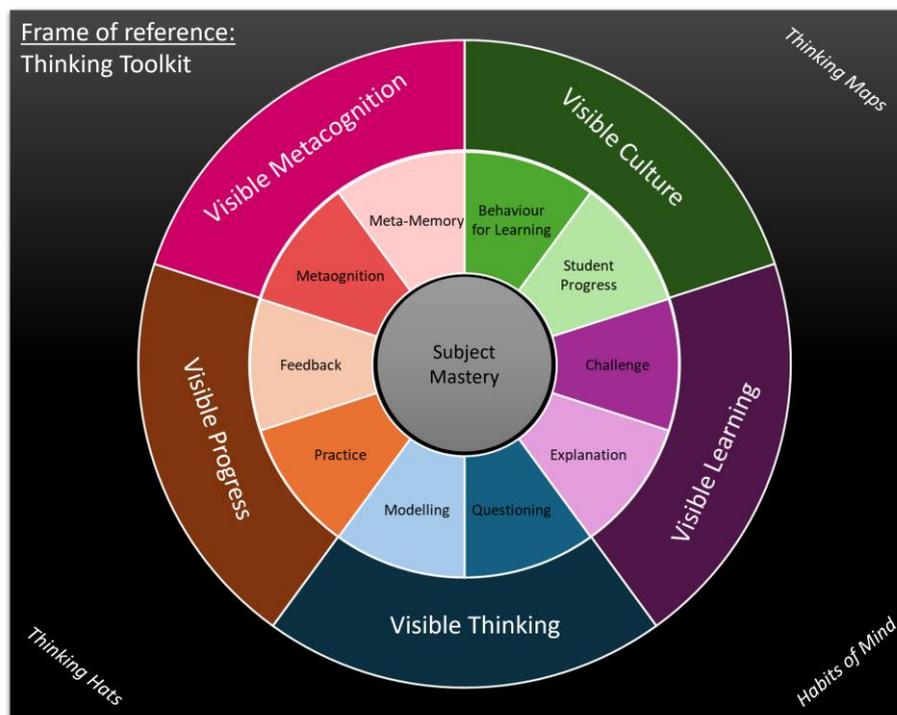
Teaching and Learning – The Brixham Way

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 Metacognition, Visible Culture, 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.

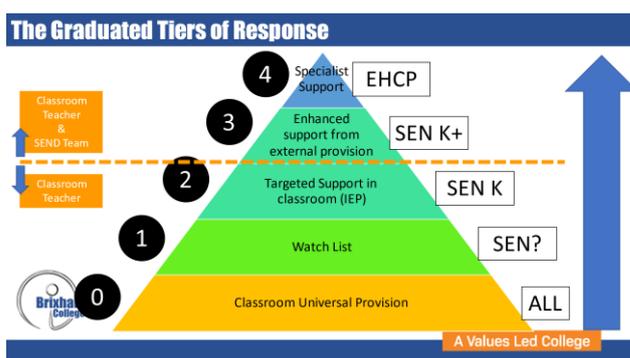
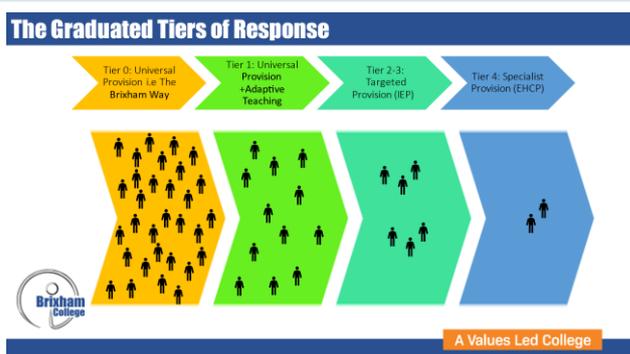
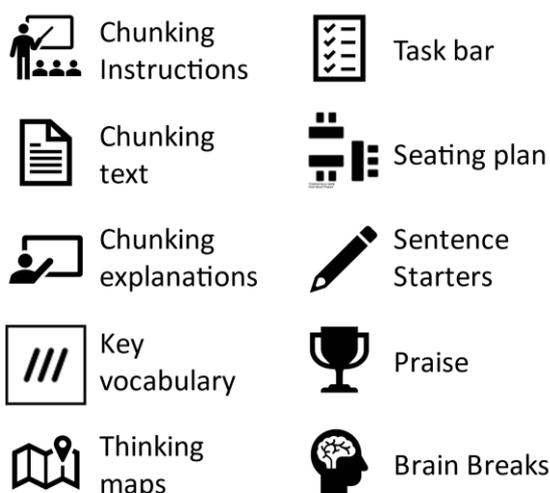
The consistency of application is underpinned by our 'Brixham Way Playbook', which is the walkthrough guide for Thinking, Teaching & Learning from the Trust, compiled by Jay Davenport.

Visible Learning	Challenge	Single & Challenging 	Scale Up 	Know thy subject 	Share Excellence 	Frame the Challenge 
	Explanation	Find the sweet spot 	Misconceptions 	Explain First 	Reflect & Adapt 	Razor Sharp 
Visible Thinking	Modelling	Live Modelling 	Prepare in Advance 	Multiple Models 	How to Speak 	Feedback Mirror 
	Questioning	Raise the Challenge 	Probe 	In The Moment 	Pause & Ask 	Chain Them 
Visible Progress	Feedback	Say It 	Symbol Marking 	Mark Live 	Find the Best Bits 	Switch the Onus 
	Practice	The Power of Three 	Fold it In 	Go Micro 	Make them Think 	Withhold Scaffold 
Visible Metacognition	Metacognition	Reflection for Action 	Self Selection 	Scaffold & Frame 	Wobble & Shine 	Be Explicit 
	Meta-Memory	Build Schema 	Memory Platforms 	Dual Coding 	Be A Storyteller 	Cyclical Assessment 
Visible Culture	B4L	Build Positive Relationships 	Establish High Expectations 	Learning Modes 	Praise & Excellence 	Appropriate Interventions 
	Student Progress	Course Knowledge 	Regular Formative Assessment 	Check, Challenge, Consolidate 	Standardised Summative Assessment 	Progress of Identified Groups 

Our Adaptive Teaching Toolkit

We had identified some key strategies that form part of our adaptive teaching menu for teachers and students at Brixham College. This is based on the concept of a graduated response, and highlights that all teachers are teachers of SEND.

