



# **Brookvale Groby Learning Campus**

**“A culture of excellence and kindness”**

**Campus Culture**

**2023-2024**

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# 1. Welcome to the Brookvale Groby Learning Campus

This document is intended to explain the **way** we do things at BGLC and **why** we do what we do. In short, everything we do is designed to achieve the best educational experience for our students, supported by the best evidence and research available to us at this time and ensure they can all progress to exciting destinations of their choice.

**Our Vision is:**  
**“Valuing Everyone, Achieving Excellence”**

**Our Motto is:**  
**“Work Hard, Be Kind”**

We have a caring, disciplined, family atmosphere. All our students are known and treated as individuals. We have high standards, and we place particular emphasis on school uniform 11-16, exemplary behaviour, attendance and punctuality. We value being a decent human being as much as academic success. We seek to develop and nurture the whole, so every child can fulfil their true potential.

## **We focus our approach around 3C's:**

**Currency** – Securing the highest outcomes possible for all students

**Character** – Developing well rounded citizens of our global community, through purposeful character development.

**Culture** – Creating a safe, warm and meaningful community that allows all students to flourish

We want all of our students to feel: **Valued - Loved - Equipped - Encouraged**

We achieved this through our core values which underpin everything that we do:

- Community** - Being part of something bigger than the individual
- Aspiration** - Having high ambition which motivates you to work hard
- Resilience** - Bouncing back from difficulties or challenges
- Excellence** - Surpassing the ordinary, being the best you can be

We hope you find the rest of this document of use and it gives you a greater understanding of how our students will be educated at BGLC in the coming years.

Mr Will Teece  
Headteacher

## 2. Approaches to Learning

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 support our students to develop strong learning behaviours, both on campus and at home. This culture will also give students the skills they need to be successful throughout their future.

This culture is underpinned by:

- Consistent **routes** 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**



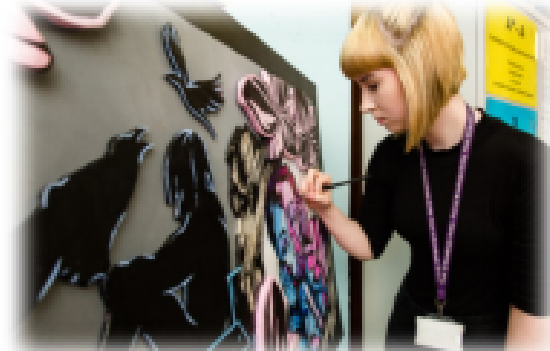
### **Consistent Routines Within the Classroom**

*"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.

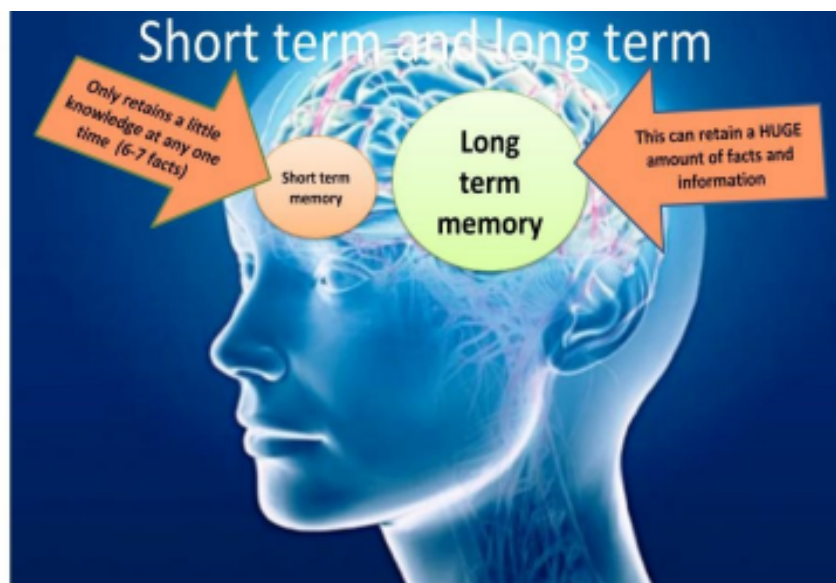


## A focus on memory, knowledge and understanding of key concepts based on the latest research from cognitive science

Over recent years, our curriculum has become more ambitious at BGLC. From Year 7 to Year 13, we want our students to know as much as possible, to remember as much as possible and therefore do as much as possible. At the same time exams have changed whereby nearly every course is linear, meaning that students learn the content over a long period and are examined at the end of two or more years. Therefore 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 heads. 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



## 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 wider framework or 'bigger picture.'

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.

## Feedback to Students at BGLC

We understand that feedback is one of the most effective tools that a teacher can employ to improve the progress of our learners. At the same time, we recognise the need for our teachers to sustain an achievable workload and consequently we do not expect that teachers routinely mark all pieces of work. Our approach to (marking and) feedback is therefore built on the following characteristics:



### **Key principles at BGLC:**

- Feedback can take **various forms**: written (paper or electronic), verbal, whole-class, self-assessment and peer-assessment
- Feedback will take the form of **Strengths and Targets**
- Students should be given opportunities to review feedback during **STAR time** and written responses by students should be in **purple pen, on purple paper or electronically**.
- Students should routinely **track their scores, grades and feedback** in order to understand how to make progress
- Employ **Personalised Learning Checklists**, known as PLCs, (at least KS4 and KS5) so that students can self-assess their level of knowledge, skills and understanding

## 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:

- V Vision**  
They know what they want to achieve.
- E Effort**  
They work hard and put in many hours of proactive independent study.
- S Systems**  
They organise their learning resources over time.
- P Practice**  
They practice and develop their skills.
- A Attitudes**  
They respond constructively to setbacks.

