



IVYBRIDGE

COMMUNITY COLLEGE

Ivybridge Learning Strategy



Our aim is to meet the needs of young people
in Ivybridge Community College
preparing them for adult and working life
in the 21st century

YOUR POSITIVE ACTION COMBINED WITH
POSITIVE THINKING RESULTS IN SUCCESS

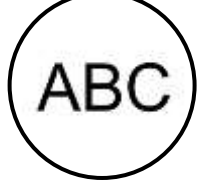
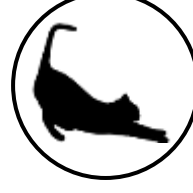
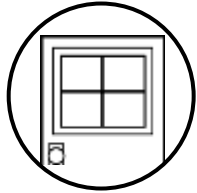


Ivybridge Learning Strategy

7 Habits of Excellence

"We are what we repeatedly do; Excellence, then, is not an act but a habit."

Aristotle



Rationale and Vision

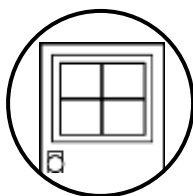
Moving Beyond Outstanding

"While each great teacher is unique, as a group their teaching holds elements in common. Teaching is the best and most important work in our society. Those who do it deserve to experience constant growth and learning. That, after all, is what we wish for our teachers." - Doug Lemov

The Ivybridge Learning Strategy has *Teach Like a Champion* at its core and supports our vision for all of our students to receive an exceptional education and thrive in all that they do. We are focusing on seven techniques (Our Seven Habits) that will drive the strategy and will be at the heart of every lesson. They are centred around high expectations and levels of engagement from the very start of the lesson, regular knowledge retrieval and interleaving, checking understanding and extending student responses through questioning, as well as driving literacy and the use of academic language.

Every teacher at Ivybridge will receive on-going training and support in using the techniques to their maximum effect. We believe that the commonality of experience this offers our students will allow them to flourish as learners. The strategy will develop and evolve to ensure it meets the needs of our students, as well as the ever changing educational landscape.

Our learning strategy fully supports the WeST Principles of Teaching and Learning which are outlined in further detail later in this document. Through the use of Silent Starters and our KITE (Knowing, Interleaving, Testing Exceeding) initiative we prioritise frequent knowledge retrieval and interleaving through low stakes, cumulative quizzing. Students are guided through the self-testing toolkit to support this process and ensure they are independent learners.



Teach Like a Champion Technique: Threshold (Technique 45)

Overview of Technique:

Meet your students at the door, setting expectations before they enter the classroom.

How you choose to greet each student as he/she crosses the threshold of your doorway helps establish expectations and sets the tone for the rest of the class. **Threshold** ensures that you make a habit of getting it right at the start of every lesson.

Tips: physically stand on the threshold; be warm and personal, yet take opportunities to reinforce expectations where necessary and ensure you also have visibility of students inside the classroom.

What is your tone and style? Consider your classroom context and own teaching style. How might you need to adapt for different students/classes?



Teach Like a Champion Technique: Silent Starter (Do Now: Technique 20)

Overview of Technique:

A short, knowledge based warm-up activity that students can complete without instruction or direction from you to start every lesson.

The aim is for learning to take place before the lesson has even officially started and the silence supports this. 5 questions is optimal with a mixture of recent and more previous learning being reactivated through knowledge retrieval.

Tips: students complete their answers in the same place every time so this becomes habit; most common downfall is to spend too long reviewing answers - be selective and focus on key learning points.

What **Silent Starters** have you used effectively? How does your department collaborate to support shared planning? How can you ensure students are actively participating?



Teach Like a Champion Technique: Wait Time (Technique 32)

Overview of Technique:

Allow students time to think before answering. If they aren't productive with that time, narrate them towards being more productive.

The reasoning behind **Wait Time** is to allow more hands to go up (if you have specified hands up); enable a wider range of students to raise their hands, support better, more rigorous answers; prompt more cognitive work during the 'wait'; decrease the number of failures to respond and increase use of evidence in answers.

Tips: practise posing questions and the phrases you intend to use to narrate the 'wait'; consider your tone of voice and where you will be stood in the classroom; pre plan questions and remember you can follow up with Cold Call.

What phrases/narration have you used when trialling Wait Time? How do you make your expectations clear e.g. hands up required, or students expect Cold Call? What could be some barriers/obstacles to overcome?



Teach Like a Champion Technique: No Opt Out (Technique 11)

Overview of Technique:

Turn "I don't know" into success by ensuring that students who won't try or can't answer practice getting it right.

No Opt Out ensures that all students, especially reluctant ones, take responsibility for their learning. **No Opt Out** is also effective in helping students who genuinely don't know the answer because it rehearses success as they repeat the correct answer. **No Opt Out** also validates students who do know the answer by allowing them to help their peers in a positive and public way.

Tips: have a bank of phrases you will use to set up **No Opt Out** to ensure investment from students; be consistent - never accept a refusal to answer and have strategies to combat this.

What are your experiences of **No Opt Out** so far? How have students responded and has it encouraged participation from all?



Teach Like a Champion Technique: Cold Call (Technique 33)

Overview of Technique:

Call on students regardless of whether they have raised their hands.

Cold Call allows you to check for understanding of any student; it creates a culture of engaged accountability as students come to expect and prepare for the possibility they may be called upon; it adds pace to the lesson and finally it is an excellent tool for ensuring a high participation ratio.

