



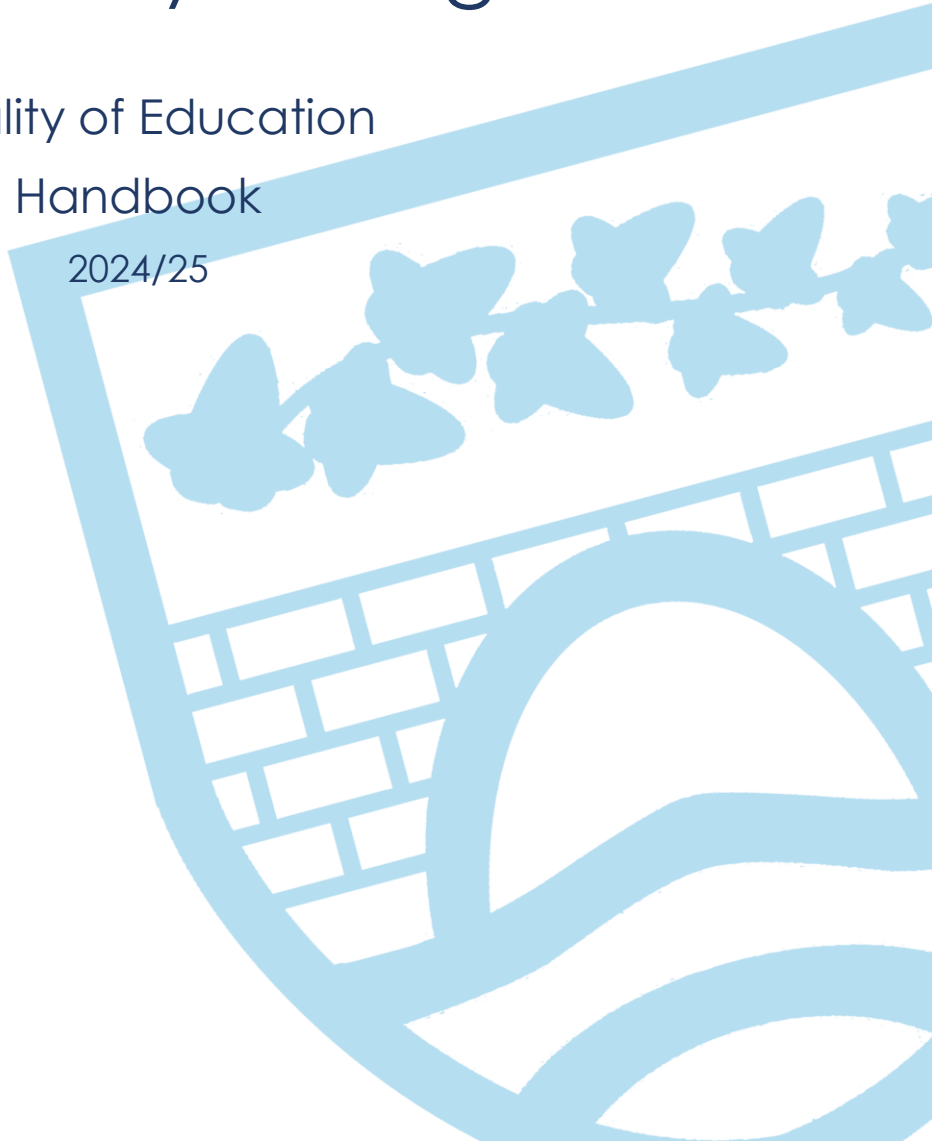
Ivybridge

Community College

Quality of Education

Handbook

2024/25



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Vision

We are a College that strives for
academic excellence,

develops character and provides
exceptional opportunities
for all.

Values

Respect
Aspiration
Integrity
Compassion

Golden Rules

I do not disrupt the learning of others.
I follow the instructions of all staff first time.
I am in the right place at the right time.

We are committed to 100% disruption free learning for all.

Red Lines

Students will occasionally get things wrong. It is our role to teach young people how to behave.

As well as teaching positive behaviours, our community being clear on what is wholly unacceptable is essential. Students will be regularly reminded of the expectations through assemblies and PHSE program, to include these 5 red lines.

- Students will not walk away from members of staff.
- Students will not swear in the presence of an adult.
- Students will not engage in physical aggression of any kind.
- Bullying is not tolerated.
- Prohibited Items are not tolerated.