## 3. Knowledge Organisers, DTTR, PLC, QLA

At BGLC we have been using **Knowledge Organisers (KO)** for a number of years. Knowledge Organisers are supportive tools for students as they specify the core knowledge needed for a particular unit of work for any given subject. We use our KOs to support learning in lessons and students are expected to review their KOs as part of their weekly homework. The example below shows a typical layout of a KO:

Brookvale Groby Learning Campus  
KNOWLEDGE ORGANISER: SPANISH

**Work Hard, Be Kind**  
Year: 9 Term: 3

**¿Qué viste? What did you watch?**

Una película de amor

una película de horror

una película policiaca

una película de aventuras

Una película de ciencia ficción

una película musical

una película histórica

una película de vaqueros

una película de guerra

un dibujo animado

**Reasons for opinions**

|                  |                       |
|------------------|-----------------------|
| Son interesantes | They are interesting  |
| Son humorosos    | They are humorous     |
| Son aburridos    | They are boring       |
| Son estimulantes | They are stimulating  |
| Son informativos | They are informative  |
| Son creativos    | They are creative     |
| Son entretenidos | They are entertaining |
| Son emocionantes | They are exciting     |

See knowledge organiser on school topic for opinions. 🌟

**Common mistakes to avoid:**

When you give your opinion on genres (types) of film you have to put the film into the plural form and use the correct form of 'the' after the opinion.

Don't forget to use the plural opinion too.

E.g. Me gustan las películas de amor  
Me chiflan las comedias.

The adjective then needs to agree.  
Me chiflan las comedias porque son humorosas.

**Grammar – Past tense**

**IR – TO GO**  
Fui – I went  
Fuiste – you went  
Fue – he/she/it went  
Fuimos – we went  
Fuiesteis – You all went  
Fueron – They went

This verb is an irregular verb, so it does not follow any patterns. You just have to learn these verbs by heart.

**¿Dónde fuiste? Where did you go?**

|  |   |
|--|---|
| Fui al Odeon.                            | I went to Odeon.                                    |
| Fui al centro de la ciudad.              | I went to the city centre.                          |
| Fui al cine en las afueras de Leicester. | I went to the cinema on the outskirts of Leicester. |

**Otros verbos importantes**

|      |           |
|------|-----------|
| Vi   | I watched |
| Bebí | I drank   |
| Comí | I ate     |

**¿Cuándo fuiste? When did you go?**

|                         |                 |
|-------------------------|-----------------|
| El sábado               | On Saturday     |
| El domingo              | On Sunday       |
| El fin de semana pasado | Last weekend    |
| En las vacaciones       | In the holidays |

**¿Con quién fuiste? Who did you go with?**

|                     |                         |
|---------------------|-------------------------|
| Fui con mi familia. | I went with my family.  |
| Fui con mis amigos. | I went with my friends. |
| Fui solo.           | I went alone.           |

Students will often be given Knowledge Organisers in lessons and it is good practice to keep them stored in folders. Teachers will also link KOs to the Google Classroom and they will also be stored centrally in the Google Drive, to which all students in all years will have access.

Integral to teaching and learning at BGLC is our **Diagnosis, Therapy, Testing and Revisit (DTTR)** approach. The first step is to diagnose what a student does or does not know, or what the issue is, then therapy is used to close the gap. Therapy can take the form of whole class feedback and teaching, intervention where appropriate, or asking students to work on specific weaknesses independently.

The testing part of the DTTR cycle does not mean an exam (although it could). Testing can be done through questioning, low stakes quizzing or through other forms of assessment over time. Finally, topics may be revisited. The key thing is that the gap that was diagnosed is now closing, and that this gap is checked over time to ensure it hasn't opened again.

We use **Personalised Learning Checklists** (PLC) for all Key Stage 4 and 5 classes in all subjects to help identify gaps as part of the DTTR cycle. This helps to ensure that staff and students have an understanding of their particular subject and know exactly what they need to teach / learn. The PLC does this by listing the key areas of knowledge and understanding needed for a student to be successful in an examination / subject at a particular level or grade.

These PLCs should be used to aid revision and address gaps in student learning on an ongoing basis. They will be colour coded red, amber or green depending on how a student is engaging with a particular topic. Any red and amber sections should be where students prioritise their revision.

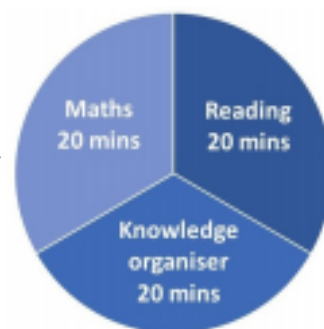
After assessments teachers regularly make use of **Question Level Analysis** (QLA). This breaks that assessment data down question by question for each individual student. This gives a meaningful insight that teachers, students and parents can all use to make a real difference. It helps teachers to focus their teaching on the needs of their individual students – refining the curriculum to secure those marginal gains and enable better results. It helps students and parents as it identifies areas to focus revision and independent learning.

## 4. 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 9** 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


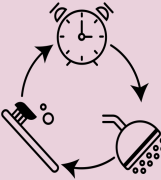
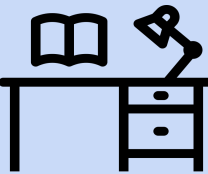









'Student Planners where they will need to provide evidence of self-testing and record details of homework. Tutors will check these every Monday in tutor time.

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).

In **Post 16**, 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. For every lesson, we expect students to match their time with independent tasks.

