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Curriculum

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**Mission Statement**

Bacon’s College ensures that every student is well educated, cared for and exhorted to achieve the academic and personal excellence that will lead to university or skilled work and to a fulfilled life.

**Values and Vision**

*‘I came to give life, life in all its fullness’ John 10:10*

Bacon’s College is a fully inclusive Church of England academy that is open to students of all faiths and none. Our Christian values, which are upheld by all members of our community, lie at the heart of our mission and ethos. They are:

* **Courage**
* **Compassion**
* **Respect**
* **Faith**
* **Integrity**

These are the values of a loving and compassionate God, seen in our Lord Jesus Christ and lived out through the Holy Spirit. We enrich students’ lives with these values to inspire them to achieve academic and personal excellence.

**Courage**

The Bacon’s Lion is the symbol of courage and strength.

A Bacon’s student has the courage to follow their convictions, to challenge injustice, to persevere in order to succeed and to remain steadfast in the face of adversity.

*“Be strong and courageous. Do not be terrified; do not be discouraged, for the Lord your God will be with you wherever you go”*  
*Joshua 1:9 (NIV).*

**Compassion**

Bacon’s students follow Christ’s example by giving generously to those in need, placing others before themselves, supporting each other and loving their neighbours.

*“Love one another. As I have loved you, so you must love one another.”*  
*John 13:34-35 New International Version (NIV)*

**Respect**

Bacon’s students believe that everyone - regardless of race, faith, gender, sexuality or social status - is unique, special and loved by God. We respect all people as equals and without prejudice.

*“Behold, how good and pleasant it is when brothers and sisters dwell in unity”*  
*Psalm 133:1*

**Faith**

A Bacon’s student draws strength and endurance from faith in family, staff and friends as well as from their own abilities and beliefs. We are a loyal school community.

*“I have fought the good fight, I have finished the race, I have kept the faith.”*  
*2 Timothy 4:7*

**Integrity**

A Bacon’s student acts with integrity in deeds and words. We are honest and admit to our mistakes. We achieve wholeness (integer) by being truthful and of good character.

*“May integrity and honesty protect me, for I put my hope in you.”*  
*Psalm 25:21. New International Version (NIV)*

**Curriculum Principles and United Learning**

As part of the United Learning Multi-Academy Trust, our shared aim is to provide an excellent education for all our students, which brings out the best in all of them and prepares them for success in life.

Hundreds of United Learning teachers and leaders have been involved in developing the United Learning Curriculum as a core academic curriculum based on these key principles:

**Entitlement**

We believe that all children have the right to learn what is in the United Learning Curriculum; schools have a duty to ensure that all children are taught the whole of it.

**Mastery**

We want all students to achieve a full understanding of the knowledge specified in the Curriculum for each year or Key Stage, and teaching should not move on until this is achieved.

**Stability**

We won't constantly amend the Curriculum: while we should make occasional adjustments in the light of feedback and experience, we will aim for stability over many years, so that teachers can develop expertise, and we constantly build assessments and teaching materials to support.

**Concepts not context**

The Curriculum is intended as a concise specification of knowledge and content to be taught and learned; it is for schools and teachers to decide how to teach and bring it to life.

As with all United Learning Schools, our curriculum is characterised by defining the essential teaching and learning that each subject should cover in a given year group and expressing the outcomes of that learning through assessment measures known as Key Performance Indicators (KPIs).  However, it's important to be clear that KPIs are not the things that are to be taught. It's the curriculum content that is taught and the KPIs are the means by which we measure achievement of the content.

Periodic assessment of the KPIs means our focus is on what has and hasn't been learnt in each subject and, from this evidence, we shape our teaching and delivery more precisely to reteach, extend or move on appropriately. KPIs are assigned to a subject and a year group and make it possible to define age related subject expectations.

**The Curriculum at Bacon’s College**

The College operates according to a thirty-period week with tutorial periods and assemblies taking place each day. Each period lasts for fifty minutes, although there is a shortened day on a Friday with each lesson being 45 minutes long.

Every year group accesses IST (Independent Study Time) on a Tuesday and Wednesday between 3pm and 3.50pm. Students are expected to complete HW and study independently during these periods.

Every year group accesses worship, citizenship and PSHE through tutor periods, assemblies, taught lessons (in the case of Year 7) and drop-down days for Years 8-13

There is also a reading programme which takes place three times a week during tutorial periods.

In the Sixth Form, each student has a combination of subject lessons, study periods and enrichment opportunities. Sixth formers also benefit from extensive support for UCAS and higher-education applications as well as detailed career advice and guidance for those who wish to pursue employment or apprenticeship opportunities.

Most teaching is in specialist classrooms/facilities and all rooms are equipped with interactive screens/boards and specialist resources where required.

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**Key Stage 3 Overview**

**The Key Stage 3 curriculum at Bacon’s College is based on the following principles which ensure that we:**

* Provide a high-quality subject curriculum that defines yearly essential subject knowledge and skills.
* Promote day by day mastery teaching so that all pupils can attain age related expectations.
* Embed good assessment by being precise about what pupils can and cannot do and acting on evidence.
* Achieve high standards of pupil attainment for all and reduce the tail of low attainment.
* Reduce significant ‘late stage’ intervention because prior learning is secure and retained earlier.
* Provide a basis for collaboration and sharing of highly effective practice to raise pupil standards.
* Prepare a strong foundation for success at Key Stage 4 in the subject GCSE and/or programmes of study.

**All students will access a core curriculum of the following subjects:**

* English
* Mathematics
* Science
* Geography
* History
* Religious Education
* Modern Foreign Languages
* Art
* Music
* Drama
* PE

In Years 7,8 and 9 students access Computing, Product Design, Graphics, and Textiles as part of the Tech Carousel.

In Year 7, PSHE is also part of the carousel of subjects offered. Year 8 and 9 students do not access PSHE in the carousel but through ‘drop-down days’ throughout the year.

Food Technology is offered as part of the carousel in Years 7 and 8 but **not** offered as part of the carousel in Year 9 and is replaced by Art

Each rotation lasts approximately seven weeks.

**Key Stage 4 Overview**

**Our core aims for the Key Stage 4 Curriculum are that it:**

* Is broad and balanced across a range of vocational and academic subjects and qualifications
* Allows students to pursue individual learning pathways in areas of particular talent or interest such as the expressive arts or humanities
* Provides clear links to further study and future employment

**Our Key Stage 4 curriculum requires that ALL students study, to GCSE, the following subjects:**

* English Language
* English Literature
* Mathematics
* Science (either Triple or Combined)
* Religious Studies

Core PE and PSHE will also be delivered to all students but these do ***not*** count as GCSEs.

Students on Pathway 1\* and 1 are also expected to study:

* Geography or History, **and**
* French or Spanish

Depending on the Pathway that a student is allocated to, students may choose to study options from the following subjects:

* Geography
* History
* French
* Spanish
* Art
* Product Design
* Textiles
* Graphic Design
* Media Studies
* Drama
* BTEC Dance
* BTEC Music
* GCSE Business
* BTEC Business
* Computer Science
* BTEC IT/ Creative iMedia
* GCSE PE
* BTEC PE

There is also provision for students to access extra support in literacy or numeracy, and a suite of potential Functional Skills qualifications, if these are deemed appropriate.

Core+ lessons are intervention lessons in English, Maths and Science that are provided to support students who experience difficulties in at least one of their optional subject choices.

Students can also request to be entered for qualifications in their ‘home’ languages.

More detail regarding each qualification can be found in the Subject Information Sheets for GCSE and A-Level, and in our Prospectus.

More information regarding the GCSE options process, Pathway Allocations and addressing common queries can be found in the Year 9 Options Booklet and accompanying presentation on our website.

**Key Stage 5 Overview**

All 16 - 19 students at Bacon’s are given the opportunity to take a study programme which reflects their prior attainment, education and career goals. Students are expected to meet a set of entry requirements that indicate their ability to access the curriculum offer at 16-19 which is primarily comprised of academic A-Levels with a small vocational offer focusing on IT, Media, Sport and Business. Students are guided through the process of choosing their subjects through a range of assemblies, information and an Open Evening which outlines what students can study, the entry requirements, complementary subjects and the potential career pathways available to them.

Students in Bacon’s College Sixth Form primarily follow academic study programmes, selecting up to four A-Levels to study in Year 12, with the majority focusing on three A-Levels in Year 13. Every student is given an individualised guidance meeting regarding their suitability for their subject choices before they complete enrolment and all students are closely matched to their abilities and interests in these discussions.

**The A-Level subjects currently available to study at Bacon’s College in Key Stage 5 include:**

* Biology
* Business Studies
* Chemistry
* Computer Science
* Economics
* English Language
* English Literature
* Fine Art
* Further Mathematics
* Geography
* Graphics
* History
* Mathematics
* Media Studies
* Modern Foreign Languages (French/ Spanish)
* Religious Studies: Philosophy and Ethics
* Physics
* Product Design
* Textiles

**Our Level 3 vocational subject offer includes:**

* BTEC Business (worth one A-Level)
* BTEC IT (worth two A-Levels)
* CTEC Media (worth two A-Levels)
* CTEC PE (worth two A-Levels)

Each curriculum area has their own policy regarding entering students for AS-Levels or waiting until Year 13 and entering students for A-Levels. Art and Design subjects (Fine Art, Graphics, Product Design and Textiles) which pursue a linear course, for example, alongside a UAL Level 2 Drawing Award, whilst other subjects such as Biology, Chemistry and Physics prefer to enter students for the AS-Level at the end of Year 12 and for the full A-Level at the end of Year 13. Full details are contained in the Sixth Form Subject Information Sheets for our Prospectus.

|  |  |
| --- | --- |
| **SUBJECT** | **SPECIFIC ENTRY REQUIREMENTS** |
| **Art** | 6 in Art, or a 6 in a Design and Technology-related subject |
| **Biology** | 7/7 in Double Award Science 6/6/6 in Triple Award Science 6 in Maths and English Language |
| **Chemistry** | 7/7 in Double Award Science or 6/6/6 in Triple Award Science; 6 in Maths and English Language |
| **Computing** | 6 in Maths and English Language. If ICT/ IT has been studied at GCSE, you must have achieved a 6 |
| **Economics** | 6 in Maths, and English Language OR English Literature |
| **English Literature** | 6 in English Literature and a good range of 6 grades or above at GCSE |
| **Further Maths** | 8/9 in Maths |
| **Geography** | 6 in Geography |
| **Graphics** | 6 in Art/ Graphics/ Resistant Materials |
| **History** | 6 in History |
| **MFL** | 6 in the language taken at GCSE |
| **Mathematics** | 7 in Mathematics |
| **Media Studies** | 6 in English Language. If Media has been studied at GCSE, you must have achieved a 6 |
| **Philosophy &**  **Ethics** | 6 in English Language If RS has been studied at GCSE, you must have achieved a 6 |
| **Physics** | 7/7 in Double Award Science or 6/6/6 in Triple Award Science 6 in Maths and English Language |
| **Psychology** | 6 in English Language, Maths and Biology |
| **Sociology** | 6 in English Language and RE |
| **BTec Business** | Five GCSEs at 5 and above, including English Language and Mathematics. |
| **CTec IT** | Five GCSEs at 5 and above, including English Language and Mathematics. |
| **CTec Media** | Five GCSEs at 5 and above, including English Language and Mathematics. If Media has been studied at GCSE, you **must** have achieved a 6. If not, you must have a 6 in English Language |
| **CTEC Sport** | GCSEs at 5 and above, including English Language and Mathematics. If PE (Full Course) has been studied at GCSE, you must have achieved a 6. |
| **GCSE English and Maths** | Any student who has **not** secured GCSE Mathematics or English Language on entry is required to attend lessons in these subjects during Year 12 and/ or Year 13 to ensure that these GCSEs are attained before they leave College. |

The vast majority of students attend the Sixth Form with the intention of applying to study at university. The College regularly sees over 70% of Year 13 students securing undergraduate or foundation degrees in a wide range of subjects and disciplines, with the reminder securing apprenticeships and employment. The College has an excellent programme of support and guidance for students, comprising of information evenings for UCAS, presentations from universities and Student Finance England and individualised support throughout the entire UCAS application process, from research to personal statements and references, from experienced tutors. This is complemented by an extensive work-related learning programme offering work experience placements, mentoring and employment opportunities to our student body in a diverse range of fields, ranging from accountancy, banking and law to PR and corporate responsibility and outreach.

The College also offers a wide range of extra-curricular activities to develop soft skills in our young people, building their character and developing values that will support them in their transition into adulthood. This can range from being a Reading Buddy and helping Year 7 with their literacy to being a fully-trained mediator who works to resolve conflicts amongst the student body and within the wider community. Students can also be mentors to Year 9, get involved in sports or contribute to College through the tutor councils, tutorial or assembly programmes. The College’s Christian ethos and values underpin this extra-curricular provision, underpinned by our principle of providing service to others.

**Further Information and Guidance**

**Sixth Form Prospectus**

**Sixth Form Subject Information Sheets**

**Website**

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**Teaching and Learning**

**Teaching, Learning and CPD Framework**

**Introduction**

**This framework sets out the principles of Teaching and Learning at Bacon’s which are underpinned by cognitive science and evidence informed practice.** Our approach to Teaching and Learning at United Learning is about curriculum implementation of powerful knowledge. Teaching and Learning supports our curriculum by ensuring that lessons build on prior learning and provide sufficient opportunity for guided and independent practice.

**The Framework has the following sections:**

1. **THE SCIENCE OF LEARNING**
2. **THE ROSENSHINE PRINCIPLES**
3. **TEACH LIKE A CHAMPION (TLAC)**
4. **CPD**

**Our Teaching and Learning Priorities for 2020-21 are:**

1. **Continue to embed the 'Rosenshine Principles'.**
2. **Develop the use of Lemov's 'Teach Like A Champion' techniques.**
3. **Utilise the key findings from cognitive science, supporting the implementation of the 'Rosenshine Principles', to help develop more powerful long term memory**.
4. **Ensure that the secondary CPD handbook is successfully launched and used effectively by all academies.**

Key resources relating to Teaching and Learning, can be found on our Hub page [**HERE**](https://hub.unitedlearning.org.uk/teaching-learning/subjects/secondary/rosenshine-resources/Pages/default.aspx)**.**

**1. The Science of Learning**

**This section outlines key developments in cognitive science. It is important that we have a full understanding of these developments and that our Teaching and Learning Framework is fully informed by them.**

**1.1: Powerful Long Term Memory**

Peps Mccrea states that our job as teachers is to increase the life chances of our students by helping them to develop more powerful **long term memory.** Ofsted state that learning is a ‘*change in long term memory’.*

Daisy Christodoulou in ‘Teachers v Tech?’ ([**HERE**](https://www.amazon.co.uk/Teachers-Tech-case-tech-revolution/dp/1382004125)) states that the insight from the science of learning that perhaps has the most practical relevance or teachers is the distinction between working and long-term memory. Working memory is *‘the small amount of information that can be held in mind and used in the execution of cognitive tasks.’*

Long-term memory consists of elaborate and well-organised knowledge structures (**schemas**) that provide us with a way of making sense of the everyday information we encounter.