Should students choose to cross one of the redlines, staff should record the event as soon as is possible in as much detail as possible on Class Charts in the first instance. For redlines 3, 4 and 5, the same accurate record should be recorded on CPOMs and reported to the safeguarding team.

Achieving High Standards of Student Behaviour

For more information on the detail of the policy and guidance pertaining to the high expectations of student behaviour or the detail behind the consequences of various behaviours, please see the Standards and Expectations Handbook.

Learning Cycle

1. Teach – Explaining hard things well.
2. Check – Message in = message received?
3. Practice – Embedding knowledge and skills to mastery.

Collective Knowledge

“Classroom teaching is perhaps the most complex, most challenging, most demanding subtle, nuanced, and frightening activity that our species has ever invented.”

Lee Shulman, The Wisdom of Practice



In his 2018 update to Visible Learning, John Hattie ranks 252 factors relating to students' achievement. Topping that list with an effect size of 1.57 is 'Collective Teacher Efficacy'.

Whilst everything may work somewhere, and anecdote may tell us that some strategies may work for some students, it is desirable for us to base our teaching and curriculum on that which evidence and research tells us works for **all** students. We know that suboptimal pedagogy, and a poor curriculum disproportionately impacts students with SEND and those already socially, economically or otherwise disadvantaged.

It is our moral imperative therefore to continue to build our own knowledge and practice of curriculum and pedagogy for the good of all children in our care.

Teaching can be a complex activity with a nuanced vocabulary and unlimited conflicting agendas to be prioritised. In our large setting, it is essential we have a collective understanding of what we are intending to achieve and how we achieve the delivery of our curriculum, including that which we must keep consistent from classroom to classroom.

Key Terminology

Our consistent use of accurate language and a common understanding throughout the staff body is essential for us to talk about and improve what we teach (curriculum) and how we teach it (pedagogy).

The definitions of key terms below are by no means the only definitions of these words.

They are the definitions that are the most useful to us intellectually in our setting.

When we are discussing teaching, curriculum and learning, it is imperative we have a shared vocabulary to do so.

Glossary

Learning – A permanent change to long-term memory.

How children learn:

Schema – A web of knowledge organised in the mind; cognitive architecture; a framework or concept that helps organise and interpret information; the interconnectedness of knowledge in a long-term memory. (See fig. 1)

Working Memory - The temporary store of a small amount of information in a readily accessible form. This represents three to five meaningful items in young adults.

Long Term Memory - The permanent store of unlimited amounts of knowledge, and record of prior events.

Retrieval - The process of moving information from long term memory to working memory; remembering.

Encoding - The conversion of a sensory input into a form capable of being processed and deposited in long term memory.

Accommodation - The modification that occurs to a schema when new knowledge is added to it. (See fig. 2)

Assimilation - The process of adding new knowledge to an existing schema. (See fig. 2)

Ratio – The number of children thinking **X** How hard is each child thinking (See fig. 6)

Instruction – A synonym for ‘teaching’, commonly used in US research about teaching. The act of imparting new knowledge by an expert to a novice.

Explicit Instruction - Highly structured direct teaching where students are explicitly taught everything that they need before being asked to apply it in gradually wider and freer contexts. Often exemplified by Input (I Do); Guided Practice (We Do); Independent Practice (You Do).

Dual Coding – The theory hypothesizes that information can be represented in two forms, verbal and visual. The visual system deals with graphical information processing and the verbal system deals with linguistic processing. It is best to present new information to students in both of these forms to maximise mental processes.

Curriculum:

Curriculum – The knowledge we have chosen for students to learn, structured over time. The sum of the experiences and learning.

Rationale: The deep thinking that underpins the curriculum that you have carried out as a team.

Powerful knowledge – the ‘better’ knowledge that takes students beyond their own experiences and enables them to predict, explain and envisage alternatives (Young, 2014)

Substantive Knowledge - the **content** of the subject that pupils need to think well and communicate well in the subject; the knowledge that we teach as **established fact** (Counsell, 2018)

Disciplinary knowledge - knowledge of how a discipline generates knowledge or meaning in the world (Ashbee, 2021) E.g. How Science works; sources analysis in history; proofs in maths.

