



Learning at Brookvale Groby Learning Campus

Our Motto: *Work Hard, be Kind*

Our Vision: *Valuing everyone, Achieving Excellence*

Our Values: **C**ommunity, **A**spiration, **R**esilience, **E**xcellence

A GUIDE FOR PARENTS AND CARERS



FROM AUGUST 2021

Introduction

Our motto as a campus is 'Work Hard, Be Kind'. As exams at 16 and 18 are more demanding than ever, we know that the 'Work Hard' element of our motto is vital from the moment each student starts in Year 7. In order to meet these demands we are developing a learning culture both on campus and at home in order to prepare our young people for their exams. This culture will also give students the skills they need to be successful throughout their future.

This culture is underpinned by:

- Consistent **routines** within the classroom
- A focus on **memory, knowledge** and **understanding** of key concepts based on the latest research from cognitive science
- **High expectations for homework and independence**
- The development of key **character values** and **study skills** for all students, 11-18
- Regular opportunities for **reward and recognition**



1. Consistent Routines Within the Classroom

"You have the right to learn, we have the right to teach, no one has the right to stop us"

At BGLC we place an exceptionally high value on manners, courtesy and respect. We place exactly the same value on high quality lessons delivered by subject experts, free from disruption.

Our aim is to create a campus culture in which students feel safe, supported, encouraged, cared for and academically stretched. An obvious emphasis on Praise and Reward is central to achieving that aim alongside a low tolerance for any attitudes or behaviour that impact negatively on those aims.

Central to achieving those aims in classrooms are a structure and set of routines that are entirely consistent across all classes and Key Stages. The intention is that this creates a predictability for students about what to expect and a consistency of approach by teachers in lessons, both of which are regularly cited as being valuable tools in good behaviour management.



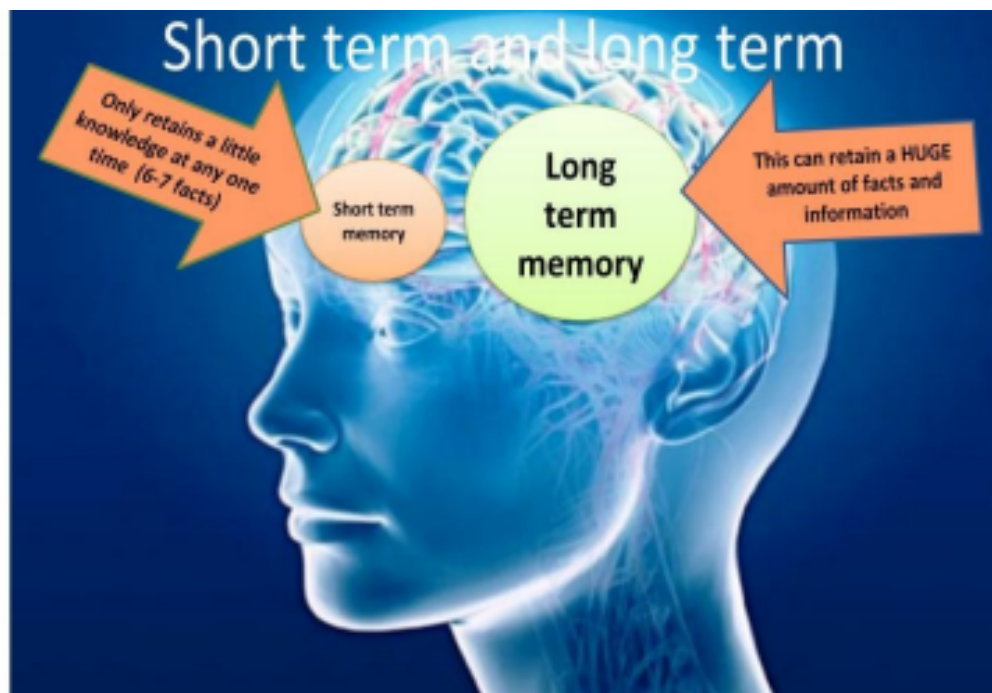
2. A focus on memory, knowledge and understanding of key concepts based on the latest research from cognitive science

Over recent years, the formal curriculum we study in school has changed. Gone are the short modules examined throughout the school year. Instead, nearly every course is linear, which means that students learn the content over a long period and are examined at the end of 2 or more years.

Every course also has a greater depth of knowledge and content, or a higher level of skill requirement. Students need to know, in-depth, more content about a subject and retain it for longer. Their brains need to pull on a larger, broader and more in-depth body of knowledge, and pull it together in the pressurised conditions of an exam.

During the exams, students have many more papers to take and therefore they need to hold a huge bank of knowledge in their head. In other words, students have to be more skilled in learning and retaining lots of information for their exams.

In order to meet this challenge, we have adapted our approach to learning which utilises the latest information about how the brain works in terms of memory power.



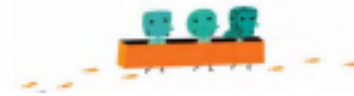
The latest research in cognitive science tells us more than ever about how the brain works in terms of retaining larger amounts of information. We have used three key pieces of research to inform our work:

- 1. Cognitive Load Theory**
- 2. Rosenshine - Principles of Instruction**
- 3. Dunlosky - Strengthening the Student Toolbox**



Principles of Instruction

Research-Based Strategies That All Teachers Should Know



This research has informed how we structure lessons on our campus...

Our subject leaders and teachers implement a curriculum that is well-sequenced, where lessons build on prior knowledge and learning.