**Cognitive Load Theory (CLT)**

The above was articulated by Sweller (1988) in his paper *‘Cognitive load during problem solving: effects on learning’*. Oliver Caviglioli has produced a useful overview [**HERE**](https://teachinghow2s.com/docs/CLT_chapter_summaries.pdf)**.**

**CLT has been described by Dylan Wiliam as the single most important thing for teachers to know**.CLT is based on the limited ability of the working memory to code information. Once learners have built up schema of knowledge that allow them to work on problems without exceeding their cognitive bandwidth, they can then work independently. Without it, their work will be in vain. We process information so that it is stored in our long-term memory. This is effectively unlimited, and we retrieve information back into our working memory as needed.

**Long Term Memory and Schemas**

**We organise information into schemas**. Typically, new information is only stored if we can connect it to knowledge that we already have. As a result, prior knowledge is a major factor in our capacity to learn new information. The more complex and interconnected our schemas are, the easier it is to make sense of new related information and the better we are able to organise it so that it makes sense. The concept of understanding is really ‘*memory in disguise’*. This means that our schemas are more fully formed, are more interconnected, and can be explored and recalled more fluently.

If we undertake enough **retrieval practice**, generating formulations of our memory and evaluating it for accuracy, we gain a degree of fluency and, ultimately automaticity. This is true of anything we learn, be it reading, driving or speaking a foreign language.

A consequence of this, as explained by **cognitive load theory,** is that the more fluent we are with retrieval of stored information, the more capacity we have in our working memory to attend to new information and problem solving– if we are efficient in bringing up the information from memory, then there’s more working memory space left to deal with applying the information. The opposite is also true: when we are less fluent with recall, our capacity to attend to new information and problem-solving is diminished. This is a key difference between **expert and novice learners**.

**Think of novice drivers, who become easily overwhelmed by the pressures of traffic and road signs; they are more likely to have difficulty absorbing all of the external information as well as focussing on the skill of driving itself.**

As we develop mastery in the various areas of our lives, we tend to bundle together the incremental steps that are required to solve different kinds of problems - you could think of them as something like ‘smart-phone apps’ in the brain. **We call them mental models or schemas.** Schemas help us to get around the working memory bottleneck because we don’t need to think about them.

**Building knowledge: minimal guidance vs direct instruction**

Reducing guidance and structure makes tasks more complex, and complex tasks often overwhelm our limited working memories, making it hard for us to learn anything. **Kirschner, Sweller and Clark (2006)** **(**[**HERE**](http://www.cogtech.usc.edu/publications/kirschner_Sweller_Clark.pdf)**)** reviewed the evidence for minimally guided teaching and found that for novices, guided instruction is more effective because it reduces the load on working memory.

*‘Learning, simply stated, means that there has been a change made in one’s long term memory’*

This article is important as it is one of the first to use developments in cognitive science to challenge the once dominant orthodoxy in teaching, that direct instruction or teacher-led learning is a less effective approach than allowing learners to discover knowledge for themselves.

**Key Takeaways**

* Learning is a change in long term memory.
* Working memory is severely limited in duration and capacity.
* Long term memory is virtually unlimited. It contains huge amounts of information organised in schemas.
* Any instructional procedure that ignores the structures that constitute human cognitive architecture is not likely to be effective.
* Minimally guided instruction challenges working memory and, thus, inhibits/hampers effective and efficient learning.
* Explicit instruction **(e.g. Rosenshine, Engelmann)** takes human cognitive architecture into account and, thus, supports effective and efficient learning.
* While there is a substantial body of research supporting explicitly guided instruction, more than a half-century of promotion of minimally guided learning has not produced a body of research supporting its use.

**1.2: Rosenshine Supports Effective and Efficient Learning**

**Explicit direct instruction takes *‘human cognitive architecture into account’* (i.e. Rosenshine di and Engelmann DI) and helps to explain why we have adopted Rosenshine as a group.**

* [**Rosenshine 1986**](https://www.researchgate.net/publication/230853009_Teaching_Functions)**:**
* *‘When too much information is presented at once, our working memory becomes swamped.’*
* *‘This suggests that when teaching new or difficult material, a teacher should proceed in small steps and provide practice on one step before adding another.’*
* [**2012 Rosenshine**](https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf)**:**
* *‘General pattern of teaching’*: review prior learning >> new info in small steps >> ask lots of questions >> provide models >> guided practice >> check understanding >> high success rate >> scaffolds >> independent practice >> review.
* Summarised as I/we/you i.e. explanation/modelling > guided practice > independent practice.

**1.3: Retrieval Practice, Forgetting Curve, Spacing**

**Retrieval Practice refers to the act of recalling learned information from memory (with little or no support) and every time that information is retrieved, or an answer is generated, it changes the original memory to make it stronger. It is a key feature of the Rosenshine Principles and key to changing long term memory.**

**Retrieval Practice and Rosenshine**

* *‘The most effective teachers in the studies of classroom instruction understood the importance of practice, and they began their lessons with a five-to-eight-minute review of previously covered material.*’ Rosenshine 2012, p.2.
* *‘Research has found that even at the secondary level, classes that had weekly quizzes scored better on final exams than did classes with only one or two quizzes during the term.’* Rosenshine 2012, p.8.

**Principle 1: Start the lesson with a short review of previous learning:** Retrieval Practice is central to this. Retrieval needs to be a routine start to lessons. **Each lesson should begin with a ‘Do Now’;** this is a review in the form of a low stakes retrieval technique. Retrieval Practice does not have to be restricted to the start of the lesson but can in fact be used at any point within a lesson, in the same way as ‘Checking For Understanding’.

**Principle 10: Engage students in regular review:** this can be weekly and/or monthly to revisit prior learning and support long-term memory. Once again this lends itself perfectly to retrieval and spaced practice. Once again, this is low stakes, not a big test.

**Retrieval Practice Techniques**

Retrieval practice is intended to be low-stakes or no-stakes. **UL produce tailored Retrieval Practice resources, such as Starter Grids/Mats produced by subject advisors, alongside very simple ‘Do Now’ low or no stakes quizzes. Katie Jones, in her ‘Retrieval Practice’ (2019) book**, accessed [**HERE**](https://www.amazon.co.uk/Retrieval-Practice-Research-Resources-classroom/dp/1912906589)**,** provides many varied techniques for retrieval practice e.g. simple low stakes tests, retrieval grids, retrieval roulette, revision clocks etc.

**See Appendix 1 for further detail on ‘Forgetting’, ‘Spacing’ and ‘Desirable Difficulties’.**

**Retrieval Practice Is More Effective Than Other Revision Strategies: ‘Desirable Difficulties’**

**Why do students prefer re-reading over testing?** There is no challenge or very little mental effort required when re-reading/highlighting notes in comparison to trying to retrieve information when answering questions**. This gives students the illusion of competence while studying.** It is the challenge from spaced retrieval practice that significantly improves learning. **Brown et all in ‘Make It Stick’ (2014)** ([**HERE**](https://www.amazon.co.uk/Make-Stick-Science-Successful-Learning/dp/0674729013)) wrote that when learning is harder, it is stronger and lasts longer, they also add that the more effort required to retrieve something, the better you actually learn it.

**Bjork stated that performance is not the same thing as learning. Spacing out practice may not give you the same fluency in the short term, but it is far better in the long-term.** He states ‘*Using your memory, shapes your memory.’* Some difficulties that elicit more effort and that slow down learning – spacing, interleaving, mixing up practice, and others – will more than compensate for their inconvenience by making the learning stronger, more precise, and more enduring. Short term impediments that make for stronger learning have come to be called **desirable difficulties**, a term coined by the psychologists **Elizabeth and Robert Bjork** *(‘Desirable Differences’*, available [**HERE**](https://bjorklab.psych.ucla.edu/wp-content/uploads/sites/13/2016/04/EBjork_RBjork_2011.pdf)).

**Retrieval Practice and Revision Techniques**

**We recommend that academies develop a Year 7-13 revision policy, based around the techniques outlined in this section.**

* **Self-Quizzing from Knowledge Organisers**
* **Self-quizzing from Knowledge Organisers (using techniques such as Look/Cover/Write/Check) should be built into a daily homework** **(see the Case Study in Appendix 2).**
* **Flash Cards**

**Flash cards are a very useful revision activity for many reasons.** When students create flash cards with questions on one side and answers on the other, this promotes self-or pair testing to ensure active recall – retrieval practice is then taking place. It is vital students include the answers when creating flash cards because this provides instant feedback and guidance. This feedback also informs students where the gaps in their knowledge are that they need to return to and focus on. It is important that students consciously recall the answer to the question on their flash cards, either verbally or in writing.

**Nicky Case**, [**How to remember anything forever-ish**](https://ncase.me/remember/)– has some lovely interactive graphs that illustrate the idea of spaced-repetition, and which integrates some flashcards into the explanation.

**Flash cards with the Leitner System**

The Leitner system (named after the German science journalist in the 1970s) is **a very useful way of using flashcards, combining retrieval and spaced practice.** The focus of this system is to help students revisit the cards/topics that they have previously struggled with, until they can retrieve that information with ease and confidence. The main method involves using three boxes (tray/wallet). This system relies on students using their flashcards on a regular basis for self-quizzing during the week. **Jon Hutchinson provides an excellent demonstration on Youtube** [**HERE**](http://www.bit.ly/2K1Ppjs)**.**

**Flash Card Apps**

**Quizlet** is the largest online flashcard site and is a great online tool for creating digital flashcards. Other popular flashcard apps include **StudyBlue, Brainscape and Flash Cards Flashcards Maker.** Christodoulou has created some digital flashcards as an example, using [**Anki**](https://apps.ankiweb.net/)**.** The following examples can be seen via Anki:

* [**An Introduction to Shakespeare's Life and Works**](https://drive.google.com/open?id=1ZZVO5gtm_Ao5Uocs3Oh1gmhkkCWAdjsH)– this deck consists of 18 cards about Shakespeare’s life and works. It’s designed for use after you’ve read or studied a little bit about Shakespeare.
* [**An Introduction to Spaced Repetition**](https://drive.google.com/open?id=14BzJDL298NjaowGEK4dckBjbBf8UMGrO) – this deck consists of 15 cards about spaced repetition. It’s designed for use after you’ve watched this video.
* [**Times tables**](https://drive.google.com/open?id=1jrpmEJ55VUiSWnwivIOTltqQ9tUlu6pV) – this deck consists of 15 of the 7, 8 & 9 times tables.

**Digital Quizzes**

Digital quizzes make it easier to space out repetition of new content in the most effective way. One of the practical challenges in implementing spaced repetition is finding the best moment to review the material, the sweet spot of *‘desirable difficultly’* where you have to struggle to recall something but haven’t totally forgotten. Digital quizzing makes it easier to find this moment. These systems use complex technology, but are all designed to be as straightforward as possible. They all use powerful adaptive technology that personalises the content or questions a student receives.

**Academies should use packages such as Hegarty, Seneca, Tassmomai, Memorise, Quizlet and other Quizzing apps mentioned above.**

**1.4: Memory Cues**

Mnemonic devices are mental tools to help hold material in memory. When used properly, mnemonics can help organise large bodies of knowledge to permit their ready retrieval. With the development of schemas/mental models, mnemonic cues are no longer needed. **We recommend that academies use these.**

**Examples include: Mnemonics** e.g. ROYGBIV are simple mnemonic devices; **a memory palace** is a more complex type of mnemonic device that is useful for organising and holding large volumes of material in memory, which are surprisingly effective; **rhyme schemes** can also serve as mnemonic tools e.g. peg method; **songs** you know well can provide a mnemonic structure, **chanting.**

**Example: ’Rolling numbers’: clip accessed** [**HERE**](https://www.youtube.com/watch?v=dHESwfaU0CE)**.**

**1.5: Elaboration**

**Elaboration** is the process of finding additional layers of meaning in new material.Examples include relating the material to what you already know, explaining it to somebody else in your own words, or explaining how it relates to your life outside of class. A powerful form of elaboration is to discover a metaphor or visual image for the new material. The more that you can elaborate on how new learning relates to what you already know, the stronger your grasp of the new learning will be, and the more connections you create to remember it later. **We should build in elaboration opportunities.**

**1.6: Dual Coding**

One of the most important points from dual coding theory (Clark and Paivio (1991)) is that the logogens (verbal system i.e. words) and the imagens (non-verbal systems i.e. images associated with a word) have additive effects on memory. **In other words, you remember information better if you use both systems at the same time than if you use only one system.**

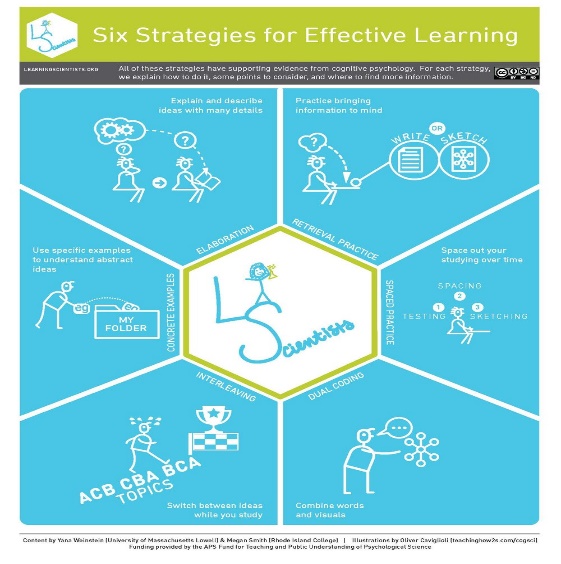
**Nobody thinks or learns best (i.e. has a visual or a verbal learning style) in an environment that only makes use of one.** There are no *‘image thinkers’* or *‘language thinkers’*. Everyone thinks with both systems and everyone benefits from using both. The more often you use the twosystems together, the stronger the trace in your memory and the better you will remember and thus will learn.