Declarative Knowledge - ‘Knowing-that’. Knowledge that can be stated, such as facts, ideas, and opinions (Ashbee, 2021) e.g. Functions of organelles; Pythagoras theorem; The names of key historical figures; key theories in psychology.

Procedural Knowledge – 'Knowing-how' (also known as skills). Being able to do something or carry out a process. e.g. Performing a titration; writing an essay; serving a tennis ball; playing a scale on a piano.

Core Knowledge - What ALL students need to remember, the residue. What is left behind in long term memory.

Hinterland Knowledge - The knowledge that supports and feeds the comprehension of core knowledge.

Prerequisite Knowledge - The knowledge that students need to already have in their long-term memory before learning the knowledge we are teaching today.

Skills – The enactment of procedural knowledge/the capacity to perform.

Progress – Knowing and remembering more of the curriculum. Knowledge stored in Long Term Memory

Interleaving- switching between different types of problem or different ideas within the same lesson or study session (EEF)

Interweaving - the process, in curriculum design, of planning the explicit teaching of links across disparate parts of the domain (Ashbee, 2021)

Spaced learning- distributing learning and retrieval opportunities over a longer period of time rather than concentrating them in 'massed' practice (EEF)

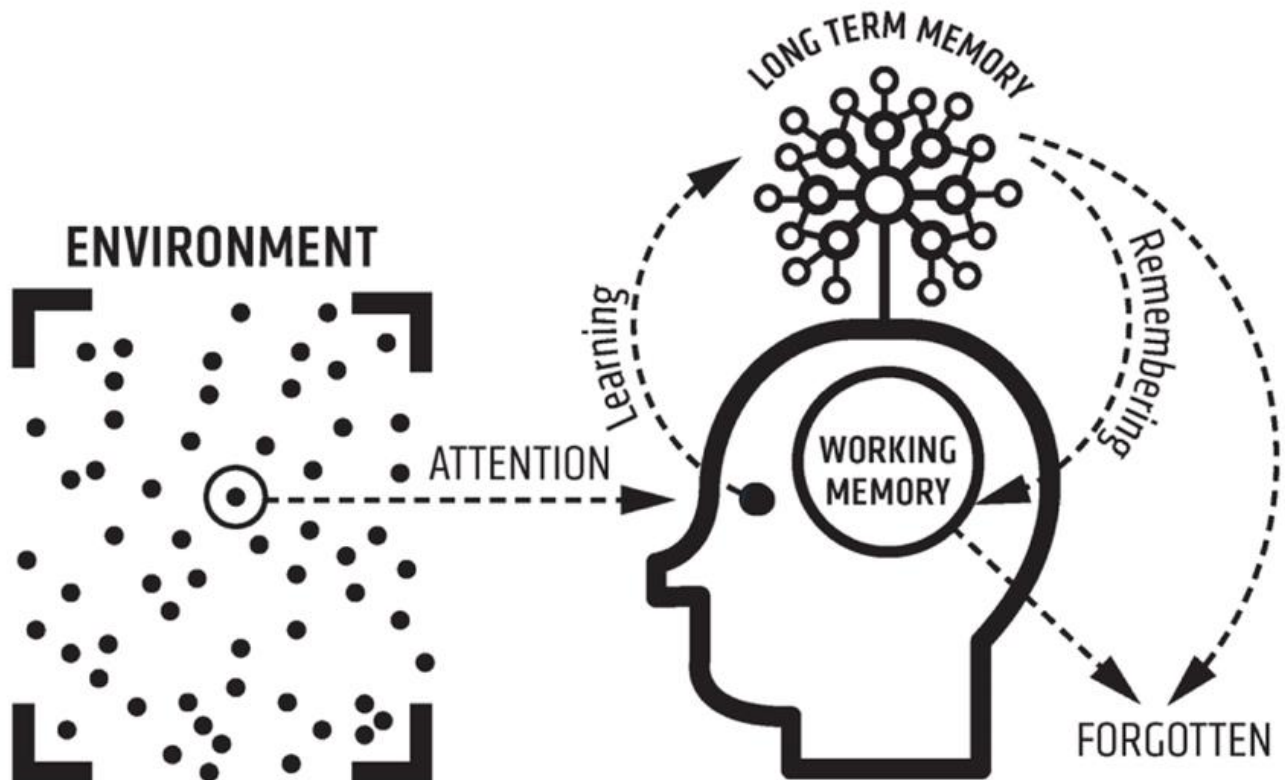
Disadvantage – Defined by the DfE as students who receive Free School Meals or are Looked After Children. Social, Economic and Cultural factors that can significantly influence the outcomes of some of these children.