Modules taught over a series of lessons are supported by 'Knowledge Organisers' which summarise the key knowledge needed to be able to understand the module.

Lessons typically start with a 'do now' activity where students review previous learning, often in the form of a low-stakes quiz.

Clear objectives and learning journeys are shared with students so that they can fit their learning into a framework.

New content is presented in small steps, in order that a students' working memory is not overwhelmed.

Students receive feedback in various forms, and will be expected to act on this feedback to make continuous improvement.

Teachers support students to develop 'metacognitive' strategies to help them to develop their approach to learning. Students will be encouraged to develop their independence through the use of PLCs (Personalised Learning Checklists) where they can assess their strengths and areas for improvement.

Subject-specific vocabulary will be taught and will often feature on Knowledge Organisers to support students' understanding of key concepts.

3. High expectations for homework

We know from research that homework for secondary school students improves a student's outcomes. At KS3 we expect every student to engage in at least an hour of homework each day of the school week. Each school day, as a minimum, we expect each student in Years 7 to 11 to engage in the following:

- 20 minutes of reading
- 20 minutes of maths
- 20 minutes of self-testing based on Knowledge Organisers or knowledge-based activities set by subject teachers.

Regular self-testing over time of key knowledge will help students to commit it to their long term memory. Occasionally, students may be asked to complete work of a more practical nature.

Every student will have access to homework details and Knowledge Organisers via their



subject Google Classrooms (students will be trained on how to use these.) They will also be provided with 'Student Organisers' where they will need to provide evidence of self-testing and record details of homework. Tutors will check these every Monday in tutor time.

As a student moves into Year 10 and 11, students will be set a wider range of homework tasks linked to examination success (wider revision, skill development for portfolio work, and exam practice).

At Key Stage 5, students will be given a range of homework activities and will be expected to manage their time and work independently in their study periods. Students will be supported with their organisation and study skills through tutor time, assemblies and lessons.

Reading everyday is important for long term learning.

The ability to read quickly and accurately is becoming increasingly important as students face a more challenging curriculum and tougher exams. In order to master new content and interpret questions skilfully, our students must have strong literacy skills.

Having learnt to read, our students need to read to learn. The benefits of regular reading can be seen across all curriculum areas. Regular readers are more able to read at speed, develop a broader vocabulary, and construct organised and detailed written responses.

To help meet this challenge, we expect each student to read for at least 20 minutes every evening.

Form Tutors, Librarians and English department staff will be happy to give advice about what to read. This homework will give them the skills to do so confidently.

Why additional maths practice everyday outside of school is so vital to long term success.

It is important that our students can see the role of mathematics in their daily lives. A good maths education will provide our students with the tools to understand, analyse, critique, and take action regarding important issues in our world.

In a world where technological advances are growing rapidly and tasks become more sophisticated, maths skills are becoming increasingly more important and are hugely sought after by employers.

To encourage student independence and problem solving skills, students will be required to engage with 20 minutes of maths every day, outside of school.

Students in Year 7, 8 and 9 will be set maths homework which will be checked by their maths teacher.

Students in KS4 will be allocated grade booster packs, and at times, supplementary tasks such as past papers, particularly in the lead up to exams.



4. The development of key character values and study skills for all students, 11-18

We also know that teaching about our core values is vital to a student's success, because these build character which will carry all our students through the rest of their lives. Our character values are:

LORIC (Leadership, Organisation, Resilience, Initiative, Communication)

Students will work with tutors to develop and evidence these values and will be expected to demonstrate them during lessons and conduct around the campus.

As students move into Post 16, they will be introduced to activities to help them to develop the A-level Mindset, crucial for success at P16:

VESPA: Vision x Effort x Systems x Practice x Attitude

5. Regular opportunities for reward and recognition

We believe that all students have the right to expect recognition and reward as part of their daily experience at school. This will include all aspects of school life including academic achievement and progress, outstanding behaviour and attendance and service to the school and wider community.

The presenting of rewards serve both as recognition for things already realised and as a motivator for things to come.

All students work towards the Brookvale Care Award. In order to achieve the award students collect reward points, which are linked to each of the 4 Core Values that form CARE - Community, Aspiration, Resilience and Excellence, earned in lessons and in their wider school life.



Learning at Brookvale Groby Learning Campus

Work Hard, Be Kind

In summary - your role as the parent / carer in your child's learning journey:

- Ask to see your child's **Organiser every week** to check that they are **evidencing their homework activities**, showing evidence of **self-testing** linked to Knowledge Organisers, recording their reading activities and completing their Maths booklet work.
- Ensure that your child has access to **reading material** so that they can complete at least 20 minutes each day. The reading material can be non-fiction.
- Ensure your child has **a full equipment kit** as detailed in "Information for New Students" and within the Parent/Carer section on the website.
- Help your child to **navigate their Google Classrooms** and keep any printed Knowledge Organisers well ordered at home by having a ring binder and dividers for each subject.
- Monitor each day that your child is doing at least **an hour of homework** (reading/maths/Knowledge Organiser). Students in Year 11 will be doing more than this, as they do additional revision and practice exam papers.
- Help your child by **testing** them **regularly** on current knowledge, plus information from past units. Remember that the more a student revisits knowledge learnt months before, the more it becomes committed to the long term memory.
- **Ask questions** about the resources your child is using. Get them to explain to you what they are doing and what it means.
- Help your child develop their general knowledge and awareness of the world around us by keeping up-to-date with **news and current affairs**.

THANK YOU FOR YOUR SUPPORT