**When using dual coding theory, it’s extremely important to properly mix what you present in words (either orally or textually) with images that can illustrate, explain, and concretise the textual concept.** There is also a danger of dual coding becoming a fad – it has sometimes been misinterpreted as no more than adding clipart and logos to powerpoints – it is not this! **Oliver Caviglioli has written a very good book called ‘Dual Coding for Teachers’ (**[**HERE**](https://www.amazon.co.uk/Dual-Coding-Teachers-Oliver-Caviglioli/dp/1912906252)**).**

**1.7: Teach Students How To Study**

Students often misguidedly gravitate to activities like rereading, massed practice and cramming. **The work of the ‘Learning Scientists’ is really helpful for this.**

**They have designed student friendly single-page instructional posters which are available** [**HERE**](http://www.learningscientists.org/downloadable-materials) **and sticker versions** [**HERE**](http://www.learningscientists.org/sticker-templates). **It is important that we teach students how to study, using the ideas from cognitive science. The ‘Learning Scientists’ resources provide a good starting point (see also Section 4).**



**2. The Rosenshine Principles**

**In 2018 United Learning adopted Rosenshine’s Principles of Instruction as the basis for our approach to teaching and learning across our schools.** It’s the first time that we’ve taken a collective position on teaching and learning, rather than leaving this critical issue to each school. **Our key focus remains the embedding of the principles.**

**We did this for the following reasons:**

* **Common understanding of the characteristics of effective teaching.**
* **Shared language for CPD.**
* **Consistency and coherence between United Teaching, subject support, primary/independent/academies, expert teacher programme.**
* **A framework that can be explored and adapted at subject level and school level.**

**It is also motivating for many teachers, as Sherrington (2019) articulates** ‘…*the [Rosenshine] paper, taken as a whole, sounds to many teachers like common sense. It’s an entirely recognisable set of ideas’. There are no gimmicks, no fads, nothing that seems implausible, nothing outlandish*’ and ‘*After having many years of having teaching defined by external powers, this feels like a grassroots document, allowing it to gain acceptance that cuts through teachers’ well-honed defence systems.****’* Jon Coles has stated that we want all colleagues to feel confident to teach and not to have to follow the latest trend.**

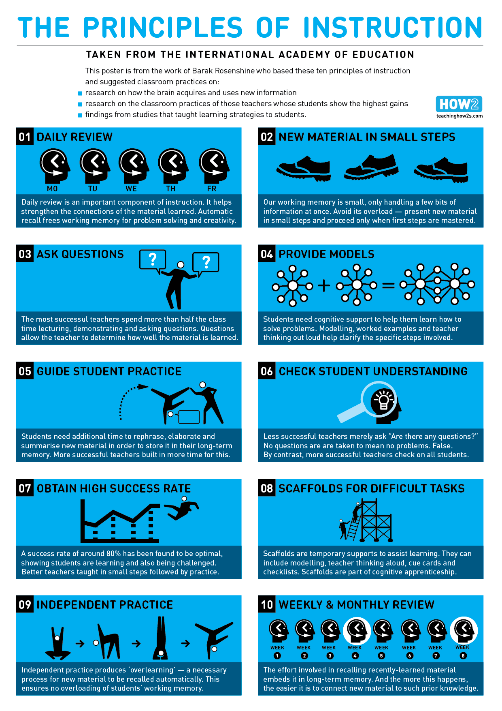
**2.1: The Rosenshine Principles (as outlined in 2012 American Educator Paper)**

**It helps if all teachers read the whole 9-page PDF from the 2012 American Educator paper where the principles are most clearly set out (**[**HERE**](https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf)**).**

**The ten principles are outlined as:**

1. **Begin a lesson with a short review of previous learning:** Daily review can strengthen previous learning and can lead to fluent recall.
2. **Present new material using small steps:** Only present small amounts of new material at any time, and then assist students as they practise this material.
3. **Ask questions:** Questions help students practise new information and connect new material to their prior learning.
4. **Provide models:** Providing students with models and worked examples can help students learn to solve problems faster.
5. **Guide student practice:** Successful teachers spent more time guiding the students’ practice of new material.
6. **Check for student understanding:** Checking for student understanding at each point can help students learn the material with fewer errors.
7. **Obtain a high success rate:** It is important for students to achieve a high success rate during classroom instruction.
8. **Provide scaffolds for difficult tasks:** The teacher provides students with temporary supports and scaffolds to assist them when they learn difficult tasks.
9. **Require and monitor independent practice:** Students need extensive, successful, independent practice in order in order for skills and knowledge to become automatic.
10. **Engage students in weekly and monthly review:** Students need to be involved in extensive practice in order to develop well-connected and automatic knowledge.

**The principles do not seek to provide a checklist to be followed in order in every lesson. To be clear – we don’t check for understanding between point 5 (guide student practice) and point 7 (obtain a high success rate), we check for understanding throughout the whole process.**



**They can be summarised as:**

* **Prior Review**
* **Instructional Core (I>WE>YOU)**
* Presentation and modelling of new material in small steps **(I)**
* Guided practice with prompts and scaffolds **(WE)**
* Independent practice with monitoring and feedback from teacher **(YOU)**
* **At each of these points – every single one of them – we check the understanding of all pupils by asking lots of questions and providing correction and feedback.**

**We settled on the ‘I/We/You’ model as the clearest articulation of the ‘general pattern’ of teaching**. We have emphasised the importance of engaging with the principles **holistically** rather than taking them one by one, or expecting to see all 10 in any given lesson.

**We’ve also ensured that all of our curriculum materials support the principles and ‘I/We/You’, and the principles are a core text for the Expert Teacher Programme and United Teaching.** We’ve integrated the principles into all the work we do so that teachers/heads/HoDs experience the principles from all angles. **A key message to schools is that we’re committed to the principles for many years ahead.**

**2.2: Curriculum Implementation**

Our approach to teaching and learning supports our curriculum by ensuring that lessons build on prior learning and provide sufficient opportunity for guided and independent practice. At the heart of Rosenshine’s principles is a simple instructional core of **‘I, We, You’.**

At each point in this instructional core, teachers check understanding of all pupils by asking lots of questions and providing feedback. The Rosenshine principles support the implementation of the curriculum by ensuring that pupils regularly recall prior learning. You will see this at the start of our lessons. When prior learning is committed to long- term memory it becomes fluent or ‘automatic’, freeing space in our working memory which can then be used for comprehension, application, and problem solving.

**This is also referred to in paragraphs 183 and 184 from the OFSTED Section 5 handbook, avialble** [**HERE**](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/843108/School_inspection_handbook_-_section_5.pdf).

**2.3: ‘Direct Instruction’ and Engelmann**

**‘Direct Instruction’ in United Learning**

During the 2019-20 academic year, a number of UL academies have introduced Engelmann’s ‘Direct Instruction’ programmes in KS3, as part of an integrated strategy to help targeted Year 7 and 8 students reach age-related expectations in literacy and numeracy.

**A Direct Instruction Training Hub for United Learning has been established. Please visit their dedicated website** <https://www.direct-instruction.co.uk/> **for more information about Direct Instruction programmes and training/support offered.**

**What is ‘Direct Instruction?’**

**Detailed information on Direct Instruction is provided on the Direct Instruction Training Hub.**

**Further reading can be accessed:**

* **Naveen Rizvi**, a UL Maths Curriculum Advisor, has written a number of blogs on DI [**HERE**](http://conceptionofthegood.co.uk/)**.**
* **Kris Boulton** has compiled a list of further reading about Engelmann’s DI [**HERE**](https://tothereal.wordpress.com/2018/03/11/where-to-learn-about-direct-instruction/)**.**
* **Tom Needham** has written blogs about applying Engelmann’s ideas to the everyday classroom, available [**HERE**](https://tomneedhamteach.wordpress.com/2018/03/27/insights-from-direct-instruction-part-1/)**.**

**A Brief Overview of ‘Direct Instruction’**

**There is ‘Direct Instruction’ (DI) and direct instruction (di). Rosenshine introduced di. Engelmann introduced ‘Direct Instruction’. Rosenshine used the term direct instruction(di) for a collection of variables that are significantly related to optimal learning. In a nutshell, DI is basically di but at the extreme end of the di spectrum!**

**DI is a model for instruction that emphasises well-developed, very carefully planned/scripted lessons, focussing on small learning steps with clearly defined and prescribed learning tasks**. This model was developed by Engelmann in 1982. His theory is that clear instruction should eliminate misconceptions and will/could lead to more effective and efficient learning. In DI, no matter how complex the content to be learnt, there is a clear and direct relationship between every teacher action and student outcome.

**Engelmann’s DI programme was the subject of one of the biggest and most famous education experiments in history, ‘Project Follow-Through’.** The experiments studied over 200,000 children from kindergarten to grade 3 in the USA from 1968-77. The project compared the impact of different models of instruction and concluded that this programme produced the best outcomes for maths and reading, and that it has a positive impact on self-confidence too.

**3. Teach Like A Champion (TLAC)**

**Lemov’s *‘Teach Like A Champion 2.0’* is available** [**HERE**](https://www.amazon.co.uk/Teach-Like-Champion-2-0-Techniques/dp/1118901851)**.**

**TLAC techniques help with the practical implementation the ‘Rosenshine Principles’ and also help to extend the common language we use, so we have a shared understanding.** Bambrick-Santoyo in ‘Leverage Leadership 2.0’ **(**[**HERE**](https://www.amazon.co.uk/Leverage-Leadership-Practical-Building-Exceptional/dp/1118138600)**)** states *‘The power of a common language to describe best practices is impossible to overstate’.*

**About 50% of UL academies currently use TLAC in some form, and a key focus of our T&L strategy for 2020-21 is to use TLAC techniques to help further embed Rosenshine’s Principles. There are a number of UL academies where TLAC is already very well embedded.**

Lemov describes his work as ‘*data-driven’,* providingconcrete, specific, actionable advice to teachers. *‘These are techniques … because techniques are actions, the more you practice, the better you get’.* TLAC techniques are referenced in both Sherrington’s *‘Rosenshine’s Principles In Action’* (2019) and Allison and Tharby’s *‘Making Every Lesson Count’* book ([HERE](https://www.amazon.co.uk/Making-Every-Lesson-Count-principles/dp/1845909739)). Sherrington (@teacherhead) tweeted

*‘It’s easy to teach some kids some of the stuff. Getting everyone to learn all of it? That’s really hard. Lots of teachers struggle. For me @Doug\_Lemov’s TLAC 2.0 is the best set of strategies there is to support teachers in getting ALL students learning’* <https://t.co/9dSDhq2wDB>.

**It is important to also stress that TLAC is also not a checklist for every lesson.** Lemov states thatit is a ***‘recipe book’*** about the tools of the teaching craft and ***‘not an instruction manual****’*, **providing a variety of suggestions rather than promoting conformity**. *‘Not every teacher I observed used every technique I described… I found that great teachers came in every stripe and style (p.3*)…*’Teachers may choose to adopt techniques but almost right away, great teachers start to adapt and adjust anything good; they make it fit their own unique style and approach, their setting and students (p.5).’*

**3.1: The TLAC ‘Pillars’ and ‘Techniques’**

Please see Appendix 3 for an overview of the ‘Pillars’ and ‘Techniques’.

**3.2: TLAC and Rosenshine**

Appendix 4 outlines some examples of TLAC techniques associated with each Rosenshine Principle – this is not an exhaustive list of techniques for each principle. It just provides some examples of how TLAC can be used to help implement Rosenshine.

**3.3: TLAC and ‘Disruption Free Learning’**

TLAC can also be used to help sharpen routines, support ‘disruption-free learning’ and maximise every minute of learning.

**From the UL ‘Yr 10 Strategy Plan April 2020’ document:**

**‘Pacing’ [See TLAC chapter 6]:**

* **Pace planning** **(lesson by lesson)** in all subject areas to ensure the lesson time you have left is sufficient to cover all syllabus content to be examined.
* **‘Protect every lesson like it was their last’**. We need to use the analogy ‘every second counts – every lesson matters’.
* **We should continue to insist on ‘disruption free teaching’.**

**From the ‘Behaviour & Attendance -Guidance to secondary schools on reopening for the summer term’ document May 2020 [See TLAC Chapter 10 (Systems and Routines), 11 (High Behavioural Expectations) and 12 (Building Character and Trust) which are useful here]:**

* Train and re-train staff, over communicate and practise desired routines with students and monitor staff to ensure consistency in implementation.
* *Routines, norms, and consistency are how cultures are built. As an approach, it is a rising tide that lifts all ships. The most vulnerable or challenging students often need structure more than other children, who may have been living in a challenging, turbulent or unstructured environment.*

**Appendix 5 outlines how these TLAC techniques can be used.**

**Some examples of these techniques are outlined in more detail below:**

* Technique 48. Engineer Efficiency – Example: This can include routines such as distributing books and equipment e.g. YouTube clip [HERE](https://t.co/Vb8BjMcYNw).
* Technique 28: Brighten Lines and Technique 52 Make Compliance Visible
* Technique 58 Positive Framing – examples: a blog on this can be accessed [HERE](https://leedonaghy.wordpress.com/2018/03/13/working-with-trainees-my-favourite-action-step-extending-brighten-lines-into-a-comprehensive-routine/).

**4. CPD**

**4.1: Secondary CPD KPIs**

* **Schools’ CPD programmes develop teachers’ (and classroom based support staff) understanding of Rosenshine’s Principles of Instruction and their ability to implement these in the classroom, in particular using Teach Like a Champion techniques.**
* **Teachers have a good and improving understanding of the basic principles of cognitive science, such as learning as ‘change in long term memory’, retrieval practice and cognitive load theory.**
* **Every department has quality time given to shared planning and the development of subject specific knowledge.**
* **Professional development is organised using the principles in the CPD handbook (sufficient duration; rhythm; bespoke to staff needs; creates a shared sense of purpose; aligned to pupil learning; balances whole school/subject; regularly evaluated).**
* **There is no inadequate teaching.**

**4.2: Secondary CPD Handbook**

The Secondary CPD Handbook, which will be launched at the GEF in September 2020 is intended to create **a CPD handbook** that will set out in one place: our interpretation of the available evidence on professional development in schools; a framework for what that means schools should do in practice; examples and resources to support leaders of professional development; and the professional development we deliver at Group level and how to access it.

At United Learning we know that, to deliver the best for the children and young people we serve, we need to invest in the adults around them. No school can be better than the staff at its heart.

**Leadership of professional development**

School leaders are crucial in creating the conditions and opportunities for effective professional development to take place for adults, just as they are with ensuring that the learning conditions are protected for the pupils that they serve **(Weston & Hindley, 2019; Papay & Kraft, 2019).**

**In practice, this includes leaders:**

* being active participants in the school’s professional development programme; delivering and participating in development opportunities.
* modelling the approach they want all staff to take to their development. Being reflective about their own development.
* affirming and explaining their commitment to staff development regularly. Staff frequently hear from school leaders how they are expected to engage with development and how they will be supported – during recruitment, induction, staff meetings, 1:1 conversations on so on.
* backing up words with actions. Leaders protect time for professional development from other tasks and priorities. They seek out, listen to and act upon feedback from staff about their professional development.
* creating a physical environment where professional collaboration and development is more likely to happen e.g. shared workspaces, staff rooms, professional development libraries.
* ensuring the person leading professional development of teachers is an excellent teacher, seen by staff as highly credible. Giving them time and support to understand how teachers improve and plan activity that makes that happen. This often includes an opportunity to visit another school where professional development is really effective.
* ensuring leadership of the development of support staff at a senior level.

**Creating the conditions for effective professional development also includes removing barriers that can stop it from being effective. For example:**

* Poor behaviour or frequent disruption in class will make improving teachers’ instruction almost impossible.
* Improving practice takes time, so workload can be a very significant barrier.
* Accountability is important, but it can inhibit staff willingness to be open about what they need and want to improve. Making sure learning walks, observations and the PDR process are explicitly about development supports a culture of improvement.