A Shared Model of Learning



“The near inevitability of forgetting, the role of retrieval, the need to connect new learning to prior knowledge and a whole host of other issues can be explored in some depth where we have a shared focus for framing the discussion.”

Tom Sherrington



Knowledge Rich Curriculum

“Factual knowledge is not in opposition to creativity, problem-solving and analysis, or indeed meaning and understanding. Factual knowledge is closely integrated with these important skills. It allows these skills to happen. In a sense, these important skills are the functions of large bodies of knowledge that have been securely committed to memory.”

Daisy Christodoulou

We are committed to teaching a knowledge rich curriculum. By exposing our students to **powerful knowledge** they should be able to make greater sense of the world around them and engage fully in a democratic society as responsible citizens. In principle this means that the knowledge that we teach our students is strategically planned, carefully sequenced, built on prior knowledge. The learning journey is clear and enables students to make links between their areas of study. Therefore, the subject knowledge that students are expected to know is made explicit (**core and disciplinary**). They will be expected to learn it and regular assessment is planned (for instance low stakes tests/quizzes and questioning) to ensure that they have learnt it.

The core knowledge will be selected using subject expertise drawing on, as applicable, the National Curriculum, specifications and scholarship through links to subject communities and the wider trust.



1. Subject **substantive** and **disciplinary** knowledge is respected.
2. The knowledge we want students to learn is specified in detail.
3. Knowledge is taught to be remembered, not merely encountered.
4. Knowledge is sequenced and mapped deliberately and coherently.

Mastering the recall of basic facts on the road to deep understanding.

Schema

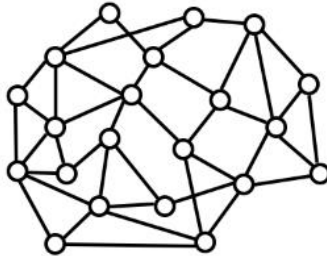


"We need to build schemas carefully and systematically so that students can learn important ideas regardless of their everyday experiences."

Greg Ashman

A term originating in cognitive psychology, approaching teaching and curriculum design with an understanding of 'Schema' can help us to conceptualise the web of knowledge and connections between this knowledge in long term memory. It is useful in teaching because understanding that different learners in our classes have differently developed schema depending on their prior learning and experiences is important.

We can represent "schema" using this image.

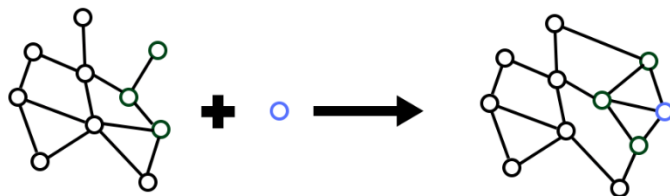


- Each circle represents a unit of knowledge.
- Each line represents the interconnected nature of that knowledge.

More circles, and more lines enable students to think.

Our intention is to add new knowledge from our curriculum, connecting it to existing knowledge as efficiently as possible, in order that over time, we can add more knowledge and draw more connections.

Adding new knowledge to a **schema (Assimilation)** alters the structure and other connections within that schema (**Accommodation**) and can be represented with this diagram.



For us to be able to do this, there must be sufficient knowledge in the child's schema so that the new knowledge can be added. This is defined as **Prerequisite Knowledge**.

Example 1 – Mathematics

In order for students to be able to understand and use the quadratic formula...

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

...they must first know basic algebra, square and square roots, BIDMAS, and rearranging equations.

Example 2 – Biology

For students to be able to understand and evaluate the use of different types of microscope...