Whilst many of our students thrive with their 20:20:20 homework and the additional independence at Key Stage 5, we know that homework can sometimes be stressful for both students and parents! Sometimes parents feel unsure how they can motivate or how best to support their children. Therefore, in order to support you to support your children, we've put together a poster offering our **Top 10 Homework Tips at BGLC**.

|   |   |
|---|---|
|  <p>Make homework part of your <b>regular conversations</b> about school. Ask questions about what your child is learning and their homework activities for the week.</p>  |  <p>Discuss how to create a <b>routine</b> and think about planning ahead. When will be the best time for homework? It is important to allow <b>plenty of time</b> for your child to ask their teachers any questions about difficulties before the due date.</p>                      |
|  <p>Think about the homework environment. Is there a suitable <b>space at home</b> for doing homework? Check that they can access a well-lit desk space and check that they have access to stationery supplies.</p>   |  <p>Make sure that your child has thought about their <b>organisation</b>. What subjects are they working on and when? What time have they got? Have they got access to their <b>Knowledge Organisers</b>? Can they access their <b>Google Classroom</b> to find their resources?</p> |
|  <p>Help your child by <b>setting targets</b>. Ask them to tell you what they have been learning in their homework. Offer to help test them and give them supportive feedback. Students will have Knowledge Organisers for most lessons which makes quizzing easier as they are laid out in distinct sections.</p> |  <p>Be cautious about <b>distractions</b>. Whilst we use technology to support our homework approach, sometimes it is best to remove the temptations to use that app or watch that video.</p>  |
|  <p>Showing that you are <b>present</b> is sometimes all that is needed for older children. Check in with your child. Suggest a small break or a chat if they are tearing their hair out.</p>  |  <p>It is inevitable that students will struggle with their homework from time to time. Encourage them to make <b>contact with their teachers</b> or seek support from their tutors as this will be the best way to gain reassurance.</p>   |
|  <p>We are all motivated by a pat on the back! Let them know <b>how well they have done</b>. Praise effort. Hopefully, class assessment scores will improve as a result of their homework efforts and new skills in organisation will develop.</p>   |  <p>Make sure that students are doing the <b>learning for themselves</b>. Although collaboration can be useful, they are ultimately in charge of their own learning and need to be able to think for themselves and make their own mistakes.</p>                                     |

## 5. Reading at BGLC

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.

At BGLC we believe that reading for pleasure and reading for progress are crucial for all our students. We aim to ensure that all our students are able to read fluently, expressively and with confidence - and that those students whose reading is below their chronological age are able to access the support they need to strengthen these vital skills.

In Post 16 students are set regular reading in order to strengthen their knowledge and develop a more detailed understanding of the subject area.

### Tutor Time Reading Programme

Our Tutor Time Reading Programme (TTRP), launched in September 2022, puts the focus on reading from the start of the day. Across the campus, from 9.00-9.10, tutors will be reading to their students. Each year group will have its own set of texts - from classics, to non-fiction, to prize-winning modern favourites. Details of the programme can be found on the website.

Through the TTRP, all of our students will benefit from exposure to great reading material, delivered by model readers - and also be able to share the experience with all the other students in their year group.

Post 16 students will focus on both a shared read, broadsheet news, and on the wider reading required for studying subjects at this level - great practice for their studies at university and in degree level apprenticeships.

### The Benefits of Reading

Research shows that reading has benefits in many areas of education and life. In addition to the obvious benefit for reading comprehension and attainment, it also impacts upon:

- **Vocabulary**
- **Understanding of grammar**
- **Spelling skill**
- **Writing attainment**
- **Attitudes to reading and writing**
- **Knowledge and understanding of the world and other people**
- **Achievement in other subjects, including maths**
- **Empathy and understanding of emotions**
- **Development of our sense of 'self' and identity**

Reading supports achievement in other subjects because it helps students to access the wider curriculum. Even maths attainment has been proven to benefit from reading skill, because in order to use maths skills, students are required to read and understand the questions they are faced with. Research shows that reading can help to reduce stress and improve mental wellbeing. Linked to this, we know that research shows the numerous benefits of a good night's sleep, which can be significantly helped by a reduction in screen-time. Therefore, a bedtime routine which includes reading could help with relaxing before bed.

## What can parents do to support our students?

Discuss with your child why reading is important in life and work. You could talk about how you've needed to read for a variety of purposes and so help them see the importance of this skill. Sharing your experiences, whilst being mindful not to add to any negative feelings, can help children to see that reading is a valuable skill and that, even if they find it challenging, it is worth persevering.

Help your child to be proactive in their wider reading. For example, if they are covering World War II, explore age appropriate texts on this topic, such as poetry, online articles or novels.

Find a quiet space and time during the day or week where your child can regularly read alone or with you. Many students struggle to plan out their time and to balance their studying needs. Creating a schedule can help them balance studying with 'down-time' and reading for pleasure can be part of that.

Take an interest in what they're reading and studying at school by reading around topics as well so that you can engage in discussion about their texts/ areas of learning, whilst modelling an interest in reading.

## 6. Quality of Written Work

We expect students to take pride in their presentation and the quality of their written work. Good written presentation skills help students to organise their thoughts and maximise opportunities for learning and revision. Whilst individual subjects may have particular expectations, students are directed to the following poster in their Student Planners as a reference point and reminder of our key expectations:

### Standards for Presentation of Written Work

**1** Date in full

**2** Underline using a ruler

**3** Underline title/learning objective

**4** Start writing by the margin

**5** Write in blue or black pen

**6** Legible handwriting

**7** Tables, graphs and labelled diagrams drawn using a pencil and ruler

**8** All sheets glued or tagged into books or folders

**9** Peer and self-assessment indicated as PA or SA

**10** STAR time response to teacher feedback to be written in purple

**X** No doodling or graffiti

*Tuesday 18th April 2023*

*Title*

**A** *Cross out mistakes neatly.*

**B** *Miss a line between paragraphs.*

**C** *Use dictionaries in classrooms for difficult spellings.*

**D** *Read your answers to make sure that they make sense and that they answer the question fully.*

**E** *Speech marks are difficult to get right: Mr Jones said, "Come in and sit down." "Come in and sit down," said Mr. Jones.*

Beaker  
Water  
Gauze  
Tripod

SA PA

*How would you improve your work?*

*I am acting on feedback*

## 7. Daily Routines

Our routines are critical for ensuring a calm, safe and orderly learning environment for all students. It is vital that every lesson, every student and every staff member follow these simple processes.