**The Handbook covers the following:**

* **Content of professional development.**
* **Coaching and mentoring.**
* **Organising professional development.**
* **Delivering professional development.**
* **Central support.**

**4.3: Curriculum Implementation and Deliberate Practice sessions**

**Departmental meetings:** Wherever possible, time should be built in for departments to meet every week into the timetable/school day. Remove administrative business from weekly departmental meetings. The focus of these meetings should be joint planning and developing subject knowledge and subject specific pedagogy. **They should be seen as ‘Curriculum Implementation’ sessions.**

**Deliberate Practice Sessions:** Time should also be built in for ‘deliberate practice’ sessions, where staff come together to practice key Rosenshine and TLAC techniques. **This will be enhanced by the role out of the Iris camera system during 2020-21.**

**Paddington Academy Case Study**

Paddington have an excellent programme of CPD, incorporating Curriculum Impementation sessions, Deliberate Practice, ‘Leverage Leadership’ coaching (see **‘Leverage Leadership 2.0’ by Bambrick-Santoyo** [**HERE**](https://www.amazon.co.uk/Leverage-Leadership-Practical-Building-Exceptional/dp/1118138600)) and many other CPD strands. Please see the presentation[**HERE**](https://hub.unitedlearning.org.uk/teaching-learning/subjects/secondary/rosenshine-resources/Pages/default.aspx)**.**

Bambrick-Santoyo states *‘The power of a common language to describe best practices is impossible to overstate’ and uses the coaching philosophy of ‘SEE IT. NAME IT. DO IT.’*

**There is also an excellent blog on TLAC and Deliberate Practice from Dan Hudson:** [**HERE**](https://t.co/jgtt7IA0DS)

**‘Practice with purpose: The Emerging Science of Teacher Expertise’: (accessed** [**HERE**](https://deansforimpact.org/resources/practice-with-purpose/)**)**

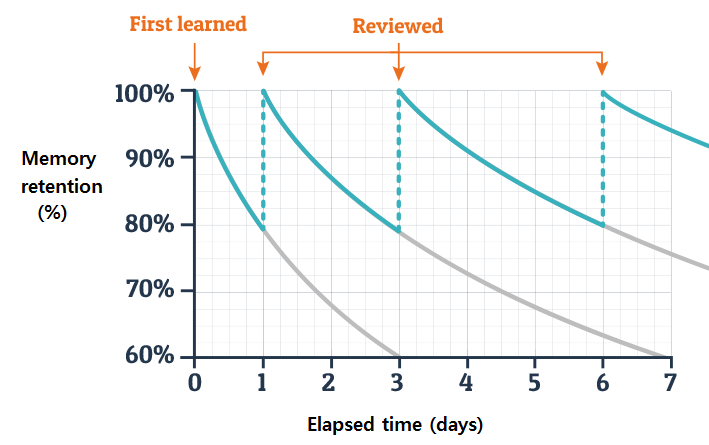
The new Deans for Impact publication [***Practice with Purpose: The Emerging Science of Teacher Expertise***](https://deansforimpact.org/resources/practice-with-purpose/) is an attempt to synthesize this research and make it actionable. More specifically, this document is intended to help teacher–educators and teachers improve their effectiveness by employing principles of deliberate practice.

The principles of deliberate practice stem from decades of research on human expertise. Across domains as diverse as surgery, chess, writing, music, and ballet, this research has identified a systematic approach to improving skill at a specific task. The key is that experts practice differently – and more purposefully – than novices. First, they identify specific aspects of their overall performance for improvement and develop a vivid mental model of what ‘better performance’ looks like. Then, with great effort and concentration, experts strive to perform in accordance with their mental models. Ideally, they work within a supportive environment that provides immediate feedback on specific ways to improve, enabling them to further refine and hone their skills.It is this iterative cycle of goal-directed, focused practice, accompanied with feedback and reflection, that reliably produces the greatest gains in complex human skills.

June 2020

**APPENDIX 1**

**A More Detailed Understanding of Retrieval Practice: Forgetting, Spacing and ‘Desirable Difficulties’**

**How long should we wait before testing students on previously covered material?**

**Spaced repetition, which is also known as distributed practice, is one of the best-evidenced but least used findings in education. It was first discovered by Ebbinghaus who developed the idea of the ‘forgetting curve.’** His research showed a way to interrupt the forgetting curve: by spacing out practice over time. He discovered that if he spaced out his study sessions over three days, he only needed half the time to learn a list of syllables perfectly than if he crammed all his study into one session.

**Retrieval practice has previously been referred to by academics as the** **‘testing effect’ (Roediger and Butler, 2011; Roediger and Karpicke, 2006),** as naturally the act of recalling information from memory describes the process of a test. Practice testing (retrieval practice) means that you are required to retrieve the information that was studied/learnt from long-term memory. This active recall/retrieval of information ensures that you remember this information better and for longer.

**A teacher wanting to implement retrieval practice into their long- and short-term planning will want to know how much time to leave between study sessions to best support learning and recall.** This question is continually being explored and looked into by researchers. There was a study conducted in 2008 that focussed on optimal spacing. The research paper covering this study is ‘**Spacing Effects in Learning A Temporal ridgeline of Optimal Retention’ (Cepeda et al, 2008**). The results demonstrated that spacing was more effective than cramming and the further away the test is the longer the gaps should be. How far in the future a test is set, determines the optimal interval between study sessions. So if it is one week, the suggested spacing should be one or two days; one month until the test would result in a one week interval; two months would be two weeks; six months would be three weeks; and, up to a year could include a four-week interval between sessions.

**As teachers we can use our professional judgment in addition to the knowledge and understanding that we should allow for some time to elapse to allow forgetting before retrieval practice takes place, after all it is a strategy to retrieve information from long-term memory, not short-term memory. Research has shown that any spaced practice is better than no spacing, so as teachers we shouldn’t become too concerned within specific time delays. . It should therefore be built into all lessons and medium/long term planning.**

**APPENDIX 2**

**AVONBOURNE ACADEMIES CASE STUDY: ONGOING SPACED REVISION**

**Weekly Knowledge Quizzes:**

Each subject conducts a weekly knowledge quiz for each class during their final lesson of the week. These quizzes assess student’s retention of knowledge from their subject Knowledge Organisers, supported by daily and weekly self-quizzing and Do Now’s at the start of every lesson. The quizzes build in spacing and interleaving over the year/course. These are completed under exam conditions and last 10 minutes. The answers expected are single words, definitions, formulas or symbols. These quizzes are peer marked in the lesson, with a score out of 15 recorded each week.

**Weekly ‘Knowledge Is Power (KIP) Tests:**

Once a week, during tutor time, students carry out a test consisting of three questions from each EBacc subject. These are marked and recorded, with a target of at least 80%, demonstrating high success rates/mastery. Questions are spaced and interleaved from prior learning, to further strengthen retrieval.

**Six weekly 100 Question Knowledge Tests**

Every six weeks, Yr 7-13 students complete 100 Question Knowledge tests. These are for each EBacc subject for Yr 7-11 and A Level subjects for Yr 12-13. Year 7 tests consist of 50 questions, but 100 questions for all other year groups. Questions assess student’s retention of knowledge from their subject Knowledge Organisers, supported by daily and weekly self-quizzing. There is built in spacing and interleaving. For example, by the final test of the year in July, there will be 50 questions from the last half term and 10 questions from each of the previous half terms.

These are completed under exam conditions in the classroom, within the time limit of one hour. The knowledge tested throughout the year will be an accumulation of knowledge from the start of the year to the end of the year. The gaps that are identified at the end of each unit Knowledge Assessment will be tested during future Knowledge Assessments. The outcomes are reported as a percentage score.

**Homework:**

As part of their daily homework, all students complete at least 30 minutes of self-quizzing from their Knowledge Organisers on a subject rota basis. The self-quizzing is then checked for completion in tutor time the following morning. All students also complete Hegarty and Seneca as part of their homework.

**Tutor time:**

In tutor time, once a week, all students learn how to complete flashcards, use the Leitner system and deliberately practice writing flash cards and optimising their self-quizzing. They create flashcards based on the knowledge they got wrong in their weekly KIP test.

**APPENDIX 3**

**The TLAC ‘Pillars’ and ‘Techniques’**

|  |  |  |
| --- | --- | --- |
| **Units (PILLARS)** | **Chapters** | **Techniques** |
| 1. **Check for Understanding**. Differentiating ‘I taught it’ from ‘They learned it’ is the soul of teaching. | 1. Gathering Data on Student Mastery | 1. Reject Self-Report |
| 1. Targeted Questioning |
| 1. Standardise the Format |
| 1. Tracking, Not Watching |
| 1. Show Me |
| 1. Affirmative Checking |
| 1. Acting on the Data and the Culture of Error | 1. Plan for Error |
| 1. Culture of Error |
| 1. Excavate Error |
| 1. Own and Track |
| 1. **Academic Ethos**. Great classrooms are built around academic rigour that engages students in learning. | 1. Setting High Academic Expectations | 1. No Opt Out |
| 1. Right is Right |
| 1. Stretch It |
| 1. Format Matters |
| 1. Without Apology |
| 1. Planning for Success | 1. Begin with the End |
| 1. 4 Ms |
| 1. Post It |
| 1. Double Plan |
| 1. Lesson Structure | 1. Do Now |
| 1. Name the Steps |
| 1. Board=Paper |
| 1. Control the Game |
| 1. Circulate |
| 1. At Bats |
| 1. Exit Ticket |
| 1. Pacing | 1. Change the Pace |
| 1. Brighten Lines |
| 1. All Hands |
| 1. Work the Clock |
| 1. Every Minute Matters |
| 1. **Ratio**. The goal is for students, rather than teachers, to get the ‘workout’ and for them to do as much of the cognitive work as they can. | 1. Building Ratio through Questioning | 1. Wait Time |
| 1. Cold Call |
| 1. Call and Response |
| 1. Break It Down |
| 1. Pepper |
| 1. Building Ratio through Writing | 1. Everybody Writes |
| 1. Art of the Sentence |
| 1. Show Call |
| 1. Build Stamina |
| 1. Front the Writing |
| 1. Building Ratio though Discussion | 1. Habits of Discussion |
| 1. Turn and Talk |
| 1. Batch Process |
| 1. **Five Principles of Classroom Culture.** A strong positive and orderly culture is necessary to achieve the academic goals teachers pursue. | 1. Systems and Routines | 1. Threshold |
| 1. Strong Start |
| 1. SLANT |
| 1. Engineer Efficiency |
| 1. Strategic Investment |
| 1. Do It Again |
| 1. High Behavioural Expectations | 1. Radar/Be Seen Looking |
| 1. Make Compliance Visible |
| 1. Least Invasive Intervention |
| 1. Firm Calm Finesse |
| 1. Art of the Consequence |
| 1. Strong Voice |
| 1. What To Do |
| 1. Building Character and Trust | 1. Positive Framing |
| 1. Precise Praise |
| 1. Warm/Strict |
| 1. Emotional Constancy |
| 1. Joy Factor |