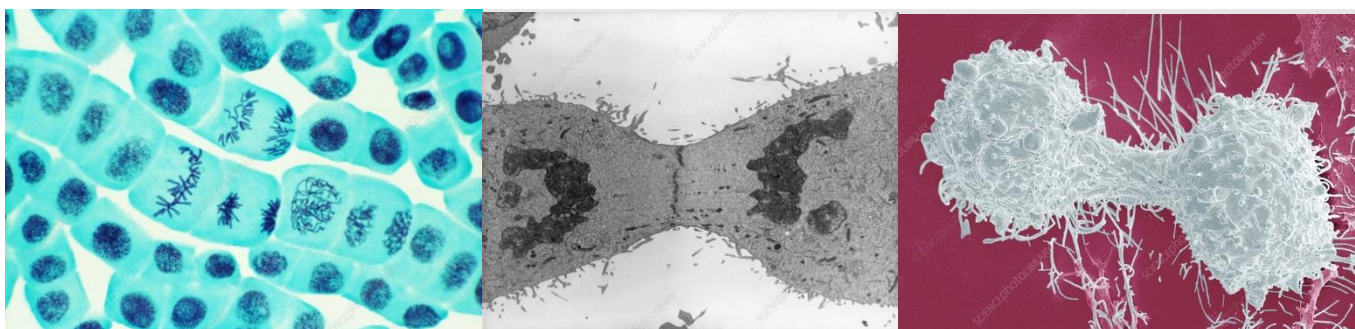


Figure 3

...they must first know the names of the various types, understand the terms magnification and resolution, how the samples are prepared, and have an appreciation of the reason we need to look at small samples in the first place.

Example 3 – History

For students to be able to analyse the utility of a historical source, they must have seen an expert model this to them, have a cognitive framework for doing so (disciplinary knowledge) and know the historical context to which the source relates. Therefore, they need to be able to make inferences from the source, along with being able to unpick the nature (type of source), origin (dates - where it fits within the chronology), purpose (the intention) and the emphasis for the audience (the original recipients of the source).

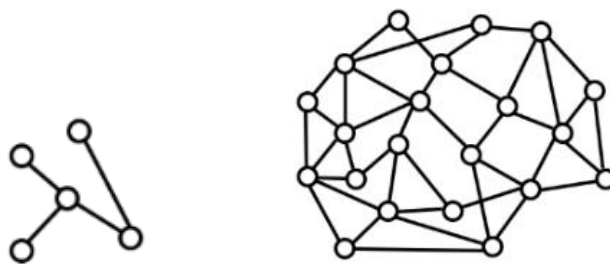
The Novice vs the Expert



Knowledge is sticky; meaning the more we know and the larger our schema, the easier it is to learn new things. We can relate only new knowledge to that we have already learned; we can understand new knowledge through the connections it can make with the existing knowledge in our schema.

Teaching students who do not have as well-developed schema (The Novice) requires deliberate explicit teaching (instruction), addressing common misconceptions explicitly before/as they arise and carefully selected guided practice to embed knowledge in students' long-term memory.

With a novice, the clarity of our instruction, where this piece of information fits in with their prior learning and what is to come next, is paramount and should be a major consideration when planning explanations and learning sequences within a curriculum.



Novice Schema

Expert Schema

Example 1 – Health and Social Care

When learning development throughout a human lifespan, students performing this as a *research task* are unlikely to possess the procedural knowledge (skills) and prerequisite knowledge to be able to learn exactly the subject matter that we as experts have decided is important. Students are likely to focus on superficial details, or at worse, the wrong content. Even if they learn what we intend them to, it is likely to take longer, and therefore limit future learning opportunities.

Example 2 – Chemistry

In a Sixth Form class it can be tempting for us to ask students to research to learn an area of our curriculum independently, (e.g., ionic and covalent bonding), for them to then teach this to each other in the class. As still relative novices, this can compound any misconceptions and is time inefficient. Better would be for the **expert in the room** – the teacher – to skilfully explain and add this new knowledge to the students' existing knowledge, carefully navigating the misconceptions, and adding clarity to what can be a difficult concept to understand.

Example 3 – Physical Education

In a Year 7 Rugby lesson, we would expect that most students would have little prior knowledge or practice in playing rugby. Whilst some may, and might regularly watch, play or have experienced rugby in primary phase or at home, there would be an expectation that Tier 3 Rugby vocabulary would be needed to be taught explicitly to the whole cohort (22, drop kick, names of positions, scrum, maul, ruck etc) and that these learning opportunities would be deliberately planned for, and built upon prior learning in the subject in order that students could make progress in both their procedural and declarative knowledge.

Summary

- Novice Learners learn best through explicit instruction
- Teachers are the experts in the room
- Constructivist/Discovery/Experiential learning is less effective with novice learners

Ratio

“Learning is the residue of thought... Here’s how you should think about memory: [sic] the more you think about something, the more likely it is that you’ll remember it later.”