The purpose is to ensure a consistency of expectation, so that all students know what to expect regardless of which teacher they have. It also ensures that learning time is maximised and outcomes are strong.

| BGLC ROUTINE  | RATIONALE   |
|---|---|
| <b>START OF ALL LESSONS</b>   |   |
| <ul style="list-style-type: none"> <li>Staff are ready to meet and greet all students either at the classroom door or the holding bay.</li> <li>Staff are expected to say “Good Morning”, students are expected to reciprocate.</li> <li>Uniform is checked as students enter the room</li> <li>Where uniform is not correct standards detentions / pink slips are to be issued at the end of the lesson</li> <li>Students are to stand behind their chairs in <b>silence</b> until the member of staff asks that they be seated. <b>Silence must be achieved</b></li> <li>Whilst standing students should get appropriate equipment from their bags and place this on their desks. Equipment should be checked by staff</li> <li>Bags should be placed on the floor under desks</li> <li>Students sit down and complete the designated task for each day - Typically a Do Now activity</li> <li><b>Staff to take the register immediately in silence</b></li> <li>Students to respond with “Yes Miss / Yes Sir”</li> </ul> | <p>Highlight the importance of punctuality and learning time</p> <p>Model kindness and a welcoming environment</p> <p>Ensure standards are consistent across our campus</p> <p>Ensure standards are consistent and avoid jeopardising learning through challenge</p> <p>To reinforce that staff are the leaders and people of responsibility in the room</p> <p>Ensure an efficient and orderly start to the lesson. Address barriers to learning that may occur from poor organisation</p> <p>Health and safety within the room to avoid trip hazards</p> <p>Ensure the intended curriculum is delivered and implemented effectively</p> <p>Ensure students are safeguarded on our campus</p> <p>Allow for the accurate recording of the register and develop respect for the adults within the room</p> |
| <b>END OF ALL LESSONS</b>   |   |
| <ul style="list-style-type: none"> <li>Students are directed to pack away by staff</li> <li>Students should stand behind their chairs in silence. Students should not be dismissed until silence is achieved.</li> </ul>  | <p>Staff set the schedule and are in control</p> <p>An orderly end to a lesson will lead to an orderly exit</p>   |

|   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Staff should share who student of the lesson is and why</li> <li>• Pink slips should be issued for students who have inappropriate uniform or arrived late</li> <li>• Staff should stand by the classroom door and dismiss students a row / group at a time, whilst monitoring the corridor and behaviour on exit. <b>Staff thank students as they leave.</b></li> <li>• Students should exit in silence and keep to the left of the corridor - students should thank staff as they leave</li> </ul> | <p>It is important to recognise, praise and reinforce the behaviours we want to see</p> <p>Issued at the end to maintain standards and protect lesson time and avoid disruption to learning</p> <p>Ensure corridors are orderly and safe. Reinforce our culture of kindness and core values</p> <p>Ensure corridors are orderly and safe. Reinforce our culture of kindness and core values</p> |
| <b>END OF EVERY DAY</b>   |   |
| <ul style="list-style-type: none"> <li>• All aspects of the end of lesson routine should be followed</li> <li>• Staff should follow students out of the building and ensure an orderly exit from the site.</li> <li>• Any inappropriate behaviours should be challenged</li> <li>• Staff in the Groby building with Leadership Responsibility to sweep down to the Brookvale site.</li> <li>• Staff in the Brookvale building with Leadership Responsibility to sweep down and to the main drive / Ratby exit and buses</li> </ul>            | <p>See above</p> <p>Ensure students leave in a safe orderly fashion, avoid any incidences of poor behaviour.</p> <p>Maintaining standards at all times</p> <p>To support staff on duty and ensure students exit the site efficiently and calmly</p> <p>To support staff on duty and ensure students exit the site efficiently and calmly</p>  |

There are subtle differences in our **Post 16 routines**, we feel that this helps with the transition to life beyond education and prepares students for employment:



| BGLC ROUTINE   | RATIONALE   |
|--|---|
| <b>START OF ALL LESSONS</b>  |   |
| <ul style="list-style-type: none"> <li>Staff are ready to meet and greet all students at the classroom door.</li> <li>Staff are expected to say “Good Morning”, students are expected to reciprocate.</li> <li>Dress code is checked as students enter the room.</li> <li>Where the dress code is not correct, purple slips are to be issued at the start of the lesson.</li> <li>Purple slips should be issued for students who have inappropriate dress code or arrived late.</li> <li>Bags should be placed on the floor under desks.</li> <li>Phones should not be on display, they should be stored in their bag.</li> <li>Students sit down and complete the <i>Do Now</i> activity.</li> <li>Staff take the register immediately in silence.</li> </ul> | <p>Highlight the importance of punctuality and learning time.</p> <p>Model kindness and a welcoming environment.</p> <p>Ensure standards are consistent across our campus.</p> <p>Ensure standards are consistent and avoid jeopardising learning through challenge. Don’t enter into any discussions about the dress code.</p> <p>Issued at the start to maintain high standards.</p> <p>Health and safety within the room to avoid trip hazards.</p> <p>This removes any distractions from the learning activities.</p> <p>Ensure the intended curriculum is delivered and implemented effectively.</p> <p>Ensure students are safeguarded on our campus.</p> |
| <b>END OF ALL LESSONS</b>  |   |
| <ul style="list-style-type: none"> <li>Students are directed towards their homework and independent study tasks in preparation for the next lesson, recorded on the Google Classroom.</li> <li>Students are directed to pack away by staff.</li> <li>Staff should share who the student of the lesson is and why. Reward the student with a gold star.</li> <li>Staff should stand by the classroom door and dismiss students. Staff thank students as they leave.</li> </ul>  | <p>Students will be able to maximise their study periods, ensuring that they make progress in comparison to their target grade.</p> <p>Staff set the schedule and are in control.</p> <p>It is important to recognise, praise and reinforce the behaviours we want to see.</p> <p>Ensure corridors are orderly and safe. Reinforce our culture of kindness and core values.</p>   |