**APPENDIX 4**

**TLAC and Rosenshine**

|  |  |  |  |
| --- | --- | --- | --- |
| **Rosenshine** | **TLAC** |  | **Cognitive Science** |
| **1: Daily Review** | **Technique 20: Do Now**  At the beginning of every lesson, have a retrieval practice activity (with built in spacing and interleaving) which students start as soon as they come in. | **Technique 5: Show Me**  Have students actively show evidence of their understanding e.g. Mini whiteboards or hand signals to indicate multiple choice answers. Use a command ‘123 Show Me’ | **Ebbinghaus Forgetting Curve**  **Working memory and long term memory**  **Testing Effect**  **Desirable Difficulties**  **Retrieval Practice**  **Spacing**  **Interleaving** |
| **Technique 46:** **Strong Start**  Efficient routine for students to enter the classroom and begin class. Strong routines from Threshold to Do Now; urgent feeling throughout Do Now and Review Now. Once routines become habit, load on working memory is reduced. | **Technique 26: Exit Ticket**  End every class with a quick assessment of the objective which can be used to actively show evidence of student understanding. |
| **Technique 39: Show Call**  Create a strong incentive to complete writing with quality and thoughtfulness by publically showcasing and revising student writing, regardless of who volunteers to share. | **Technique 10: Own and Track**  Have students correct or revise their own work, fostering an environment of accountability for the correct answer. |
| **2. New Material In Small Steps** | **Technique 21: Name the Steps**  Break down complex tasks into simple steps that form a path for student mastery. Give students the benefit of your intuition to build knowledge systematically. | **Technique 57: What To Do (EX)**  Specific, concrete, sequential instructions. | **Cognitive Load Theory**  **Working memory and long term memory**  **Explicit instruction**  **Deliberate Practice**  **Worked Examples**  **Concrete Examples**  **Elaboration**  **Dual Coding**  **Mental models**  **Schema**  **Interleaving** |
| **Technique 16: Begin With The End**  Start with planning the unit, then plan the lessons. Define the objective, decide the assessment methods, then choose lesson activities | **Technique 25: At Bats**  To learn knowledge/skill, students need to practise a lot. Because succeeding once or twice won’t bring mastery, give your students lots of practice mastering knowledge and skills (also known as ‘Shed Loads of Practice). |
| **Technique 22: Board=Paper**  Model how students take notes in order to capture the information you present. “Make your book look like the board” | **Technique 15: Without Apology**  Embrace – rather than apologise for – rigorous content, academic challenge, and the hard work necessary to scholarship. Aim high with expectations and challenge and build support. |
| 3. **Ask Questions** | **Technique 33: Cold Call**  Ask students without asking for hands (or who haven’t put their hands up). Use ‘No Hands Up’ questioning. | **Technique 11: No Opt Out**  Turn ‘I don’t know’ into a success by helping students who won’t try or can’t succeed practice getting it right (and being accountable for trying). |
| **Technique 32: Wait Time**  Allow students time to think before answering. If they aren’t productive with that time, narrate them toward being more productive. | **Technique 36: Pepper**  Fast paced question asking. Use Pepper as a fast-paced, vocal review to build energy and actively engage your class. |
| **Technique 34: Call and Response**  Everyone answers at the same time in response to question. | **Technique 5: Show Me**  Have students actively show evidence of their understanding e.g. Mini whiteboards or hand signals to indicate multiple choice answers. Use a command ‘123 Show Me’. |
| **4.Provide Models** | **Technique 21: Name the Steps**  Break down complex tasks into simple steps that form a path for student mastery. Give students the benefit of your intuition to build knowledge systematically. | **Technique 57: What To Do (EX)**  Specific, concrete, sequential instructions. |
| **Technique 39: Show Call**  Create a strong incentive to complete writing with quality and thoughtfulness by publically showcasing and revising student writing, regardless of who volunteers to share. | **Technique 22: Board=Paper**  Model how students take notes in order to capture the information you present. “Make your book look like the board” |
| **Technique 38: The Art of the Sentence**  Ask students to synthesise a complex idea in a single, well-crafted sentence. The discipline of having to make one sentence do all of the work pushes students to use new syntactical forms. | **Technique 15: Without Apology**  Embrace – rather than apologise for – rigorous content, academic challenge, and the hard work necessary to scholarship. Aim high with expectations and challenge and build support. |
| **5.Guide Student Practice** | **Technique 37: Everybody Writes**  Prepare your students to engage rigorously by giving them the chance to reflect in writing before you ask them to discuss. | **Technique 42: Habits of Discussion**  Loud, clear voice; using names; everyone tracking the speaker; follow-on (“Develop, David”); teach sentence starters (“Building on what \_ said…”); keep it inside the box (to avoid confusion) |
| **Technique 43: Turn and Talk**  Encourage students to better formulate their thoughts by including short contained pair discussions, but design them for maximum efficiency and accountability. Planned partners, in-cue (“Turn and talk in 3-2-1”), out-cue (“Back to me in 3-2-1”), precise timings. | **Technique 8: Culture of Error**  Create an environment where your students feel safe making and discussing mistakes. Making mistakes should be fine, so all public interaction is low risk and errors don’t have to be searched for, allowing more time to fix errors. |
| **Technique 24: Circulate**  Move around the room physically throughout the lesson, checking for misconceptions. | **Technique 39: Show Call**  Create a strong incentive to complete writing with quality and thoughtfulness by publically showcasing and revising student writing, regardless of who volunteers to share. |
| **6.Check Student Understanding** | **Technique 1: Reject Self-Report**  Don’t ask “Does everyone understand?” but instead ask questions which require understanding (e.g. cold calling) to raise student accountability and teacher understanding of learning. | **Technique 7: Plan for Error**  Increase the likelihood that you’ll recognise and respond to errors and misconceptions, by predicting and planning for them in advance. |
| **Technique 2: Targeted Questioning**  Ask a series of quick questions to a strategic sample of the class. | **Technique 4: Tracking, Not Watching**  Be intentional about how you scan your classroom. Decide specifically what you’re looking for and remain disciplined about it in the face of distractions. |
| **Technique 34: Call and Response**  Everyone answers at the same time in response to question. | **Technique 5: Show Me**  Have students actively show evidence of their understanding e.g. Mini whiteboards or hand signals to indicate multiple choice answers. Use a command ‘123 Show Me’. |
| **7.Obtain High Success Rate** | **Technique 10: Own and Track**  Have students correct or revise their own work, fostering an environment of accountability for the correct answer. | **Technique 6: Affirmative Checking**  Insert specific points into your lesson when students must get confirmation that their work is correct, productive, or sufficiently rigorous before moving on to the next stage. |
| **Technique 12: Right is Right**  Don’t accept half-right answers; hold out for perfect answers or all the way to your standards of rigour. | **Technique 15: Without Apology**  Embrace – rather than apologise for – rigorous content, academic challenge, and the hard work necessary to scholarship. Aim high with expectations and challenge and build support. |
| **Technique 14: Format Matters**  Full sentences, “language of opportunity”, say it again. | **Technique 50: Do It Again**  If a procedure is not done perfectly, repeat it until it is. |
| **8.Scaffold for Difficult Tasks** | **Technique 35: Break it Down**  In response to an error, re-ask the question in stages to help get to the right answer. | **Technique 21: Name the Steps**  Break down complex tasks into simple steps that form a path for student mastery. Give pupils the benefit of your intuition to build knowledge systematically. |
| **Technique 57: What to Do (AC)**  Use specific, concrete, sequential support and instructions to show students what to do – identifying how to model and explain effectively in order to scaffold hard academic tasks. | **Technique 7: Plan for Error**  Predict and plan for errors which pupils will make. |
| **Technique 8: Culture of Error**  Making mistakes should be fine, so all public interaction is low risk and errors don’t have to be searched for. | **Technique 9: Excavate Error**  Examine common errors. Study errors efficiently and effectively, to better understand where students struggle and how you can best address those points. |
| **9. Student Practice** | **Technique 37: Everybody Writes**  Prepare your students to engage rigorously by giving them the chance to reflect in writing before you ask them to discuss. | **Technique 41: Front the Writing**  Arrange lessons so that writing comes earlier in the process to ensure that students think rigorously in writing and have the opportunity to work independently prior to feedback. |
| **Technique 25: At Bats**  To learn knowledge/skill, students need to practise a lot. Because succeeding once or twice won’t bring mastery, give your students lots of practice mastering knowledge and skills (also known as ‘Shed Loads of Practice). | **Technique 40: Build Stamina**  Gradually increase writing time, with pens moving the whole time, to develop in your students the habit of writing productively, and the ability to do it for sustained periods of time. |
| **Technique 39: Show Call**  Create a strong incentive to complete writing with quality and thoughtfulness by publically showcasing and revising student writing, regardless of who volunteers to share. | **Technique 30:Work The Clock**  Show pupils how things will be timed, use specific increments (e.g. “45 seconds”), stick to timings (no “3... 2… 2-and-a-half...). |
| **10.Weekly and Monthly Review** | **Technique 20: Do Now**  At the beginning of every lesson, have a retrieval practice activity (with built in spacing and interleaving) which students start as soon as they come in. | **Technique 6: Affirmative Checking**  Insert specific points into the lessons when students must get confirmation that their work is correct, productive or sufficiently rigorous before moving on to the next stage. | **Ebbinghaus Forgetting Curve**  **Working memory and long term memory**  **Testing Effect**  **Desirable Difficulties**  **Retrieval Practice**  **Spacing**  **Interleaving** |
| **Technique 13: Stretch It**  When reviewing pupil understanding, improve academic rigour by rewarding right answers with harder questions. | **Technique 16: Begin With The End**  Start with planning the unit, then plan the lessons. Define the objective, decide the assessment methods, then choose lesson activities. |
| **Technique 26: Exit Ticket**  End every class with a quick assessment of the objective which can be used to actively show evidence of student understanding. | **Technique 10: Own and Track**  Have students correct or revise their own work, fostering an environment of accountability for the correct answer. |

**APPENDIX 5**

**TLAC and ‘Disruption Free Learning’**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Units** | **Chapters** | **Techniques** |  | |
| **2.Academic ethos**. Great classrooms are built around academic rigour that engages students in learning. | **6.Pacing** | **27.Change the Pace** | Create “fast” or “slow” moments in a lesson by shifting activity types or formats (see Five “Muscle Groups”). | |
| **28.Brighten Lines** | Make the changes between activities visible and crisp (eg “Start writing in 3-2-1, go”, “pens down in 20 seconds, ‘123 Tracking Me, switching to green pens in 321’)). | |
| **29.All Hands** | Hands down when pupils are listening. Restrict access to encourage participation (e.g. “Just the girls”). | |
| **30.Work the Clock** | Show pupils how things will be timed, use specific increments (eg “45 seconds”), stick to timings (no “3... 2… 2-and-a-half...). | |
| **31.Every Minute Matters** | Get the most out of the time in the classroom by having slick routines. | |
| **4.Five Principles of Classroom Culture.** A strong positive and orderly culture is necessary to achieve the academic goals teachers pursue. | **10.Systems and Routines** | **45.Threshold** | Meet your students at the door, and greet them personally as they enter. | |
| **46.Strong Start** | Strong routines from Threshold to Do Now; urgent feeling throughout Do Now and Review Now. | |
| **47.SLANT** | **S**it up; **L**ean forward (listen orig); **A**nswer (/ask) questions; **N**o interruptions (nod orig); **T**rack the speaker. | |
| **48.Engineer Efficiency** | Teach and practise classroom procedures for maximum efficiency. Simple, quick, little narration, planned instructions. | |
| **49.Strategic Investment** | Rehearse and reinforce procedures so they become routines. | |
| **50.Do It Again** | If a procedure is not done perfectly, repeat it until it is. | |
| **11.High Behavioural Expectations** | **51.Radar/Be Seen Looking** | Stand in the corner; peer round column; tiptoes; disco finger; narration. | |
| **52.Make Compliance Visible** | Narrate compliance and give visible instructions (“pens down” not “look at me”). | |
| **53.Least Invasive Intervention** | *Non-verbal* | Continue teaching but make gestures for compliance |
| *Positive group correction* | eg “Check your SLANT” |
| *Anonymous Individual* | eg “Still waiting for 3 people” |
| *Private Individual Correction (PIC)* | Lowered voice, during class work if possible |
| *Private Individual Precise Praise (PIPP)* | Lowered voice, just as PIC |
| *Lightning-Quick Public Correction* | When PIC is not possible, public corrections should be very quick |
| **54.Firm Calm Finesse** | Stay calm, use ‘please’ and ‘thank you’, walk away, then confirmation glance. | |
| **55.Art of the Consequence** | Consequences should be quick, incremental, consistent and private where possible. | |
| **56.Strong Voice** | Formal register, stand still. | |
| **57.What To Do** | Specific, concrete, sequential instructions. | |
| **12.Building Character and Trust** | **58.Positive Framing** | “Show me SLANT” rather than “You’re not SLANTing”. Assume the best. Narrate the positive. | |
| **59.Precise Praise** | Reinforce actions, not traits. Use objective-aligned praise. | |
| **60.Warm/Strict** | Explain everything. Behaviour ≠ person. Consequences are temporary. Warm body language while correcting or giving consequences. | |
| **61.Emotional Constancy** | Keep calm by walking slowly, focusing on behaviour rather than person, avoid “you always”. Make little fuss of right or wrong answers. | |
| **62.Joy Factor** | Games, competition, chanting, drama, song, humour, suspense and surprise. | |

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**Whole-College Reading and Literacy**

**Whole-School Reading**

**‘reading for pleasure is ‘more important for children’s cognitive development than their parents’ level of education’ or the family’s economic situation’**

**(UCL (IoE))**

**Why do we have a reading programme?**

* most students don’t read in their own time – they arrive at Bacon’s as good readers, but don’t stay that way​
* students need to be reading the ‘right’ things for progression​
* reading brings cultural knowledge and awareness and has additional impacts outside the classroom​
* reading skills are correlative to social deprivation

**How will it be implemented?**

* three times per week, varying between days according to year group assemblies, to Years 7-10​
* the tutor reads aloud and students follow along in their books, moving down the page horizontally with their ruler​
* SLT, CLs without a tutor group, and HoYs will circulate amongst forms to support​
* texts will be rotated amongst the year group and will be delivered to your form room next week​

**What will our students be reading?**

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**Bedrock Vocabulary**

Bacon’s has adopted Bedrock Vocabulary to teach students the academic words they need to succeed in school and beyond. Students from 6 to 18 years old can use Bedrock as part of their [learning in school,](https://www.bedrocklearning.org/uk-schools/) independently [at home](https://www.bedrocklearning.org/parents-and-tutors/)or as part of their remote or blended learning.

Bedrock Vocabulary is a ready-made online curriculum covering nine years of learning material. It’s designed for students aged 6 to 16, and it’s also suitable for more able younger children.

It can be used by students of varying abilities and needs, including students for whom English is an additional language and those with special educational needs.

A wide vocabulary is essential to both strong academic performance across the curriculum and success beyond formal education. Bedrock immerses students in aspirational, [academic ‘Tier 2’ vocabulary](https://www.bedrocklearning.org/what-is-bedrock-learning/how-does-it-work/) – which includes words like ‘analyse’, ‘emulate’, ‘integral’ and ‘verify’ – in a way that’s accessible, student friendly, and ensures reliable, statistically significant progress.

At the start of their Bedrock journey, students take the Alpha Test. This uses a bespoke algorithm to ensure learners begin with the block that’s most tailored to their ability – so not frustratingly easy for more able students, and not too hard for those who find learning more challenging. The broad and rich curriculum immerses students in academic vocabulary, whilst ensuring learners read interesting fiction and non-fiction texts.

**Using Bedrock**

* Once placed in the correct block, students progress through a variety of topics (between 10 and 14 in each block), experiencing engaging, language-rich fiction and non-fiction texts that expand their knowledge of the world as well as their vocabulary. Subjects range from hot air ballooning, Galileo and sea creatures in Block 3, to the climate crisis, Charles Dickens and social media in Block 11.
* Each topic consists of six 15-20 minute lessons, plus a pre- and post-test to track students’ progress. Learners make optimum progress when they complete two lessons each week – at school, at home, or a combination. To ensure new vocabulary is retained in long-term memory, teachers can set our spaced learning algorithm at a rate which is most suited to their learners.
* Every lesson is human narrated to engage students and enable them to both hear and read words in context.
* Each lesson introduces students to between three and five new words. New words are shown in multiple contexts and alongside synonyms and antonyms to help students relate new words to ones they already know, embedding understanding.

**Understanding progress with Bedrock**

* Assessment at the end of each lesson tracks each student’s progress. Results are logged on their dashboard automatically, saving teachers marking time.
* If a student scores under 60% in a lesson’s post-test, they repeat the lesson to ensure they retain the new words before moving on to the next lesson.
* If at any point a student scores over a certain threshold in two consecutive pre-tests, they’ll be re-allocated to the next block up to ensure they maximise their learning. Equally, if a student scores below a given threshold, they’ll be re-allocated to the block below to ensure they’re learning at the right level for their ability. Capping ensures learning remains age appropriate.
* Students, teachers and parents are able to track learner progress qualitatively in students’ vocab notebooks, which shows words they already know, words they’ve learned and words they’re learning.
* Teachers and parents can monitor performance quantitatively through their dashboard, which uses a traffic light system to show each student’s progress.
* Teachers receive weekly emails containing data on both completion and progress. This data can be viewed at a whole-class and whole-school level, and sorted by gender, Pupil Premium, and special educational needs. Teachers can see which words each segment is still learning, enabling data-driven interventions where necessary.
* Students are awarded badges and certificates to celebrate their progress!

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**Remote learning, asynchronous teaching and online platforms**

**Remote learning, asynchronous teaching and online platforms**

If your child has to stay at home, is well enough to study and their peers are still at school, subject teachers may set the work your child needs to do on Show My Homework instead of delivering a ‘live’ lesson. This may be because of absence or sickness or for technical issues that prevent the delivery of live teaching.

|  |  |  |
| --- | --- | --- |
| **Subject** | **Instructions on how to complete tasks will be given on:** | **Online learning platforms** |
| **Maths** | **Show My Homework** | Hegarty Maths, Oak National Academy <https://www.thenational.academy/> |
| **English** | **Show My Homework** | Bedrock, extended writing and Oak National Academy <https://www.thenational.academy/> |
| **Science** | **Show My Homework** | Educake, Seneca, MyGCSEScience and Oak National Academy <https://www.thenational.academy/> |
| **Religious Studies** | **Show My Homework** | Quizzes and Oak National Academy <https://www.thenational.academy/> |
| **MFL** | **Show My Homework** | Pearson Studio 1, Active Learn, Linguascope and Oak National Academy <https://www.thenational.academy/> |
| **Geography** | **Show My Homework** | Seneca, SMHW Quizzes and written tasks, and Oak National Academy <https://www.thenational.academy/> |
| **History** | **Show My Homework** | Seneca and Oak National Academy <https://www.thenational.academy/> |
| **Technology** | **Show My Homework** | video tutorial lessons and Oak National Academy <https://www.thenational.academy/> |
| **Art and Design** | **Show My Homework** | video tutorial lessons and Oak National Academy <https://www.thenational.academy/> |
| **Performing Arts** | **Show My Homework** | Music: Quizzes, Focus on sound website. Dance: Project based |
| **Physical Education** | **Show My Homework** | Show My Homework, Everlearner, Seneca |
| **Media Studies** | **Show my Homework** | TEAMS assignments quizzes and pre-readings from book/ online reading |
| **Computer Science** | **Show my Homework** | SmartRevise(Yr11), CraigNDave, Independent study (Extension booklets provided), Independent Python programming practice |

The teacher will also upload extra support resources material such as videos and/or links to other online learning platforms.