Daniel T Willingham



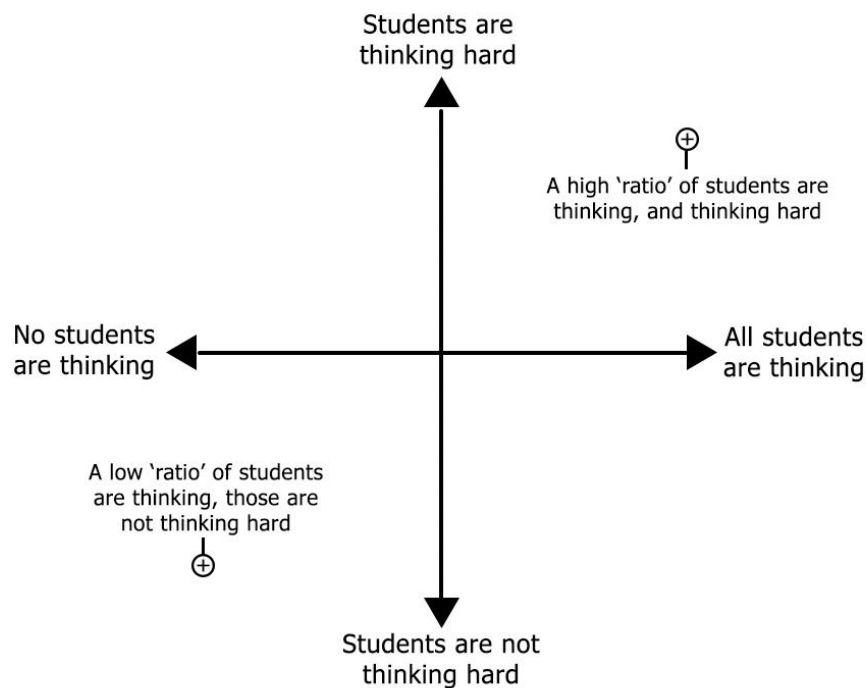
“Learning is the residue of thought” - In this now a famous quote from Psychology Professor Willingham, it seems obvious that if a student is not thinking about something, they are very unlikely to learn it. Therefore, one of our key roles is to ensure that A) As many students as possible are thinking about what we want them to learn and B) When they are thinking, they are thinking hard.

Pitching how hard we want students to think relies heavily on the teacher's skill in understanding their classes' strengths, alongside thoroughly checking that the students have the prerequisite knowledge to make the thinking achievable.

Likewise, make the thinking too easy, something the student can already do or understand, and the students are not likely to learn anything new.

Asking ourselves “How many of my students are thinking?” and “How hard are they thinking?” can be called the “Ratio”.

Achieving a high ratio is good - if more students are thinking hard, then more students are learning, making progress, and remembering more of the core knowledge that is planned in our curriculum.



Cognitive Load Theory

"I've come to the conclusion Sweller's Cognitive Load Theory is the single most important thing for teachers to know."

Dylan Wiliam



Intrinsic Load - Generated by the inherent complexity of material. This could be the **quantity** or **quality** of the task given.

Intrinsic load should be **optimised** as it should challenge each learner.

E.g. Providing supporting materials; scaffolding; "pitching" the content correctly; delivering new material in small, management chunks, ensure pre-requisite knowledge has been mastered before moving on.

Extraneous Load - Generated by the way information is presented. This type of load does not aid learning.

Extraneous Load should be **minimised** as it hinders learning.

E.g. Reducing low level disruption; minimising overly complicated displays; minimizing content on one slide; keeping explanations concise; building collective routines and habits so students do not have to think about what to do in each classroom.

Germane Load Cognitive load that directly facilitates schema construction and automation.

Germane Load should be **promoted** as it directly contributes to learning.

E.g. Explicitly teaching how to solve a problem and giving lots of worked examples to demonstrate and support understanding.



Collective habits support our collective responsibility.

Students, especially students from disadvantaged backgrounds and those with a special educational need, benefit most from predictable, habitual classroom routines; reducing students' extraneous cognitive load and focusing it towards the planned for curriculum benefits these learners the most.