|  |   |
|--|---|
| <ul style="list-style-type: none"> <li>Students should exit silently through the appropriate door, keeping left in the corridors to get to an external door.</li> </ul>  | Students in Post 16 have some added privileges, and keeps corridors clear, as per the movement plan.  |
| <b>END OF EVERY DAY</b>  |   |
| <ul style="list-style-type: none"> <li>All aspects of the end of lesson routine should be followed.</li> <li>Staff should follow students out of the building and ensure an orderly exit from the site.</li> <li>Any inappropriate behaviour should be challenged.</li> <li>Staff in the Groby building with Leadership Responsibility to sweep down to the Brookvale site.</li> <li>Staff in the Brookvale building with Leadership Responsibility to sweep down and to the main drive / Ratby exit and buses.</li> </ul> | <p>See above.</p> <p>Ensure students leave in a safe orderly fashion, avoid any incidences of poor behaviour.</p> <p>Maintaining standards at all times.</p> <p>To support staff on duty and ensure students exit the site efficiently and calmly.</p> <p>To support staff on duty and ensure students exit the site efficiently and calmly.</p>  |
| <b>INDEPENDENT STUDY PERIODS</b>   |   |
| <ul style="list-style-type: none"> <li>During study periods students should not be using their phones for purposes not related to their education.</li> <li>Students will be provided with silent and quiet study areas to work in.</li> <li>Students should spend time each week reading; related to their subjects and for pleasure.</li> </ul>  | <p>Students are not distracted by technology and can remain focussed on their work. Students maximise their independent study periods to make progress.</p> <p>This ensures a purposeful work space is provided for students to focus on their revision, and show respect to others who are working in the area.</p> <p>Students who read will be more successful in their exams. We will provide a library and reading lists on the Google Classroom</p> |

## 8. Language

Language is a crucial part in achieving our vision of “Work hard, Be kind”. To this end we want to make it explicitly clear the types of language we would expect all students to use whilst on campus.

We want all of our students to feel valued, loved, equipped and encouraged whilst on our campus and part of a caring community.

We want all students to recognise the part they play in creating the culture we expect. We also expect that all our staff model these expectations and communicate in a similar fashion

### **We ask all our students to:**

- Say “good morning” or “good afternoon” to all adults on our site and each other. Particularly on arrival and departure to school
- To say “thank you” to staff at the end of each lesson
- To say “sorry” when they are challenged about not meeting our agreed expectations or standards
- To say “please” and “thank you” when interacting with others
- To say “excuse me” if they wish to interrupt someone working or get past someone
- To enquire if visitors need any assistance or help

### **We will not tolerate:**

- Racist language
- Homophobic language
- Sexist or sexualised language
- Discriminatory language of any type

We are committed to ensuring the nine protected characteristics across our campus are not discriminated against in any way:

1. Age
2. Disability
3. Gender reassignment
4. Marriage and civil partnership
5. Pregnancy and maternity
6. Race
7. Religion or belief
8. Sex
9. Sexual orientation



## 9. Uniform, Standards and Equipment

A detailed description of uniform requirements and our policy can be found [here](#) or in the BGLC Uniform Policy on the school website.

Within that policy are some key elements which are exemplified below.

Each day students must wear full school uniform as described in the policy linked above. Where students are not able to wear a part of their uniform, parents / carers should either email their child's tutor / Head of Year to alert them or send a note in the student organiser.

Where a piece of uniform has been lost, is temporarily unavailable or is damaged the same piece of equipment will be loaned to the student to wear by the school. Students are expected to wear loaned items.

For Post 16 the dress code can be found on our website [here](#).

**Lanyards and ID Cards** - A lanyard in the colour associated with the students' year group must be worn at all times on the school campus, except in PE or some Science and ADT practical situations.

**School jumpers and cardigans** - These are compulsory parts of school uniform and must be brought to school everyday. Other jumpers, sweatshirts or hoodies may not be worn instead, even if they are removed once at school. Hoodies may not be worn as outside coats. Any hoodies, sweatshirts or jumpers that are brought into school will be collected by tutors or Heads of Year during registration and returned at the end of the day. For repeated instances parents/ carers may be asked to collect items.

**Shoes / Trainers** - These must be completely black in colour including labels and the side of any soles that are visible when students have their feet on the ground. Therefore trainers with white or other coloured foam soles are not allowed.

**Headwear** - only headwear which is demonstrably part of a student's religious observance may be worn inside the school building. All other headwear must be removed

**Jewellery** - Students are permitted to wear a single pair of small earrings and a wristwatch. No other jewellery may be worn. Jewellery that is brought into school will be confiscated by Tutors / Heads of Year and returned at the end of the day. Students will be asked to remove all piercings other than earrings. On this basis parents are asked to ensure that new piercings are done during the summer holidays that will allow sufficient time for them to become established before they need to be removed for school.