**Summary of Guidance and Expectations for Teachers and Support Staff for Remote Teaching and Learning**

Our primary platform for delivering online lessons is Microsoft Teams, supplemented by Show My Homework (for setting HW and extended tasks) and online platforms such as Oak National Academy, Seneca and Bedrock.

We still expect teachers to utilise The Bacon’s Way as our shared pedagogical approach to teaching online. The overarching aim of the Bacon's Way is to be able to set students up with carrying out an independent task with a high success rate.  In order to do this we need to ensure we incorporate the following into our lesson delivery with regular checking for understanding

**User Guides:**

* Sharing a PowerPoint presentation <https://web.microsoftstream.com/video/001dfb65-bf03-4ab6-ae73-d198d146d8b3>
* Sharing other documents <https://web.microsoftstream.com/video/8828791d-fede-4075-8ab8-858d35399860>
* Sharing a visualiser <https://web.microsoftstream.com/video/848fa833-2a40-4b72-940d-da82fc817670>

**Expectations of live lessons**

* **Every** lesson in **every** year group will have a live element to it which will include a live Do Now and live plenary.
* Most subject areas will also dedicate around 50% of each lesson to live teaching with the rest of the time dedicated to the students carrying out an independent task but this may not be applicable to practical-based and coursework-based subjects
* In all lessons, once you set students up on an independent task, please ensure that you stay in the Teams meeting to deal with any queries the students may have and **always** bring the students back in for a plenary at the end.​
* Scaffolding of new and complex material to ensure working memory is not overloaded
* Modelling should provide plenty of ‘worked’ examples

**Cameras - on or off?**

We encourage students to have their cameras on during lessons. We believe this:

* supports engagement of pupils in the lesson;
* improves behaviour management as teachers can see when pupils are on task or actively listening;
* supports safeguarding, as it is possibly to visibly check-in with pupils causing concern;
* supports pupils’ social and emotional needs by allowing them to see their friends and feel more fully part of a class.

We would also like teachers to have cameras on as much as possible and to 'dissolve the screen' at least once in the lesson so the students really feel like they are interacting with you.

**As a staff body we also:**

* make it clear that ‘cameras on’ is an expected norm of lessons;
* follow-up with pupils and families where cameras are not used;
* enable those who are uncomfortable with cameras on to speak to staff about their concerns;
* encourage use of a quiet, private part of their home so that they can participate in lessons without interruption.

Please note that pupils should not be forced to turn on their camera (or punished for not doing), as there may be many reasons why they are uncomfortable about this – self-image, shame about domestic arrangements – and a hard line is unlikely to result in positive learning behaviours. Whilst Teams allows participants to blur their background, this is only possible in certain version of the Teams app. It is not possible when using the browser-based version of Teams (e.g. on a Chromebook)

**Virtual lesson drops-ins**

This will be entirely voluntary and totally non-judgemental but if a member of staff would like John Maybury or another member of staff to come into a Teams lesson to observe and provide feedback then please do ask.  Staff could also watch a recording of the lesson together and then discuss with the observer(s).

**Behaviour in lessons**

If a student is causing a behaviour issue in your Teams lesson, please issue them a verbal warning, explaining clearly why they have been given a warning.    If they continue to misbehave, you can remove them from the lesson, but again please explain why you are doing so.   If a student attempts to them re-enter the lesson, you should be able to stop this as they will be held in the lobby.

**If you do remove a student from your Teams lesson, please do the following:**

1. Call home and inform their parents.
2. Inform their Head of Year.
3. Record the incident on Arbor (please refer to the guidance provided by Tom Sargeant on how to do this)

**Virtual On-Call**

If you feel that the class you are teaching is unsettled and/or you would like an SLT presence for a few minutes in your lesson please email the On-Call email as if you would in a normal lesson at school.  The member of staff who is on-call at that time will then email you back so you know who it is and you can invite them in to your lesson.

**CPD**

There will be regular CPD sessions to support the delivery of online lessons in addition to the ‘Wonderful Wednesday’ exemplars provided each week. Please see John Maybury for further details of these.

As we know, our students will be returning to Bacon's on the week commencing 8th March.  Whilst the vast majority of students will be in school and back in the classroom, it is likely that at any one time, there will be 1 or 2 from each class who will be in self-isolation at home but still well enough to study.  The DFE has made it clear, and they are right to do this, that we will need to provide some form or remote education for these students.

In the earlier stages of last term, we asked teachers to set asynchronous work for self-isolating students on SMHW. This was inconsistent and increased teacher workload as they had to effectively plan two lessons - one for the students in the classroom at school and one for the self-isolating students at home.  This is not viable going forward.

Just before Christmas, in a number of classrooms, we started to use a hybrid lesson approach to include these students at home by streaming our lessons using MS Teams and sharing our screens. It will be this hybrid lesson delivery that we are going to incorporate into all our lessons when the students return.  This should be logistically easier than it was last term as all teachers already have their live lesson invites on their MS Teams calendars and can just simply keep these as a repeated meeting that they start at each lesson, allowing students at home to join.  It also means that teachers can pretty much just deliver their classroom lessons as normal.

Some staff may feel apprehensive about adding this hybrid approach into their lesson delivery, but it is important that we do this for our students who are self-isolating so that they don't fall further behind.  Furthermore, what we have done so far with our live lessons has been fantastic for our students and we must maintain this high bar.   I am also aware, however, that staff need to be supported with this as much as possible and, as always, please ask for support if you need it.

**So, in every classroom lesson from when the students return fully on 10th March, 2021, the minimum expectation in every lesson is:**

1. **The teacher should teach their normal classroom lesson.**
2. **Self-isolating students at home who are well enough to study should be attending the lessons on MS Teams so that they can follow the lesson.**
3. **These students at home should be able to see on their screens the same content as the students in school can see on the interactive whiteboard - this is possible by sharing the second screen with them. (I can share with staff how to do this - it's simple but is best explained live or on a video)**
4. **Students joining the lesson at home should complete the same work as the students in the classroom.**
5. **If, and only if, the teacher feels they have the capacity and it is not detrimental to the pace of the lesson, they should also include and interact with students who are at home via Teams, for example by cold calling on them when questioning the class, or getting students at home to use whiteboard.fi whilst those in class use mini whiteboards.  The priority should be with the students in the classroom.**

As soon as we return after Easter, we would like to raise this expectation further so that all lessons contain the same points outlined above but that point 5 becomes the norm in all classrooms.  In other words, it becomes standard that we include and interact with the students at home as if they are in the classroom with the class. I am aware this last point will be a challenge for some teachers, which is why we are giving time to help staff prepare by giving them time to build up to it in the run up to Easter.  We will also share best practice and advice on it over the next few weeks.

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**Study Skills Programme**

***Please note that details of this programme are subject to change as the initiative is rolled out over the course of 2021-22***

**Proposal**

* To conduct four study skill sessions per half term during period 7
* One to two sessions will occur at the start of each half term and the remaining sessions will take place halfway through each half term

**Content**

|  |  |  |
| --- | --- | --- |
|  | **Term 1a** | **Term 1b** |
| Session 1 | Creating a homework timetable – focussing on time management and prioritising | Creating a revision timetable |
| Session 2 | How to Study - the basics e.g. eating habits, working environment, managing distractions etc | Focus will be on *how* to revise, introducing methods such as: flashcards, mnemonics, the science of learning etc. |
| Session 3 | How to Study – Cornell Notes | Focus will be on *how* to revise, introducing methods such as: flashcards, mnemonics, the science of learning etc. |
| Session 4 | Review and update of homework timetable in preparation for term 1b.  Consolidation of study skills. | Focus will be on *how* to revise, introducing methods such as: flashcards, mnemonics, the science of learning etc. |

**How will the sessions run?**

All sessions will have the same structure

Step 1: Do Now

Step 2: Introduction/modelling - pupils watch a video based on the topic of the session

Step 3: Pupils to complete an independent task on One Note

Step 4: Pupils will complete a multiple-choice quiz on MS Forms consisting of a maximum of 5 questions along with 2-3 feedback questions

**Facilitation**

Form tutors will facilitate the sessions during period 7 lessons. Input will be minimal: playing the video and checking pupils are on task through One Note.

A CPD session on how to use One Note will run for staff before the summer with a refresher/session for new staff in September.

**Resources**

* 4 periods each half term
* Chromebooks for each pupil

**Curriculum**

8 study skill session across two half terms

**Year 10 and 11**

Session 1 – science of learning

Session 2 – science of learning

Session 3 – revision timetable (physical copy to be given to pupils during form the next day)

Session 4 – smaller revision strategies – mnemonics, flash cards

**Half term**

Session 5 - smaller revision strategies – knowledge organisers, how to use revision guides

Session 6 – Cornell notes

Session 7 – working habits and managing distractions

Session 8 – Summary/reflection and next steps

*\*Year 10 – request from departments to give a list of suggested topics to begin revision for term 1a.*

**Year 8 and 9**

Session 1 – Homework timetable

Session 2 – working habits and managing distractions

Session 3 – science of learning

Session 4 – science of learning

**Half term**

Session 5 - smaller revision strategies – mnemonics, flash cards

Session 6 – smaller revision strategies – knowledge organisers, how to use revision guides

Session 7 – revision timetable

Session 8 – Summary/reflection and next steps

**Year 7**

Session 1 – logging into various platforms

Session 2 – basic organisational skills e.g. how to manage the school day, packing bags, equipment etc

Session 3 – homework timetable

Session 4 – working habits and managing distractions

**Half term**

Session 5 - smaller revision strategies – mnemonics, flash cards

Session 6 – smaller revision strategies – knowledge organisers, how to use revision guides

Session 7 – revision timetable

Session 8 – Summary/reflection and next steps

**Allocation of Sessions**

1. Science of learning - BPA
2. Science of learning - BPA
3. Revision timetable - SMG
4. Smaller revision strategies – mnemonics, flash cards - BPA
5. Smaller revision strategies – knowledge organisers, how to use revision guides - SMG
6. Cornell notes - BPA
7. Working habits and managing distractions - SMG
8. Homework timetable - BPA
9. Logging into various platforms - SMG
10. Basic organisational skills e.g. how to manage the school day, packing bags, equipment etc - BPA
11. Summary/reflection and next steps – SMG

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**Tutorial and Assembly Programme**

**Tutorial and Assembly Programme**

Bacon’s College is a fully inclusive Church of England academy that is open to students of all faiths and none. Our Christian values, which are upheld by all members of the community, lie at the heart of our mission and ethos. They are: Courage, Compassion, Respect, Faith and Integrity.

**Spiritual, Moral, Social and Cultural Development**

Participation in collective worship offers opportunities to support the development of all our children in these areas, particularly Spiritual and Moral, through exploration of their personal responses to the Word of God and the teachings of Christ. Students learn to respect and listen to each other, and develop a better understanding of themselves, their local, national and global communities.

**The Anglican Tradition**

*The whole community of faith come together each Monday morning in our main school hall facing the altar for whole school assembly; this includes the lighting of candles, opening prayers, a Bible reading and the College Prayer.*

* Daily collective worship focuses on a modular theme and includes on a Bible passage, prayer and music.
* Each module is accompanied by a modular booklet with the ‘thought for the day’ and a PowerPoint for use by staff during assemblies or tutor group worship.
* We begin each day with a true sense of gathering in the name of God, Father, Son and Holy Spirit.
* We observe the seasonal cycle of the Church’s Year - Advent, Christmas, Lent and Easter, and special days such as All Souls and Palm Sunday are observed and celebrated.
* We also observe significant national events such as Remembrance, Holocaust Memorial
* Every observance aims to encourage whole school engagement but also allows time for personal reflection and growth.
* The Chapel is at the heart of our College and is available all the time for quiet prayer and reflection
* Using Anglican Liturgy such as Common Worship.
* Singing Christian hymns on key liturgical moments e.g. Carol service, Founders Day
* Experience Christian symbolism in worship and reflecting on their meanings e.g. cross, bread, wine, candle and liturgical colours.
* Using silence and reflection.
* Celebrating a weekly Eucharist.

**Implementation**

Collective worship is a legal requirement. In line with the statutory requirement, a Christian act of collective worship is provided for all pupils every day. All teachers attend all acts of collective worship. Time allocated to collective worship is not part of curriculum time.

Our current model, adopted to ensure compliance with Covid-19 measures, is as follows:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Key Stage 3** | | | | | |
|  | **Year 7** | **Year 8** | | | **Year 9** |
| **Monday** | Whole-College Assembly (virtual) | | | | |
| **Tuesday** | Assembly  (Sports Hall) | Mindful Minute  Whole-College Reading | | | Assembly  (Main Hall) |
| **Wednesday** | Mindful Minute  (Whole-College Reading) | Assembly  (Sports Hall) | | | Mindful Minute  (Whole-College Reading) |
| **Thursday** | Mindful Minute  (Whole-College Reading) | Mindful Minute  (Whole-College Reading) | | | Mindful Minute  (Whole-College Reading) |
| **Friday** | Prayerful Pause  Votes For Schools Tutorial | Prayerful Pause  Votes For Schools Tutorial | | | Prayerful Pause  Votes For Schools Tutorial |
| **Key Stage 4** | | | | | |
|  | **Year 10** | | **Year 11** | | |
| **Monday** | Whole-College Assembly (virtual) | | | | |
| **Tuesday** | Mindful Minute  (Whole-College Reading) | | Prayerful Pause  Votes For Schools Tutorial | | |
| **Wednesday** | Assembly  (Main Hall) | | Mindful Minute  (Silent Reading/ Revision/ Admin) | | |
| **Thursday** | Mindful Minute  (Whole-College Reading) | | Assembly  (Main Hall) | | |
| **Friday** | Prayerful Pause  Votes For Schools Tutorial | | Mindful Minute  Numeracy Task  News and Current Affairs | | |
| **Sixth Form** | | | | | |
|  | **Year 12** | | | **Year 13** | |
| **Monday** | Whole-College Assembly (virtual) | | | | |
| **Tuesday** | Tutor Period | | | Tutor Period/ UCAS | |
| **Wednesday** | Tutor Period | | | Tutor Period/ UCAS | |
| **Thursday** | Tutor Period | | | Tutor Period/ UCAS | |
| **Friday** | Sixth Form Assembly  (Main Hall) | | | | |

Teachers, year heads, senior managers and tutor groups lead collective worship on a rota basis, and pupils often lead tutor group worship.