Collective Habits: The Principles of Excellent Teaching

Collective Routines	
1: Routines of collective responsibility to maximise learning time.	
By:	So that:
<p>a. Silent Starter Having a Silent Starter activity, consisting of closed questions, visible to students at the beginning of every lesson.</p>	<p>Students know exactly what to do and are directed to begin learning as soon as they enter the classroom.</p>
<p>b. Threshold (Entry and Exit) Standing on Threshold, warmly greeting students and checking their uniform is correct before they enter the room.</p>	<p>Students are reminded of our high standards and expectations before they enter the room.</p>
<p>c. See, Stop, Secure Using 'See-Stop-Secure' to ensure uniform corrections are made.</p>	<p>Students make the corrections necessary before they enter the room, preventing further disruption.</p>
<p>d. Common Silencing Strategy Using the 'Common Silencing Strategy' to ensure the students are silent before the teacher begins to talk.</p>	<p>All students can hear what the teacher is saying and are able to pay their full attention to it.</p>
<p>e. 100% Disruption Free Learning Using 'Warn, Remove' if a student is disrupting the learning.</p>	<p>Expectations are consistent throughout the College and students are able to learn in a disruption-free environment.</p>
<p>f. Silent Independent Practice Setting tasks as 'Silent Independent Practice' by default. Teachers circulate</p>	<p>Student learning is not interrupted.</p>
<p>g. Silent paired transition Moving around the building in silence and in pairs from venue to venue.</p>	<p>Students in classrooms do not have their learning disrupted.</p>

Teach

2. Securing attention

By:	So that:
a. Always applying the behaviour policy (Warn, Remove).	All students are able to learn in a disruption-free environment.
b. Embedding clear routines that create a positive, supportive environment.	Learning time is maximised and cognitive load is optimised for every child, including those with SEND.
c. Establishing silence as a default mode for student independent practice.	Students are able to fully concentrate and teachers can assess the abilities of individual students.
d. Effectively managing the learning space, materials and resources.	Students respect our environment and learning time is maximised.

3. Optimising Instruction

By:	So that:
a. Simplifying complex information, keeping essential information together and removing unnecessary information.	Students can effectively engage with new material without becoming overloaded.
b. Having curriculum experts use explicit direct instruction to introduce new knowledge including tier 3 vocabulary.	Cognitive load is optimised and students correctly learn new concepts from experts.
c. Breaking learning down into small, sequenced steps.	Cognitive load is optimised, students form secure schema and feel successful.
d. Giving clear explanations using effective examples and non-examples.	Students have a strong basis from which to learn and can organise information into secure schema.
e. Modelling high standards of reading, oracy, writing and vocabulary.	Students can effectively discuss their learning and engage successfully with the curriculum.
f. Knowing our learners and their MyPlans and adapting our teaching to meet their needs.	Every student has the greatest opportunity to overcome their specific challenges, in order to be a successful learner.
g. Setting learning goals that stretch and challenge.	Students know teachers believe that they can experience success and learn from errors.

4. Driving thought	
By:	So that:
a. Providing purposeful activities that maximise thinking.	Students will think hard, strengthening their schema and long-term memory.
b. Planning for high quality talk, modelling the use of high-quality subject specific vocabulary.	Students can practise using subject specific vocabulary confidently and correctly.
c. Planning effective and accountable retrieval, elaboration and spaced practice.	The knowledge taught is committed to long term memory by all students.
5. Providing Guided Practice	
By:	So that:
a. Working through/co-constructing models and worked examples with students, describing thought processes.	Students can engage with complex tasks and know what success looks like.
Check	
6. Monitoring learning and providing feedback	
By:	So that:
a. Providing frequent low-stakes testing.	Students practice and show their learning.
b. Using frequent, highly interactive, responsive questioning of every child throughout lessons.	All students can evidence and explain what they have learned, and what they have not.
c. Gathering data to check for understanding of all students and identify misconceptions and successes.	Students feel supported and do not waste time, because misconceptions are addressed quickly.
d. Integrating feedback into lessons and giving students the opportunity to respond.	Students know and can explain where they have been successful.
e. Giving feedback that is timely, precise, and explicitly describes how to improve.	Students know where and why they made mistakes, and how to improve.
f. Reteaching where gaps have been identified.	Students' knowledge and understanding are improved.
Practice	
7. Providing opportunities for independent practice	
By:	So that:
a. Carefully monitoring lesson structure and timings.	Students have enough time for meaningful practice.
b. Gradually fading support/guidance as student expertise improves.	Students become independent and have the knowledge they need to complete the task successfully.
c. Delivering independent practice tasks that include the same knowledge and vocabulary as guided practice, and the lesson focus.	Students feel confident when practising independently and commit knowledge to long term memory, and teachers can monitor their learning.