Smart watches are not allowed in school.

**Student Organisers** - should be brought to school everyday.

**A pencil case** - containing a black pen, pencil, ruler, protractor, purple pen, highlighter pens and calculator should be brought each day. Coloured pens / pencils are useful optional items.

**A school bag** - should be brought each day. There may be occasions when items are given to students by the teacher to work with at home and so a bag is always needed even if it is only used to bring a pencil case and organiser to school.

**A drink bottle** - Students should bring a bottle of water to school each day. In most lessons students are permitted to drink water. Juice and fizzy drinks should not be in drinks bottles as they cannot be drunk in lessons. Energy drinks are not allowed on the school campus.

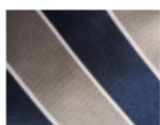
### Key Stage 3

In Key Stage 3 (Years 7, 8, 9) students wear a bright blue jumper/cardigan.



### Key Stage 4

In Key Stage 4 (Years 10, 11) students wear a navy jumper/cardigan and tie.



### PE Kit

Our Campus PE kit is the same for Years 7 to 11.

It is available only from **Uniform Direct**.



In Post 16, some subjects will expect students to purchase A4 ring-binder folders in order to be organised and ready to learn. Each subject will explain their expectations at the start of the academic year.

## 10. Attendance

### “Every day counts” How good is your attendance?

There is clear evidence from educational research that achievement is linked to attendance. Poor attendance can severely affect your examination results and consequently your further education and career opportunities. Details of your attendance and your punctuality are part of your campus record and are used as part of your reference.

Our school target is that everyone should aim for 97% attendance.

|       |                      |   |   |
|-------|----------------------|---|---|
| 100%  | Excellent            | No days missed                          | People like you almost always gets grades 9 to 4                            |
| 97%   | School Target        | Approximately 6 days missed per year    | People like you almost always get grades 9 to 4.                            |
| 95%   |                      | Approximately 10 days missed per year   | Below this level your likelihood of getting grades 9 to 4 starts to reduce. |
| 89.9% | Persistently Absent* | Approximately 22 days missed per year.  | 50% of people like you don't get grades 9 to 4.                             |
| 85%   |                      | Approximately 30 days missed in a year. | 75% of people like you don't get grades 9 to 4                              |

\* Government definition.

### Support

Our Attendance Officer, Mrs. Lovell, works with those families who have concerns around attendance.

### Punctuality

Students must be on the campus each morning before the bell sounds at 8.40am. Students who arrive after this time will receive a break time **Standards detention**.

## 11. Rewards

Brookvale Groby Learning Campus believes 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.

We expect all students to uphold the campus motto:

**“Work Hard, Be Kind”**

This is underpinned by our campus CARE values:

**Community - Aspiration - Resilience - Excellence**

### Why do we reward?

Praise and Reward should never be dependent on a student's ability. All aspects of the Praise and Reward programme should be equitable and prefer no favour on any students irrespective of their ability, gender, race, religion, disability or *sexual orientation*.

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

### Rewards are given for:

- Community** - A commitment to working with and for the benefit of others whether in school, in the local community or more widely
- Aspiration** - Demonstrating ambition and accepting challenges
- Resilience** - Resilience and working hard are central to the schools beliefs about characteristics that create success for young people
- Excellence** - Students should expect to be recognised for achieving or exceeding personal targets and / or performance that exceeds others locally and nationally

### How do we reward?

#### Daily Rewards

The starting point for rewards for all staff should be verbal praise. This should be a feature of every single lesson at Brookvale Groby. Adults in school are encouraged to look for opportunities to praise and encourage. As an example, at the end of every lesson all teachers will recognise a **“Student of the Lesson”** or similar. The criteria for the accolade are entirely discretionary and the bestowing attracts no formal reward. Instead it embeds our culture of praise and recognition. The benefits of such an approach will be positive relationships, more motivated students, increased progress, better classroom behaviour and a focus on the positive.

The standard method of formally rewarding students in lessons is through electronic reward points. These have the advantages of being universally available and visible to students, staff and

parents. Reward points are recorded as either C, A, R or E depending on the reason for which they have been presented. To maximise the benefit of the reward staff should make students aware that they have added points to the electronic record. It is expected that reward points will be issued in all lessons.

#### Examples of reward point allocations:

|   |  |
|---|--|
| <b>Community</b><br><br>Distributing books / lesson resources.<br>Applying for student leadership<br>Participation in sports teams / arts performances<br>Contribution to charity | <b>Aspiration</b><br><br>Leading learning activities<br>Oral contributions to lessons<br>Stretching owns comfort zones<br>Careers activities<br>Enterprise activity.<br>Completing additional learning activities. |
| <b>Resilience</b><br><br>Sustained maintenance of standards.<br>Working hard for a period of time<br>Regular attendance at an extra curricular club / revision activity.          | <b>Excellence</b><br><br>Achieving an academic target<br>An outstanding piece of work<br>Excellent assessment result   |

As well as being recognition of an individual moment reward points also have a cumulative benefit. Students who gain the requisite number of reward points in each category will be awarded the **BGLC CARE Medal**. The breakdown of reward points required for each level of reward follows later in this policy. Certificates will also be presented to students as they reach each of the thresholds for the four elements of the Medal.

Adults may also, and are encouraged to, regularly reward students via a range of other means. These would include but would not be limited to.