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**Resources**

* Modular booklet which includes a Bible passage and prayer related to the modular theme and PowerPoints are available to guide and support worship, both collective and in tutor time.
* For new teachers to the school there is training explaining how to lead a tutor act of worship.
* Pupils are offered a variety of worship experiences, including music, prayer, silence, Bible readings and imagery.

**Monitoring and Evaluation**

* Fortnightly worship review meetings with the Vice Principal
* Regular monitoring of assemblies and tutor-based worship by SLT and Head of Year team – this includes feedback to tutor teams to ensure quality delivery
* Ongoing student/teacher feedback evaluated by Rev’d Nicky Teverson (Chaplain)

**Right to Withdrawal**

* We expect all students to attend the Acts of Worship. However, any parent can request permission for their child to be excused from religious worship, and the school will make alternative arrangements for the supervision of the student during that time. Parents do not have to explain or give reasons for their request.
* This right of withdrawal complies with the 1944 Education Act, and was restated in the 1988 Education Reform Act.
* The Principal keeps a record of all children who have been withdrawn from collective worship.
* Along with the parental right of withdrawal, teachers retain the right to withdrawal from collective worship. However, withdrawal by either children or adults is very rare. Those taking Acts of Worship make no assumptions about the beliefs of others.

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**Careers and Work-Related Learning**

**Careers and Work-Related Learning**

At Bacon’s College, we are fully committed in providing a planned programme of careers education for all students in Years 7 – 13 to support their future choices through our Work-Related Learning Programme. This plays a pivotal role in motivating our students and realising their full potential at Bacon’s College and beyond.  
We offer outstanding and rewarding opportunities for students in year 7 -13 to prepare them for challenges in their working life, using the Gatsby Benchmarks of Good Career Guidance:  
  
**1. A stable careers programme  
2. Learning from career and labour market information  
3. Addressing the needs of each pupil  
4. Linking curriculum learning to careers  
5. Encounters with employers and employees  
6. Experiences of workplaces  
7. Encounters with further and higher education  
8. Personal guidance**

By following the Gatsby Benchmarks, we empower our young people to manage their own future and raise their aspirations.  
The Careers Map below highlights these benchmarks and provides an indication to parents and our young people of what opportunities they will encounter at Bacon’s College.

**What does Bacon’s offer?**

* Careers interviews for all students in Years 11 & 13 (Years 8, 9, 12 & 10 are offered on request)
* An annual Careers Fair
* Support with accessing vocational pathway for selected students
* One week of Work Experience for all in Key Stage 5
* Career talks and information from industry professionals
* Enterprise Days
* Visits to employers and businesses through curriculum areas
* Activity days at local universities

**These opportunities will...**

* Develop interpersonal and employability skills
* Increases motivation to do well at school
* Encourage personal development
* Reinforce the relevance of school subjects
* Identifies personal strengths

**Career Advice**  
Yvonne Levene-Fearnside will be happy to answer any questions you may have relating to work, higher education or subject options. All students will have at least one appointment whilst in Key Stage 4.

**Work Experience**  
Bacon’s College Work Experience takes place in Year 12 and lasts for one week. Students are encouraged to find their own placements within areas they have interest. If students have not found a placement by a specific deadline, a place will be found for them but it may not be in their field of interest.

**What other opportunities are there?**

**Career Fair**  
In March, a variety of businesses, universities and colleges visited Bacon’s Career Fair. Those from Years 10-13 had the opportunity to collect information and gain an understanding of careers.

**Career Talks**  
In the Spring Term, there is a programme of ‘Career Talks’ on different types of jobs and careers. Professionals come in and talk to the students in Key Stage 4 and 5 about their experiences within their profession, to provide a unique insight into that field. We are always looking for speakers for this event and welcome ex-students and parents to contact us if they would like to deliver a session.

**Business Enterprise Days**  
All students will attend an Enterprise Workshop (Yr10) and Personal Finance Workshop (Yr9).

All such events will be advertised by email and on the Work Related Learning notice board as they occur. Apart from the compulsory events, these places are usually allocated on a first come first served basis, but if students are behind in their studies, they will not be allowed to attend.

**University Links**  
Many universities offer career taster days and summer schools we are always keen to send students on such activities as long as they are up to date in their studies. For the last few years we have always participated in the following events:

**Partnerships and Linked Companies**  
Ernst & Young, Lewisham College, MERLIN, Southwark Education Business Alliance, South London Gallery, The Brokerage, RBC, Hogan Lovell, SJ Berwing, Superhero TV, King’s College and Microsoft.

Bacon’s College collaborates with organisations representing all sectors to deliver effective work-based opportunities to all pupils.

The school measures and assesses the impact of career programmes on students by monitoring, reviewing and evaluating our work related learning opportunities, including gathering feedback from employers, students and teachers.

The Work-Related Learning Team constantly reviews and evaluates our careers programme to explore the extent to which career learning has taken place as well as identifying pupils needs and requirements. **This is achieved by aligning our career guidance framework with the Gatsby Career Benchmarks.**

**Information, Advice and Guidance: Careers and Work-Related Learning – KBU/ YLF**

|  |  |  |  |
| --- | --- | --- | --- |
| **Year 7** | **Internal/ External** | **Name of Partner/ Organisation** | **Summary of Provision** |
| Modular Careers assemblies | Internal | YLF/KBU | Introduction of Careers Programme/Support, following assemblies focus on reminders and available support/events |
| King's Scholars Programme | External | Kings College London | Bacon's College has been selected to be one of 8 schools accross London, working with identified under representative Year 7 - 9's, focussing on study skills, personal development and challenging high ability students and their families to aspire towards an elite Russell Group University |
| Construction Youth workshop | External | Construction Youth Trust | Kitchen design workshop focussing on team work, budgeting, etc in partnership with Art & Design |
| Self Awareness/Welcome to the world of work workshops | Internal | YLF | Delivered as part of PHSE drop downs |
| PHSE Workshop | Internal | YLF | Developed ideas from previous Self Awareness workshops, delivered as part of PHSE Day |
| Introduction to the London Enterprise Adviser Network | Internal/External | London Enterprise Advisor Network | In liaison with the London Enterprise Adviser Network - Selected career talks/assemblies providing an introduction to LM Information - Careers in short supply |
| St Anne's College Oxford | External | St Anne's College Oxford | Understanding Higher Education - Visit to a college at OxfordUniversity for higher ability students selected by Curriculum leads |
| **Year 8** | **Internal/ External** | **Name of Partner/ Organisation** | **Summary of Provision** |
| Modular Careers assemblies | Internal | YLF/KBU | Re-introduction of Careers Programme/Support, following assemblies focus on beginning to think about the future and related planning |
| King's Scholars Programme | External | Kings College London | During Year 8 continuation of this programme, focussing on study skills, personal development and challenging high ability students to aspire towards an elite Russell Group University |
| Self-Awareness/Welcome to the world of work workshops | Internal | YLF | Delivered as part of PHSE drop downs |
| Construction Youth Carbon Challenge | External | Construction Youth Trust | Science based workshop exploring ways to reduce carbon emissions; encourages teamwork and other interpersonal skills |
| Introduction to Morrisby.com | Internal | YLF | Late spring term - begin to introduce Year 8's to the world of careers, employers and Labour Market Information - utilising licensed morrisby.com |
| Introduction to the London Enterprise Adviser Network | Internal/External | London Enterprise Advisor Network | In liaison with the London Enterprise Adviser Network - Selected career talks/assemblies providing an introduction to LM Information - Careers in short supply |
| St Anne's College Oxford | External | St Anne's College Oxford | Understanding Higher Education - Visit to a college at Oxford University for higher ability students selected by Curriculum leads |
| **Year 9** | **Internal/ External** | **Name of Partner/ Organisation** | **Summary of Provision** |
| CoachBright Peer Mentoring | External | CoachBright | Selected students work with a Y12 student to develop study skills by focussing on a chosen academic subject |
| Modular Careers assemblies | Internal | YLF/KBU | Re-introduction of Careers Programme/Support, following assemblies focus on option choices and looking to post-16 and beyond |
| King's Scholars Programme | External | Kings College London | During Year 9 this will be the final part of the Kings Scholar's programme, identifying personal career pathway, continuing the focus of study skills, personal development and challenging high ability students and families to aspire towards an elite Russell Group University |
| Parental Town Hall meetings | Internal | YLF/KBU | Opportunity for parents to raise concerns/questions regarding GCSE options and choices - linked with careers and progression |
| Morrisby.com workshop | Internal | YLF/KBU | Introducing students to Morrisby.com software. Exploring career ideas, personal traits and academic strengths. All Year 9 will open a morrisby.com account, enabling the continuation of career exploration during school and within the home. Supporting self-awareness and researching future paths and thoughts about option choices |
| Careers Fair | Internal | HE/FE/business/public service | Students have the opportunity to meet employers/representatives from a wide range of organisations. Focused seminar's relating to creative and STEM sectors taking place during the fair. A quiz helping students to focus and hold useful conversations |
| Options Evening support | Internal | YLF/KBU | Appointments/drop ins to support students/parents with option choices and future plans |
|  |  |  |  |
| Business and enterprise workshop | External | WYZ Money | Getting Smart about Personal Finance – workshop focusing on financial literacy and introducing students to basic finance knowledge for everyday life |
| Construction Youth World of Work programme | External | Construction Youth Trust | Long term project to design and build a product, including a trip and a formal handover ceremony |
| Construction Youth careers networking workshop | External | Construction Youth Trust | Opportunity for students to meet with a range of employers in an informal 'careers fair' setting |
| St Anne's College Oxford | External | St Anne's College Oxford | University and the Future - Visit to a Oxford College - learn about the costs and opportunities in going to a well established university such as Oxford. For higher ability students selected by Curriculum leads |
| King's Scholars Your Career Path workshop | External | KCL | Selected students focus on their skills and aptitude and relate these to a variety of careers. Also looks at alternative routes into careers |
| Introduction to the London Enterprise Adviser Network | Internal/External | London Enterprise Advisor Network | In liaison with the London Enterprise Adviser Network - Selected career talks/assemblies providing an introduction to LM Information - Careers in short supply |
| **Year 10** | **Internal/ External** | **Name of Partner/ Organisation** | **Summary of Provision** |
| The Brokerage programmes | External | The Brokerage | A variety of programmes offering virtual as well as live activities enhancing young people from disadvantaged backgrounds the opportunity to meet with and learn from employers working within competitive financial and banking opportunities in the City of London. Lots of virtual shadow days, virtual work experience and insight events taking place throughout the year |
| Morrisby workshop | Internal | YLF/KBU | Continuation of the Morrisby.com activities programme, providing students with the opportunity to understand their skills, likes/dislikes, and consider Post 16 opportunities, understand vocational and academic courses, prior to Year 11. |
| Modular Careers assemblies | Internal | YLF/KBU | Re-introduction to Careers Programme/Support, following assemblies focusing on thinking about Post-16 choices and employability skills |
| Urban Plan Day | External | Urban Plan | In conjunction with Geography students have the opportunity to work in 'real world' scenarios with industry professionals |
| Parental Town Hall meetings | Internal | YLF/KBU | Opportunity for parents to raise concerns/questions regarding future planning and Post-16 opportunities |
| Careers Fair | Internal | HE/FE/business/public service | Students have the opportunity to meet employers/representatives from a wide range of organisations. A questionnaire encourages them to interact in an effective way |
| St Anne's College Oxford | External | St Anne's College Oxford | University and the Future - Visit to a Oxford College - learn about the costs and opportunities in going to a well established university such as Oxford. For higher ability students selected by Curriculum leads |
| Law @ Bacons Participation in a Mock Trial Competition | External | QEB Hollis Criminal Barristers Chambers | An essay competition open to all Year 10 and Year 12 students during the spring term. As a result all invited to visit to this prestigious Barrister's chambers, and the winners of the essay competition are mentored and guided by Barrister's, ultimately performing in a mock trial for the 10 competition winners. |
| 1-2-1 appointments | Internal | YLF | Individual appointments for targeted students (Modules 5 & 6) |
| Construction Youth - 'Building Bridges to Careers Programme | External | Construction Youth Trust | Targeted students at risk of not making a successful progression Post 16. A commitment to work with an identified number of young people across the academic year, providing mentoring, progression and employability skills, specifically geared towards the construction industry. |
| **Year 11** | **Internal/ External** | **Name of Partner/ Organisation** | **Summary of Provision** |
| The Brokerage programmes | External | The Brokerage | A variety of programmes offering virtual as well as live activities enhancing young people from disadvantaged backgrounds the opportunity to meet with and learn from employers working within competitive financial and banking opportunities in the City of London. Lots of virtual shadow days, virtual work experience and insight events taking place throughout the year |
| Post-16 workshop | Internal | YLF/KBU | Introduction to possible paths after GCSEs with the opportunity to research potential courses/institutions and personal statement writing |
| 1-2-1 appointments | Internal | YLF | Individual appointments for all students to ensure support for future plans and applications (continues after exam period) |
| Interviews/personal statement workshop | Internal | YLF | Broader support with interview skills and personal statement writing |
| Modular Careers assemblies | Internal | YLF/KBU | Re-introduction of Careers Programme/Support, following assemblies focus on applications and Post-16 plans |
| Urban Plan Day | External | Urban Plan | In conjunction with Geography students have the opportunity to work in 'real world' scenarios with industry professionals |
| Sixth Form Open Evening | Internal | YLF/KBU | Opportunity for students/parents to ask specific questions about suitability of courses/plans |
| Sixth Form Guidance meetings | Internal | YLF | Discussion/support for Sixth Form applications |
| Parental Town Hall meetings | Internal | YLF/KBU | Opportunity for parents to raise concerns/questions regarding future planning and Post-16 opportunities |
| Careers Fair | Internal | HE/FE/business/public service | Students have the opportunity to meet employers/representatives from a wide range of organisations to discuss future plans/opportunities |
| Get into Medicine talk | External | Various | Students receive information to support possible applications for medicine, including application tips |
| St Anne's College Oxford | External | St Anne's College Oxford | Why University - Why Oxford. Considering competitive application process. Visit and seminar's regarding courses and opportunities offered at St Anne's Oxford |
| Targeted parent/student event | Internal | YLF/KBU | Focus on students in danger of being NEET or who need additional support with applications/future plans |
| Bacon's College Yr 11 to Yr 12 Bridging Programme | Internal/External | London Enterprise Advisor Network/University of the Arts London | Taster timetable to introduce students to Sixth Form courses, talks by University of the Arts London with a focus on the creative industries |
| GCSE Results Day | Internal | YLF | Support for students receiving results |
| **Year 12** | **Internal/ External** | **Name of Partner/ Organisation** | **Summary of Provision** |
| The Brokerage programmes | External | The Brokerage | A variety of programmes offering virtual as well as live activities enhancing young people from disadvantaged backgrounds the opportunity to meet with and learn from employers working within competitive financial and banking opportunities in the City of London. Lots of virtual shadow days, virtual work experience and insight events taking place throughout the year |
| Modular Careers assemblies | Internal | YLF/KBU | Re-introduction of Careers Programme/Support, following assemblies focus on work experience and employability skills, introduce Summer Schools |
| UK Uni & Apprenticeship Fair | External | UK Uni & Apprenticeships | Opportunity for students to meet representatives from a huge variety of organisations/institutions to gain information about Post-18 opportunities |
| Urban Plan Day | External | Urban Plan | In conjunction with Geography students have the opportunity to work in 'real world' scenarios with industry professionals |
| Introduction to Construction Youth | External | Construction Youth Trust | An introduction to the variety of programmes available to students, including opportunities for workshops outside of school |
| MACE launch | External | MACE | Introduction to programme for potential apprenticeship candidates investigating careers in the construction industry |
| CoachBright Peer Mentoring | External | CoachBright | Opportunity for students to gain a mentoring qualification working with Y9 students to focus on study skills and support with specific academic subjects |
| Parental Town Hall meetings | Internal | YLF/KBU | Opportunity for parents to raise concerns/questions regarding future planning, work experience and post-18 opportunities |
| Careers Fair | Internal | HE/FE/business/public service | Students have the opportunity to meet employers/representatives from a wide range of organisations to discuss future plans/opportunities |
| Maths in the City | External | The Brokerage | Visit to financial company to look at 'real-world' uses of maths |
| Budding Brunels | External | Construction Youth Trust | Science related programme aimed at increasing female participation in the construction industry |
| Law @ Bacons project | External | QEB Hollis criminal barristers | Essay competition leading to visit to chambers and a mock trial |
| Work Experience assembly | Internal | YLF/KBU | Focus on finding and applying for work experience together with expectations of the workplace |
| Get into Medicine talk | External | Various | Students receive information to support possible applications for medicine, including application tips |
| Intro to Morrisby | Internal | YLF/KBU | Introduction to Morrisby software and work on self-awareness/skills to support future applications/plans |
| Intro to UCAS workshops | Internal | YLF | Opportunity for students to begin UCAS process (including those who may be looking at apprenticeships) |
| Oxbridge Mentoring Group | Internal | Sixth Form | Ongoing programme featuring talks/workshops to support potential applications to Oxbridge |
| Preparation for Medical School applications | Internal | YLF | Review of application process for medical school |
| Preparation for Oxbridge applications | Internal | YLF | Review of application process for Oxbridge including entrance tests, further sessions to support this process |
| Personal Statement surgery | External | KCL | Targeted support with personal statement writing |
| 1-2-1 appointments | Internal | YLF | Individual appointments for targeted students (Modules 5 & 6) |
| Oxbridge visit | Internal |  | Combined visit with other year groups; opportunity to experience a university environment and raise aspirations |
| Apprenticeship application workshop | Internal | YLF | Introduction to the apprenticeship application process including research and timings |
| Work Experience | External | Various | Students independently source their own work experience placements |
| Entering Adulthood conference | Internal | ALL/MEB | Cross trust PHSE conference |
| **Year 13** | **Internal/ External** | **Name of Partner/ Organisation** | **Summary of Provision** |
| The Brokerage programmes | External | The Brokerage | A variety of programmes offering virtual as well as live activities enhancing young people from disadvantaged backgrounds the opportunity to meet with and learn from employers working within competitive financial and banking opportunities in the City of London. Lots of virtual shadow days, virtual work experience and insight events taking place throughout the year |
| Modular Careers assemblies | Internal | YLF/KBU | Re-introduction of Careers Programme/Support, following assemblies focus on work experience and employability skills, reminders/support UCAS process |
| UK Uni & Apprenticeship Fair | External | UK Uni & Apprenticeships | Opportunity for students to meet representatives from a huge variety of organisations/institutions to gain information about post-18 opportunities |
| Parental Town Hall meetings | Internal | YLF/KBU | Opportunity for parents to raise concerns/questions regarding future planning, work experience and post-18 opportunities |
| 1-2-1 appointments | Internal | YLF | Individual appointments for all students to ensure support for future plans and applications (continues after exam period) |
| Careers Fair | Internal | HE/FE/business/public service | Students have the opportunity to meet employers/representatives from a wide range of organisations to discuss future plans/opportunities |
| Student Finance Talk | Internal | YLF | Introducing students to the application process, including tips for budgeting, student bank accounts, etc |
| A Level Results Day | Internal | YLF, other staff | Support for students receiving results including Clearing |
| **Whole School** | **Internal/ External** | **Name of Partner/ Organisation** | **Summary of Provision** |
| Gould Careers Talks | Internal | Various | Careers talks from a variety of representatives including National Grid, Chubb Insurance, Met Police, midwifery |
| Speakers for Schools talks | External | Speakers for Schools | Talks from a variety of speakers to raise students' aspirations |
| Uptree work experience | External | Uptree | Focus on importance of work experience for younger year groups, with specific opportunities for older students to apply for positions |
| Student surveys | Internal | KBU | Regular surveys to compile careers related information |
| Parental surveys | Internal | KBU | At least once a year, a survey is sent out to parents regarding their understanding of careers related information (sent via the school newsletter) |
| National Apprenticeship Week | Internal | YLF/KBU/LEAN | Various events relating to apprenticeships including talks |
| National Careers Week | Internal | YLF/KBU | Various events and workshops for students to access |

