

Principles and Features of the Brookvale Groby Learning Campus Curriculum



Principle	Feature	Rationale/background	What it looks like
Aspirational, rich, broad and balanced	Well-conceived curriculum which, whilst based on knowledge, ensures curricular and cross curricular skills are embedded and students have opportunities to extend learning beyond the limits of a specification.	<ul style="list-style-type: none"> David Didau, <i>The Learning Spy</i> Ofsted EIF, <i>Overview of Research</i> (2019) Willingham, <i>Why kids don't like school?</i>(2010) Robinson Trivium 21c(2013) MFL - Review of Pedagogy 	<ul style="list-style-type: none"> A wide range of subjects on offer (in all key stages) including a good range of academic and creative subjects All students learn a language at KS3 (some learn a second language) A large number of enrichment activities in all key stages (trips, teams, speakers etc) National curriculum used to model the KS3 curriculum Full GCSE course begins in year 10
Knowledge based	Knowledge organisers are used which contain key information and vocabulary. Knowledge is at the centre of units of work	<ul style="list-style-type: none"> Hirsch, <i>Why knowledge matters</i> (2016) Willingham <i>Why Don't kids like school</i>(2010) Mary Myatt - <i>The curriculum Gallimaufry to coherence</i> (2018) Visit to St Martins - Midlands Knowledge Hub (2017) Ofsted EIF <i>Overview of Research</i> (2019) 	<ul style="list-style-type: none"> Pupils receive knowledge organisers containing core information for all subjects Lessons refer to and build on the content of knowledge organisers Teachers continually develop their expertise in content knowledge and pedagogical content knowledge. Teaching strategies are continually refined in light of this Students are explicitly taught techniques to memorise and retrieve information to delve deeper into the subject
Spacing and interleaving	Curriculum planning in all subjects is interleaved in a strategic way to allow for regular revisiting of topics.	<ul style="list-style-type: none"> Brown et al (2014), <i>Making it stick</i> Willingham, <i>What Will Improve a Student's Memory?</i> (2010) 	<ul style="list-style-type: none"> Subject content is interleaved in order for topics to be revisited throughout the period of study and to develop retention of knowledge and improve recall from long term memory In some subjects assessment procedures are interleaved rather than content Do Now activities give students opportunities to review previous learning
Regular quizzing and synoptic assessments	Low-stakes quizzing, Do Nows and synoptic assessments used to develop knowledge retrieval and support long term learning	<ul style="list-style-type: none"> Willingham <i>What Will Improve a Student's Memory?</i> (2010) 	<ul style="list-style-type: none"> Lessons begin with Do Now's which either quiz on previous learning or knowledge organisers Online quizzes and resources are available for students to use Regular low-stakes quizzing is a feature of lessons in all subjects Tests are synoptic and review knowledge from across the course
Metacognition	Students are explicitly taught how to learn. Students understand the science and strategies behind how they learn and how to remember.	<ul style="list-style-type: none"> EEF Toolkit, <i>Guidance on Metacognition</i>(2018) Dunlosky <i>Strengthening the Student Toolbox</i> (2013) 	<ul style="list-style-type: none"> Students learn how to plan, monitor and evaluate their work Teachers model the thinking process when addressing new concepts, ideas and problems Teachers encourage metacognitive talk and ensure that students reflect on their learning Students are taught strategies for learning, revising and using their memories
Explicit instruction	Teachers use direct instruction, presenting information in a format which is logical and clearly chunked. Teachers talk students through worked examples, supporting the journey from novice to expert learners.	<ul style="list-style-type: none"> Rosenshine, <i>Ten Principles of Instruction</i> (2012) Sweller, <i>Cognitive Load Theory</i> (1994) Tom Sherrington, <i>Rosenshine's Principles in Action</i> 2019 	<ul style="list-style-type: none"> Lessons have clear objectives and success criteria and are put into the wider context of the curriculum Models, images and scaffolds are used to support all students to learn knowledge and skills New information is broken down into small chunks Guided practice of key concepts followed by independent deliberate practice is a feature of most lessons
Questioning	Questioning is a key element of our Model for Expert Teaching. Teachers and students ask questions to develop understanding, practise retrieval and promote metacognitive thinking.	<ul style="list-style-type: none"> Rosenshine, <i>Ten Principles of Instruction</i> (2012) Dylan Williams: <i>Embedding Formative Assessment</i> Tom Sherrington, <i>Rosenshine's Principles in Action</i> 2019 	<ul style="list-style-type: none"> A no opt out approach is used for questioning with thinking time is built into questions Questions are differentiated to encourage a range of cognitive processes from recall to deeper reflection Teachers bounce questions between students to deepen understanding. Students are given the opportunity to ask questions to teachers during whole-class discussions and as individuals to clarify learning.
Feedback	Feedback is a crucial feature of our teaching and learning policy. We use feedback to help students progress and to develop metacognition.	<ul style="list-style-type: none"> Rosenshine <i>Ten Principles of Instruction</i> (2012) Dylan Williams: <i>Embedding Formative Assessment</i> EEF Toolkit: <i>Teacher Feedback to improve pupil learning</i> (2021) 	<ul style="list-style-type: none"> Feedback will take numerous forms: written, verbal, teacher-led, peer assessment and self assessment. Teachers will offer students feedback in the form of strengths and targets. Feedback will normally refer to key objectives and/or assessment criteria. Students will be allotted specific time (STAR time) in which they will respond to feedback, make improvements and/or address whole-class and/or individual feedback.