- Communication with home - via email, telephone, letter or postcard
- A nomination for a Faculty award.
- A Headteacher Commendation for excellent work
- A class game at the end of a lesson
- Leaving 1 minute early
- Nominating for the monthly Head of Year Award - 1 student per month to receive a canteen queue buster pass / voucher for free hot drinks.
- Other rewards within the remit and spirit of this policy

## **Termly Rewards**

Christmas Tutor Star Award - awarded for the member of the tutor group who has made a significant contribution to the life of the tutor group and presented in the Christmas Assembly.

The public celebrating of success is part of our culture. Each of spring and summer terms will begin with a Celebration Assembly in which rewards are presented for sustained attendance, behaviour, attainment and effort in the previous term. All students who meet thresholds are acknowledged and rewards of vouchers given to an individual by lottery draw from each section.

Termly awards are made and presented by some faculties. For example the ADT Star of the Rotation.

## **Annual Awards**

The annual Celebration of Excellence evening in June recognises the achievements of students in years 7-10 in all subject areas. Individual subject winners for each year group are awarded at that event along with an overall school winner.

The Annual Sports Presentation in June recognises excellence, attainment, application and service in the sporting field across the year.

## **Other Rewards**

The opportunity to take part in extracurricular visits is a reward. Students who have average and better attendance and average and lower behaviour points totals will have preference for all activities that are not a required part of a subject curriculum. Eg Ski trip, Normandy, Iceland, Theatre Residential.

## **Awards**

As well as rewarding students for good work that they do, the campus also encourages students to work towards other awards. These are distinct from the rewards system in that they require students to complete additional distinct tasks.

## **PIXL Edge**

Based on the PIXL LORIC Tutor programme delivered by tutors during morning registrations. The programme seeks to develop the character traits of:

- Leadership
- Organisation
- Resilience
- Initiative
- Communication

Students, supported by their tutors, select specific tasks to demonstrate the application of these characteristics. Once tasks have completed in all five areas students are awarded their PIXL Edge Award at one of 4 levels - Apprentice, Pioneer, Graduate and Masters

## Duke of Edinburgh Award Scheme

From year 9 onwards students are invited to enrol in the Duke of Edinburgh Award Scheme as an extra curricular activity. Students complete tasks in 4 sections - Skill, Service, Physical Recreation and an Expedition. Completion of all four sections leads to the presentation of the award at either Bronze, Silver or Gold Level.

**Please note - There is a cost entailed in the enrolment and completion of this award.**

### The BGLC CARE MEDAL

#### Key Stage 3 and 4:

|                             | Community | Aspiration | Resilience | Excellence |
|-----------------------------|-----------|------------|------------|------------|
| <b>Bronze<br/>Year 7</b>    | 10        | 10         | 10         | 100        |
| <b>Silver<br/>Year 8</b>    | 15        | 15         | 15         | 150        |
| <b>Gold<br/>Year 9</b>      | 15        | 15         | 15         | 150        |
| <b>Platinum<br/>Year 10</b> | 20        | 20         | 20         | 150        |
| <b>Diamond<br/>Year 11</b>  | 20        | 20         | 20         | 150        |

#### Key Stage 5:

##### **The BGLC POST 16 CARE STAR AWARDS**

|              | Community | Aspiration | Resilience | Excellence |
|--------------|-----------|------------|------------|------------|
| 1 Star Award | 10        | 10         | 10         | 100        |
| 2 Star Award | 15        | 15         | 15         | 150        |
| 3 Star Award | 20        | 20         | 20         | 200        |

Certificates for the CARE Star Awards are awarded to students who gain the requisite number of reward points in each category at each level. Badges will be awarded for the achievement of each level from 1 to 3 stars.

Reward points are the primary currency for student rewards across the campus. Students are awarded electronic reward points as a means of reward for their work in school. When issuing reward points adults make a judgement as to which element of CARE the reason for reward primarily relates and select from the drop down menu within *Arbor* (our online Management Information System.). This is then added to the students reward record.

Certificates are awarded to students who gain the requisite number of reward points in each category at each level. Badges will be awarded for the achievement of each level from Bronze to Diamond.

Additionally, at Post 16 we have rewards for our motto of **Work hard, Be kind:**

- **Caught Working Hard cards**

This card can be given to any students who has been 'caught working hard' either in class or outside of class independently. Staff are able to recognise students' hard work by issuing them with a 'Caught Working Hard Card'. We will hold a termly draw from the box and students will be awarded prizes.

- **Act Of Kindness card**

This card can be given out to students for any act of kindness that you may witness on campus. The smallest amount of kindness should be recognised and rewarded. Staff are able to reward students for being kind to someone with an 'Act of Kindness' Card. Students will then be issued with a point per card and the students with the most points each term will be awarded a prize.

## **Post 16 enrichment**

We are excited to have a fantastic enrichment programme for our students, a copy can be found in our [handbook](#).

Post 16 students have a dedicated session, once a fortnight. We then reward students with differing awards for their contribution. The expectation in Post 16 is that students work to complete at minimum Bronze, Blue & Red awards, with Silver, Gold or Platinum demonstrating student engagement and skills development at a high standard. Purple Awards are qualifications and offer UCAS Points.