**Further Information and Guidance**

**Work-Related Learning and Careers Resources (updated regularly)** [**https://www.baconscollege.co.uk/school-life/careers-and-work-related-learning/**](https://www.baconscollege.co.uk/school-life/careers-and-work-related-learning/)

**Work-Related Learning and Careers Summary:** [**https://www.baconscollege.co.uk/assets/Documents/Careers-September-2020.pdf**](https://www.baconscollege.co.uk/assets/Documents/Careers-September-2020.pdf)

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**Enrichment and Extra-Curricular**

**PE/ Sports Provision**

The P.E Department run a full extra-curricular programme throughout the year, offering a wide range of sports including: Football, Basketball, Athletics, Table Tennis, Fitness, Netball, Rounders, Softball, Trampolining, Badminton & SEND Activities. This programme aims to extend the curriculum by providing further opportunities for students to engage in activities in which they have an interest and passion for. It also aims to enrich the curriculum by providing access to activities that are not delivered to all students in curriculum time, for example Rugby, NFL Flag football and Tennis. Post pandemic there has been a move towards ensuring extra-curricular opportunities focus on participation as opposed to skill development, and a focus on re-engaging students in physical activity through fitness clubs based around health education.

The ethos for extra-curricular P.E and school sport provision at Bacon’s college is to create an inclusive atmosphere in which all students who wish to take part in sport and physical activity outside of the curriculum have the opportunity to do so. The department also aims to provide opportunities for all students regardless of ability, to represent the College in competitive fixtures against other schools. As a department we help to develop pathways for students and encourage them to take part in organised sport outside of the College.

In 2019 the department ran 178 school fixtures and had already completed 138 fixtures before the pandemic impacted last year. We see significant benefits of extra-curricular involvement in students' engagement with school life in terms of behaviour, punctuality, and attendance. Students are proud to represent the College and take pride in the performance of their peers.

**Music Provision**

At Bacon's College, we believe in the power of the arts to have a transformative effect and understand the benefits of taking part in high quality instrument and vocal lessons for young people. Our aim is for Bacon's pupils to leave school having experienced and been inspired by a range of exceptional quality music tuition.

Bacon's College enables this by providing quality instrument and vocal lessons delivered by professional, experienced peripatetic staff. Currently, we offer lessons on Piano, Organ, Guitar, Guitar, Vocals, Clarinet, Flute, Saxophone, Violin, Trumpet and Drums. Learning to play an instrument enhances the student's self-discipline, builds confidence and gives a great sense of achievement. Students who learn an instrument also see benefits within their curriculum lessons and beyond.

The music department also encourages students to participate in the diverse extra-curricular clubs on offer; Gospel choir, Wind Band, String Club, Samba Band and Guitar Club. Joining a music ensemble creates a comfort zone for students to express their creativity, build positive relationships and extend their instrument/vocal abilities. Each ensemble regularly showcase their creative talents by performing in school concerts, services or assemblies and our Gospel choir have represented the school in numerous community events.

**Extensions and Interventions Programme**

**Football Beyond Borders: Pedro Correira, Stefan Imeson and Krishna Ellsworth (Wednesdays)**

The FBB Schools is a long-term intervention delivered in partnership with secondary schools across London that runs for a minimum of one year across London, Essex and Greater Manchester. The programme is delivered to groups of up to 16 students, beginning in Year 8, and combines weekly two-hour sessions divided between one hour in the classroom and one hour on the football pitch alongside therapeutic interventions and half-termly reward visits. Each FBB Schools programme is delivered by an expert disciplinary team consisting of an experienced teacher/behaviour specialist, an adolescent counsellor/therapist, a Level 2 / UEFA B football coach.

**School of Hard Knocks: Mike Sargent and Francesca Gorman (Tuesdays)**

School of Hard Knocks works with pupils who are disengaged from education, have poor behaviour or who find school difficult due to difficult personal circumstances. They use rugby coaching and mentoring every week of the school year, beginning the programme during school time and then running after-school sessions during the crucial GCSE years. SOHK coaches teach the game of rugby union and use SOHK’s unique psychology and values-led approach to teach character and positive attitudes. SOHK ensures the same staff work with the same children every week, to enable a consistent intervention with children who might otherwise become NEET (Not in Employment, Education or Training). This on-pitch activity is underpinned by a variety of off-field mentoring, whether that is one-to-one mentoring of students, managed conversations with the schools’ pastoral staff or even accompanying students in lessons to provide focus and support with challenges such as giving presentations or completing written work.

At the end of the school year, SOHK offer a ‘trip of a lifetime’, to reward students who have reached their behaviour, attendance and attainment targets.

**XLP: Dean Allotey (Fridays)**

XLP’s aim is to help young people who face complex, challenging issues, to address those issues while remaining in school, working hard, gaining qualifications and feeling proud of their achievements. They do this through a combination of long-term 1-1 support and group mentoring.

Alongside developing the emotional and social capabilities of our young people, XLP places a central focus on literacy and numeracy skills. Attaining a 4+ grade in English and Maths GCSEs is integral to a young person's future employment opportunities, which is why we recruit, train and support volunteer tutors to work with students taking their GCSEs. Our Literacy & Numeracy project is embedded in the work we do in schools. and we run group sessions in Years 7-9 to identify and address academic points of concern early.

**Greenhouse Sports – Che Porteous:**

|  |
| --- |
| Greenhouse Sports coaches work full-time in secondary schools and sixth form colleges, special educational needs (SEN) schools and in our performance sports clubs, delivering over 50 programmes across the capital.  They focus resources on young people who are disengaged, vulnerable or facing disadvantage. Greenhouse Sports only work in schools where at least two-thirds (67%) of pupils live in areas of high deprivation according to IDACI, or which are specifically for young people with special educational needs. We invest in these areas because we firmly believe in our model and its ability to make a difference in the communities with which we work.  Che Porteous works at the college full-time and is based in the PE department. |

**Sixth Form Mediation Service**

**Southwark**[**Mediation Centre**](http://www.southwarkmediation.co.uk/) has worked with many local secondary and primary schools to train students as Peer Mediators within their schools. We have also trained university students at RHUL (Royal Holloway University of London). For almost twenty years we have trained sixth formers to  deliver a multi-award winning[**Peer Mediation**](http://www.southwarkmediation.co.uk/projects/youth-mediation-project/) project in Bacon’s College in South London. The Peer Mediators deal with hundreds of cases a year and the programme has been recognised nationally and internationally for its success and the impact it has had on the college.

Each year we recruit and train students to become Peer Mediators. Applicants go through a thorough selection process and, if successful, a five-day training course and assessment.

Once trained, SMC provide the support and supervision needed for the Peer Mediators to deliver a mediation service for students throughout the school/college. Cases are referred by teachers via email and allocated by SMC. Cases are discussed at weekly supervision meetings and particularly complex cases are co-mediated by an SMC mediator.

The sort of issues dealt with by the peer mediators include:

* Bullying
* Fighting
* Rumours
* Social Media & text bullying
* Falling out / arguing with friends
* Students returning from exclusion
* Parent involvement in disputes

Students are able to resolve ongoing conflicts and bullying and focus on their academic work. Escalation and possible fight and exclusions have been prevented. Behaviour and relationships with [staff](https://www.southwarkmediation.co.uk/staff/) have improved. Teachers spend less time dealing with conflict and disputes between students and are able to put more time and energy into teaching. There is less escalation of disputes.

Peer Mediators report increased confidence, leadership and communication skills and greater maturity. Mediation skills have helped students to stand out when they apply for university and jobs. Many have gone on to take up leadership roles in the college and to use mediation skills in the workplace.

**Youth Mediators in the Community**

Unique to our peer mediation project is the involvement of our peer mediators outside the college as co-mediators on community cases. Our young mediators have been involved in cases involving residents’ groups, young people, anti-social behaviour, neighbours and faith groups. Their support has been invaluable and their maturity commented on by others present.

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**PSHE/ RSE Provision**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **PSHE** | | | | | | | | | |
| **Year 7** | **Year 8** | | **Year 9** | **Year 10** | | **Year 11** | **Year 12** | | **Year 13** |
| 14 hours per student via Technology carousel plus 1 x drop down | 2 x drop down days | | 6 x hours RSE focused content | 2 x drop down days | | 1 x drop down day | Entering Adulthood Conference | | |
|  | | | | | | | | | |
| **Staff** | | **Role** | | | **Staff** | | | **Role** | |
| **Amy Lloyd** | | Co-Curriculum Leader | | | **Marcel Ebanks** | | | Co-Curriculum Leader | |

Bacon’s College PSHE, Citizenship and RSE programmes support all aspects of our students’ development, and provide a consistently welcoming culture for all based on our core values of courage, compassion, faith, respect and integrity. Targeted work with all year groups is underpinned by a whole school worship and assembly programme as well as a dedicated cultural enrichment festival at the end of each school year. Our core values are reinforced by key events such as the annual Christmas Advent Appeal, the Literary Festival (which coincides with World Book Day) as well as community and leadership programmes led by our PE department. Students are provided with opportunities to develop their social and leadership skills through our Mediation Project, and School Leadership Teams.

All students – from Years 7 – 13 are involved at some stage during the academic year with the programme and engage in thinking issues to do with culture and identity, the impact of transition, keeping young men and woman safe physically. Some of the content for Year 7 is delivered through timetabled lessons, with all year groups participating in whole day workshops offering a range of sessions on specific PSHE themes.

Some aspects of the PSHE curriculum, for example healthy diets, are covered within subject lessons throughout all year groups.

Throughout all PSHE work, the safeguarding of our students is paramount with students being signposted to additional support when necessary. Encouraging our students to support each other is also central to the safeguarding dimension of this work.

The work of PSHE is supported by the school nurse and specialist PSHE agencies from within Southwark and beyond.

A map of which topics are covered at each stage of development is available [here](https://www.baconscollege.co.uk/assets/Uploads/Curriculum/PSHE-v3.pdf).