The strategies that we have identified are summarised in the poster below. These are understood by all staff and are used in the first tier of the graduated response.



Our Thinking Toolkit

Thinking Maps

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 starting point.

Thinking Hats

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... <ul style="list-style-type: none"> • Craftsmanship • Human nature • Social injustice • Power • Supernatural • Communication 	Maths, a study in... <ul style="list-style-type: none"> • Number • Algebra • Ratio, proportion and rates of change • Geometry and measures • Probability and Statistics 	Science, a study in.... <ul style="list-style-type: none"> • Forces • Electromagnetism • Energy • Waves • Matter • Reactions • Earth • Organisms • Ecosystems • Genes • Variables 	Geography, a study in... <ul style="list-style-type: none"> • A sense of place • Development • Resources • Climate change • Population change • Urbanisation • Ecosystems • Globalisation • Physical processes 	History, a study in... <ul style="list-style-type: none"> • Conquest • Power • Conflict • Science and Medicine • Industrialisation • Rights and Freedoms 	MFL, a study in... <ul style="list-style-type: none"> • Phonics • Grammar • Vocabulary • Culture
Catering, a study in... <ul style="list-style-type: none"> • Nutrition • Health, Safety and Hygiene • Factors effecting food choices • Food science 	Sport, a study in... <ul style="list-style-type: none"> • Tactics and Strategy • Leadership • Health and fitness • Sportsmanship • Fair play 	Art, a study in... <ul style="list-style-type: none"> • 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. 	Music, a study in... <ul style="list-style-type: none"> • Elements of music • Music from different times and places • Music for different purposes • Music technology • Performance 	Tech, study in... <ul style="list-style-type: none"> • Master practical skills • Take inspiration from a range of sources to influence designs 	Childcare, a study in... <ul style="list-style-type: none"> • Childhood Milestones • Cognitive Behaviours and Development • Health and Safety • Vocabulary • Independence
Business Studies, a study in... <ul style="list-style-type: none"> • Entrepreneurialism • Building a Business • Influences on Business • People • Promotion 	Travel and Tourism, a study in... <ul style="list-style-type: none"> • 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 	Health and Social Care, a study in... <ul style="list-style-type: none"> • Values • Rights • Legislation • Healthcare, Social Care and Child Care settings • Service Users • Specialist Communication 	Sociology, a study in... <ul style="list-style-type: none"> • Social Structures • Social Processes • Social Issues • The Big Theories 	P+E, a study in... <ul style="list-style-type: none"> • Traditional beliefs and Values • Diversity • Tolerance and Equality • Self and Others 	

Our Digital Toolkit

Every child who attends Brixham College is issued with a school Chromebook to use for the duration of their studies. We use the Microsoft365 online tools to enhance learning.

At Brixham College we are committed to empowering young people and preparing them for their future. Our digital strategy and our One:One Device Scheme enable our students to access curricula, accelerate learning and develop future-ready skills.

The fundamental benefits to providing every child at Brixham College with a Chromebook are inextricably linked to raising academic standards and leveling the playing field for students from all backgrounds and abilities.

We increasingly use Microsoft 365 to facilitate, support and accelerate learning. Students can access many of their lessons and learning through Microsoft Teams, which allows greater flexibility to revisit content as part of their classwork or revision. The school also subscribe to various educational software, and with the provision of a device, students have very few reasons why not to access, accelerate and extend their learning.

For a student to have their own device in the classroom it allows them to personalise their learning, seek support almost immediately, work at their own pace and engage in opportunities unavailable without technology.

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/>

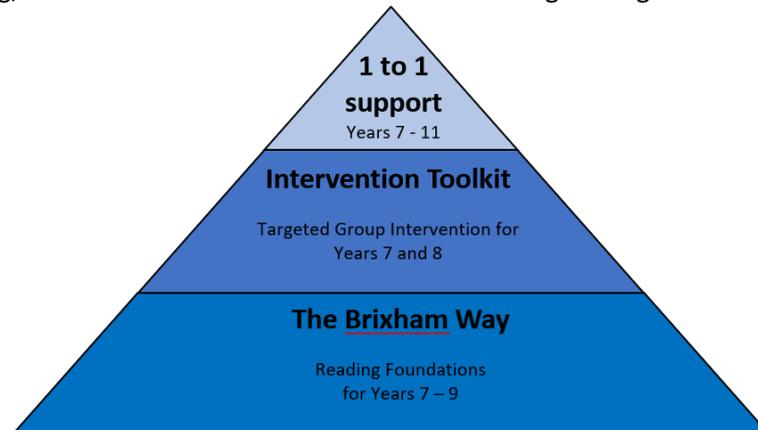
Staff Hub: A staff hub has been developed to allow staff access to all of the apps and functions they might need to be able to work/teach remotely. <https://brixhamcollege.co.uk/staff-hub/>

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/>

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.



The Brixham Way

- 1, Year 7 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

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, ReadWriteInc Fresh Start Phonics package and Trugs for Years 7 – 9 during Daily Guided Reading in Learning Support
- 2, DRA DASH EAA Assessment