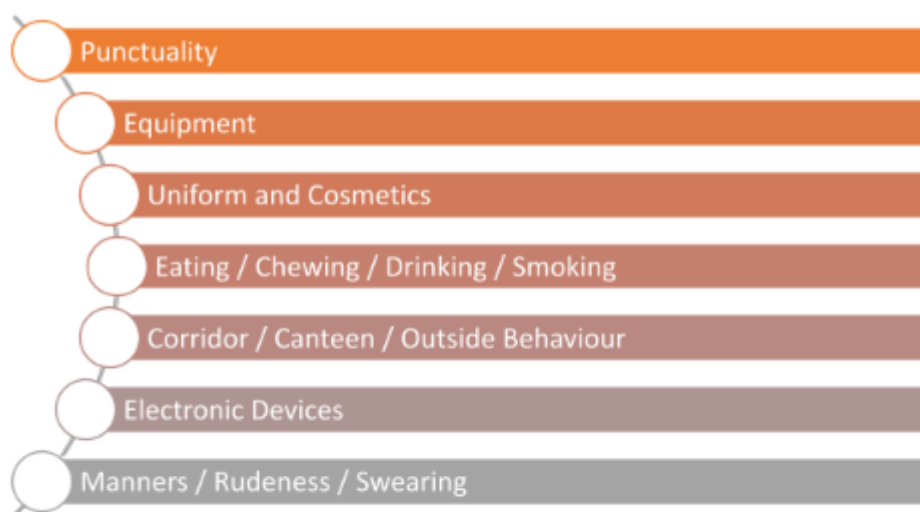
All students will be expected to complete our Red Award which is an enrichment day at the end of year 12 focusing on Young Drivers and Road Safety. This compulsory day is run by the local council, Police and Fire Service who deliver a fun, yet informative, hands-on experience for our students.

Every level of achievement will be recognised by the Post 16 Team at Brookvale Groby Learning Campus. More information can be found on the [website](#).

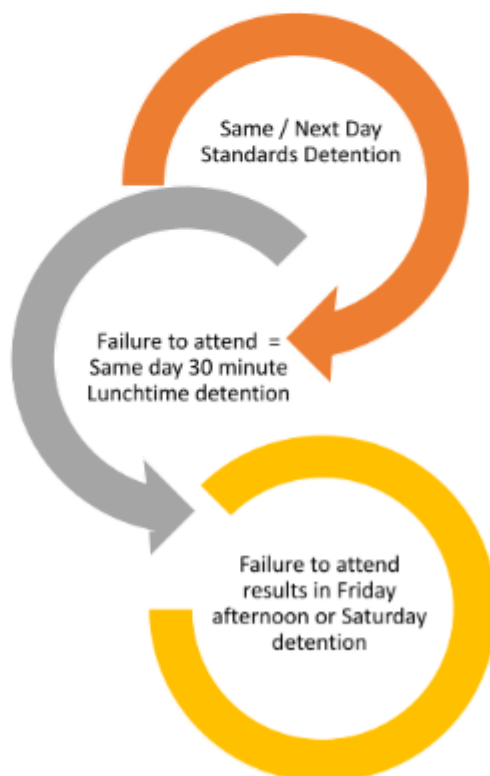


## 12. Standards and Behaviour

### Standards – Our Basic Expectations



Failure to  
comply with  
these standards  
will result in:



In Post 16 we have a learner agreement, when students enrol we ask them to sign the agreement, found [here](#). Parents might also find it useful to look at our specific policies and procedures for Post 16, found on our [website](#).

## 13. Reports

Parents receive reports 3 times per year.

### Key stage 3

In the reports the subjects have identified their key learning areas (skills or knowledge). Each of these areas is reported on separately using the terms: **developing**, **meeting** or **exceeding**. These descriptors are based against an age appropriate expected level.

On the reports there will be hyperlinks after the grade descriptors. These links will take you to further subject work / information which will **support** the learning (for developing students), **secure** the learning (for students meeting the expected level) or **stretch** students (for students exceeding the expected level).

### Key stage 4

In year 10 and 11 reports will include GCSE grades.

Year 10 reports will include target grades and current 'working at' grades.

Year 11 reports will include target grades, current 'working at' grades and predicted grades.

After each subject on the report there will be a hyperlink to a 'how to succeed' subject specific document.

### Key stage 5

In the reports subjects will assess students against VESPA qualities (Vision, Effort, Systems, Practice, Attitudes). The reports will also contain target grades and current 'working at' grades. In Year 13 there will also be a predicted grade.

Students will be awarded scores from 1-3.

1 = Exceeding expectations

2 = Meeting expectations

3 = Below expectations

A students with a score of 1 for VESPA will display the following characteristics:

| Grade | Descriptor             | Vision   | Effort  | Systems   | Practice   | Attitude   |
|-------|------------------------|--|---|---|--|--|
| 1     | Exceeding expectations | Students have a very clear vision of what they want to achieve in this subject, they know where they are at and what they need to do to reach their goals. Students understand perfectly how the subject fits into their short, medium and long-term plans | Students always work incredibly hard. They are completely focused in lessons, responding to the direction and feedback of the teacher. Students take homework seriously, always meet deadlines, and show clear evidence of working independently. | Students show a very high level of organisation. Students are aware of course structure, content, & assessment details. Students have clear systems for categorising work in folders. Students know how to work independently, manage their time and where to find resources. | Students always use the instruction and guidance of teachers to fully engage in focused, deliberate practice. Students always seek feedback from their teachers and peers, and use their own self-assessment to make progress. | Students have an impeccable level of attendance, punctuality and attitude to learning. In addition, students are always very positive about their learning and their own ability to improve. They have a growth mindset, enabling any difficulties to be overcome. |



## 14. Positive Parent Behaviours

- 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 homework.
- 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 (KS3) is doing at least **an hour of homework** (reading/maths/Knowledge Organiser). Students in KS4 and 5 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**.
- Ensure your child receives an appropriate amount of sleep each evening - it is widely agreed that most teens need between 8-10 hours of sleep.
- Ensure social media interaction is monitored and that your child is not engaging with any inappropriate activity.
- **Support the agreed sanctions** and consequences that are put in place when students fail to meet our expectations.
- Please share or **raise concerns at the earliest opportunity** with either your child's Form Tutor or Class Teacher so that a resolution can be found as quickly as possible.
- Ensure your **child attends school** on a regular basis and arrives to school **on time**.