Tips: make **Cold Call** a part of every lesson so it is familiar and students anticipate it; be systematic with your use of it and ensure everyone is involved at some point; be really positive - it is not a sanction for when a student isn't paying attention; break up larger questions into smaller ones so you can distribute to multiple students.

How have you used **Cold Call** in your classroom already? What phrases can you use to make it a technique that encourages positive participation?



Teach Like a Champion Technique: Stretch It (Technique 13)

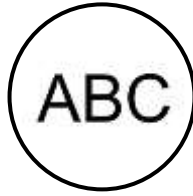
Overview of Technique:

Reward "right" answers with harder questions.

In addition to posing a challenge to a successful student, **Stretch It** can help you ensure the reliability of correct answers when you make your follow up a "how" or "why" question. With consistency of application, **Stretch It** can help build a culture where students want, expect and relish challenge, and where they perhaps embrace a growth mindset.

Tips: use as a key differentiating tool - asking frequent, targeted, rigorous questions of students as they demonstrate mastery is a powerful and much simpler tool than breaking students into 'differentiated' groups; ask 'how' or 'why'; ask for another way to answer; ask for a more precise explanation; ask for evidence; ask for students to link to the 'real world'.

What **Stretch It** questions have you used in your lessons? Would you describe them as successful? How else do you develop a growth mindset?



Teach Like a Champion Technique: Art of the Sentence (Technique 38)

Overview of Technique:

Ask students to synthesise a complex idea in a single, well-crafted sentence. The discipline of having to make one sentence do all the work pushes students to use new syntactical forms.

This technique is learning to not only write effectively but also to develop and refine ideas by expressing their relationships through the structures of language. It is teaching them to develop increasingly complex, subtle and nuanced thoughts.

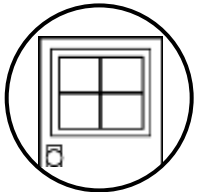
Tips: use a rich variety of sentence starters; give sentence parameters e.g. of evidence they must include in their one sentence; one ideal place to use **Art of the Sentence** is at the end of a lesson.

Have you used this technique in your lessons? What sentence starters/parameters can you think of for a specific lesson?

Inside cover of every exercise book:

What can you expect as a learner at Ivybridge Community College?

Seven techniques that will form part of **every lesson** at Ivybridge Community College:



Threshold: where possible, your teacher will meet you at the classroom door to welcome you into the lesson. You will greet your teacher and enter the classroom ready to learn.



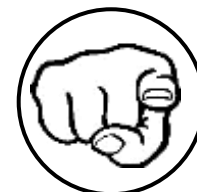
Silent Starter: every lesson will start with a 5 minute silent, independent activity which recaps knowledge.



Wait Time: your teacher will wait after they have asked a question in order to allow you thinking time.



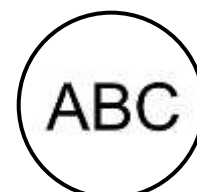
No Opt Out: you will always be expected to give an answer to a question; you cannot 'opt out'. Your teacher will support you with this.



Cold Call: you may be asked a question even if you have not raised your hand. Always be ready to answer.



Stretch It: your teacher may ask you a follow up, challenging question to stretch your understanding further.



Art of the Sentence: you will be encouraged to put a complex idea into a single, well-crafted sentence to demonstrate your learning.

Wider Toolkit

Through our CPL programme, teachers are encouraged to make use of a developing Toolkit from *Teach Like a Champion*, in addition to the core seven habits.

The following focus areas support our College Priorities and staff are being introduced to a range of techniques that fall under these headings:

- Classroom Climate of Excellence
- Ratio
- Checking for Understanding

In using our own videoing of staff using the techniques, open door drop in policy, extensive and continued investment in CPL and modelling from our Champions, *Teach Like a Champion* is the common language at our College. This is also made explicit to our students and parents and reinforced as part of our induction programme at the start of each academic year.



WeST Principles of Teaching and Learning

Our Ivybridge Learning Strategy is fully supportive of the WeST Principles of Teaching & Learning. There are five clear principles which apply to all aspects of teaching and learning:

1. Memory
2. Questioning
3. Feedback
4. Metacognition
5. Independent learning

We are also exploring Roshenshine's Ten Principles and incorporating them into our daily practice.

Roshenshine's Ten Principles of Instruction

Barak Roshenshine (1930-2017)

Roshenshine began his career as a high school history teacher, studied for a PhD at Stanford University and then became a professor in the Department of Educational Psychology at the University of Illinois.

The **Ten Principles** were published in 2010 by the International Academy of Education (IAE) and are based on:

- Research into how the mind acquires and uses information
 - Procedures used by master teachers
- Research into strategies that support students in learning difficult tasks.

Roshenshine's Principles in Action

Tom Sherrington

Sequencing concepts and modelling

2. Present new material using small steps
4. Provide models
8. Provide scaffolds for difficult tasks

Questioning

3. Ask questions
6. Check for student understanding

Retrieving material

1. Daily review
10. Weekly and monthly review

Stages of practice

5. Guide student practice
7. Obtain a high success rate
9. Independent practice

How do we use these in practice?

These are not a lesson by lesson checklist. They should lift you up, not tie you down! They fit alongside the *Teach Like a Champion* techniques E.g. Silent Starter for Daily review and Cold Call and No Opt Out as methods of questioning.

How do the ten principles or the four strands apply in each curriculum area?

There is always knowledge; there is always practice; there is always a role for checking for understanding – but the way these things take form varies significantly between subjects.



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OPPORTUNITY * ENDEAVOUR * EXCELLENCE * ACHIEVEMENT