Responsive teaching	Teaching that is constantly adapting based on information from teacher assessment of learning.	<ul style="list-style-type: none"> Making every lesson count Allison & Tharby (2015) Model for expert teaching Bearn (2016) PIXL - DTT, PLC 	<ul style="list-style-type: none"> Use of assessment strategies in lessons, Do now, Quizzing, Kahoot Use of DTTR to identify knowledge gaps following assessment strategies, therapy to address those gaps and testing to see if those gaps still arise. Repeat the cycle as necessary. PLC aid DTTR process. Questioning techniques probing understanding Teachers provide whole class feedback in place of individual feedback to address common misconceptions STAR time used to allow students to act on feedback
Literacy	We recognise that strong literacy skills are the key to academic success. Literacy skills are taught explicitly and are embedded throughout our curriculum.	<ul style="list-style-type: none"> Quigley: <i>Closing the Vocabulary Gap</i> (2018) Barton: <i>Don't Call it Literacy</i> (2012) Didau: <i>The Secret of Literacy</i> (2014) Mortimore: <i>Disciplinary Literacy</i> (2020) 	<ul style="list-style-type: none"> Tier two and three vocabulary is taught explicitly in every faculty. Reading is valued for its intrinsic worth and its position as a key tool for accessing and demonstrating learning. Writing is taught through the use of scaffolds, models and deliberate practice. Students with weak literacy skills are supported through Reading Plus throughout KS3 and supported with literacy interventions in KS4.
Character Education	The values which underpin character education are threaded throughout the academic and pastoral curriculum.	<ul style="list-style-type: none"> PIXL - LORIC. PIXL Character bulletin. 	<ul style="list-style-type: none"> The Pastoral Curriculum is built around the PIXL LORIC Character Values. Leadership, Organisation, Resilience, Initiative and Communication are the characteristics being developed. Students are accredited by working towards the PIXL Edge Award at all levels in KS3 and 4. Votes for schools is used to engage students in current affairs and debates
Attitudes for learning	High expectations of, and for, all learners, are supported by clear routines, structures and systems. Importance of building independence in our students.	<ul style="list-style-type: none"> Syed <i>Black Box Thinking</i> (2015) Dweck <i>Growth Mindset</i> (2008) Dunlosky <i>Strengthening the Student Toolbox</i> (2013) Oakes and Griffin, <i>The A-level Mindset</i> (2016) EEF: <i>Metacognition and self regulated learning</i> 	<ul style="list-style-type: none"> Relationships between staff and students are noticeably positive Routines and behaviours for learning are actively taught to students (learning camp) Effort and success is celebrated and rewarded (Awards ceremony / Achieving excellence awards / celebration assemblies) Students are taught about effective study techniques in lessons, assemblies and revision sessions. Students are taught about the importance of mindset (VESPA at P16) Students taught how to work independently (use of PiXL Apps, PLC for revision topics, use of PiXL Independence at KS4).
Cultural capital	A broad, rich curriculum available to all students, including opportunities to take part in enrichment and extracurricular events, enables students to broaden their life experiences and prepare them for their future.	<ul style="list-style-type: none"> National Curriculum documentation Subject capital document 	<ul style="list-style-type: none"> All departments will base their KS3 curriculum on the aims and ambitions of the National Curriculum which will fulfil the cultural capital demands for learning. Pupil Premium funding is used to support disadvantaged students in accessing cultural capital through the Pupil Premium Pledge. All Disadvantaged students will be challenged in their curriculum options choices for GCSE and A Level to ensure that they are accessing the most demanding courses if appropriate. Students and parents/carers develop awareness of how to enrich knowledge and understanding of subjects in everyday life
Preparation for adult life	Students have access to careers based education throughout Y7-13. They also have access to employer based links in order to widen aspirations and ambitions relevant to the local business market.	<ul style="list-style-type: none"> DEF guidance September 2019 Gatsby benchmarks Compass Online 	<ul style="list-style-type: none"> Careers embedded into Life Skills education Y7-11, and the PDP programme in P16 Students have regular access to employers through specialist events, assemblies, work experience and external shows which can widen ambition and aspiration. The campus employs a careers advisor who provides bespoke advice for all learners at pre-16 and pre-18. Careers advice is targeted to the most in need e.g. DS / SEND PiXL Futures and medics bulletins shared via google classroom.
An awareness of the impact of lockdown and the coronavirus epidemic on the mental well being and progress of all students.	Individual faculties and subjects recognise these impacts overtly both in what they deliver and how they deliver it. The pastoral curriculum has been amended to create space for reintegration and time to talk to support mental health.	<ul style="list-style-type: none"> Barry Carpenter; <i>A Recovery Curriculum; Loss and life for our children and schools post pandemic.</i> ASCL 	<ul style="list-style-type: none"> Pastoral Curriculum caters overtly for students' particular needs re; returning to school post pandemic and ongoing needs linked to anxiety and mental well being. Individual faculties reshape their learning journeys and sequencing to ensure coverage of key information. Consideration by teachers of language used and activities in the curriculum that do not focus on "loss", "catching up" etc that may promote feelings of anxiety or helplessness.