The Ivybridge Community College

Learning Cycle



Preferred Learning Sequence/ Cycle

Teachers follow this default sequence so that our curriculum is delivered effectively, and every child receives excellent teaching.

1	Entry routine <ul style="list-style-type: none"> - Threshold – One foot in; one foot out. - Silent Starter - Register - Calm purposeful entrance. 	These steps take place every lesson	↑ Monitor learning and give feedback throughout ↓
2	Review <ul style="list-style-type: none"> - Review prior learning/activate prior knowledge - Check prerequisite knowledge 		
3	Teach – Explaining hard things well <ul style="list-style-type: none"> - Build on prior knowledge - Give clear, direct explanations - Break down learning into small steps - Introduce new key vocabulary explicitly - Study model examples and non-examples (worked example effect) - Work through/co-construct models with students (I do; We do) - Gradually fade out support 	These steps might be repeated numerous times within a lesson or might take place over a series of lessons	
4	Check - have the students learned what you intended? <ul style="list-style-type: none"> - Assess all students’ understanding of the content. - Judiciously select how we want students to participate (e.g. mini whiteboards, think-pair-share etc.). - Ask planned open questions to check deeper understanding. - Check that students understand the task. 		
5	Practice – Embedding student knowledge and skills to mastery. <ul style="list-style-type: none"> - Plan for extensive periods of practice. - Set the conditions for silent independent practice. - Allow students to practise without support in silence and use techniques which maintain this. - Use live marking to continually assess student performance. 		
6	Exit routine <ul style="list-style-type: none"> - Threshold - One foot in; one foot out. - Silent exit. - Calm purposeful exit. 	This step takes place every lesson	

Collective Improvement



“Every teacher needs to improve, not because they are not good enough, but because they can be even better.”

D William

How do we all get better? – A little better, every day.

It is our mission that through excellent teaching and a world class curriculum, Ivybridge Community College strives for academic excellence, builds character and provides exceptional opportunities for all students.

Our best resource to achieve this is us, the staff body.

We are all on a continual journey of developing our curriculum knowledge, pedagogical knowledge and classroom implementation, aiming to be better every day.

We achieve this through...

- Curriculum Meetings/ CPL Time.
- 1-2-1 Instructional Coaching Program.
- Open Door - Drop-Ins celebrating effective practice.
- Whole Staff Deliberate Practice Sessions
- Morning Teaching & Learning Briefings

Open Doors - Knowing that we all benefit from each other’s knowledge, skills, strength and experiences, please do feel like you arrange to go and see colleagues teaching. Our open door policy has been instrumental to our improvement over the last year and we know our culture of open support and challenge will continue to drive collective improvement for our students experiences

Deliberate Practice

Deliberate Practice involves practicing techniques and procedures outside of the classroom. It is important because when we are in a lesson, our cognitive load is taken up with accurate articulation, the recall of what comes next on our lesson plan, assessment, feedback and the monitoring of student conduct. We therefore have little ability to try something new for the first time *and* get it right.

When we practice outside of the classroom, for example exact phrases and how we will say them, where to stand, or how to circulate with purpose, we gain confidence in the use of the techniques before using them in front of our classes. We are able to make consequence-free mistakes, with the knowledge that we can just try again.

Deliberate Practice involves the following:

- Sharing values and rationale
- Sharing the precise technique or procedure
- Modelling non-examples
- Modelling examples
- Deconstructing models
- The practice

We meet for Deliberate Practice once a week.

Coaching



We are a large community of professionals, all with different strengths and areas for improvement. We therefore use Instructional Coaching to provide individualised professional development.

Coaching is centred around Action Steps; they are small, incremental, precise, concrete and achievable. Every fortnightly cycle, your Coach will come into your lesson at a previously agreed time. After that, you will have a coaching conversation in which you and your Coach will review your progress towards your Action Step, before deciding to remain on the same Action Step, or to move on. You will practice your Action Step in a safe space where you are able to refine the technique before you use it in the classroom. The coaching conversation is supportive and non-judgemental, forming a fundamental part of our culture of continual improvement.