



How do we help our pupils achieve at Titus Salt School?

To remember is to learn. Although learning can sometimes be subconscious, at Titus Salt School we have a very conscious approach to how we support pupils to learn. **We ensure the knowledge that we teach is ambitious and of huge value** but that we also **adopt a research based approach to how best a pupil will learn it.** With both these working concurrently, it allows pupils to secure the powerful knowledge that they require, along with the personal skills to be able to retrieve and apply this knowledge with confidence.

The Year 11 external exams are a formal way of measuring how much a pupil has remembered and therefore, it isn't until the end of Year 11 that some begin to actively consider how to learn through revision. However, this approach is counterproductive. We regard this as being too little, too late. Undertaking revision only at this late stage often brings with it negative perceptions but also contradicts all of the research. Instead, **it is our ambition to develop a pupil's study skills from the outset.** At Titus Salt School we ensure that learning 'how to learn' is not restricted to a particular year group or subject and is **not just an expectation of a pupil. To know how to learn, needs to be nurtured from Year 7. Knowing how to learn is a skill for life and can aid an individual's future potential.**

As a school, our approach to learning is ambitious and our systems are fully embedded in our practice from the outset of a pupils journey through Titus Salt School. **Pupils need to be offered an opportunity to know how our brains function and to be given the insight and tools to know how to learn more and remember more.** The approach is embedded from year 7 and builds incrementally to allow us to immerse pupils in effective study habits that aligns with their development phase. **Doing so, will help to raise pupils aspirations along the way.** Of course, as a more demanding independent level of study is required as pupils move into Key Stage 4. Therefore, we offer additional personalised intervention sessions and ensure pupils have an explicit understanding of the demands of external examinations so they can achieve their best.

Even though we explain our approach to pupils, it is always **beneficial to provide further clarity to make them more explicit**, so that pupils can fully appreciate our approach. If pupils have a deeper understanding of our approach and some of the theory behind it, it will **allow them to have a deeper understanding of how it all works, which in turn will help them to engage in the learning process more effectively and achieve more.** By publishing this document, it is our **hope that parents and carers will also have an opportunity to understand and appreciate our approach too.**

Our brains are clever but we need to understand how to use them effectively and how to get the best out of them. **These are some of the strategies that we adopt throughout a pupils education at Titus Salt School, with a little insight into how they can support a pupils memory.**

1. **Concepts** – As a school we carefully consider our curriculum and make very conscious decisions about the knowledge pupils need to know. As this can be vast, we use **concepts that underpin all of the individual pieces of knowledge that pupils need to know.** Each subject has around 4-8 concepts that are the vehicles for their curriculum. For pupils to know how the individual knowledge links to a concept allows them to develop a more rounded and secure understanding.

2. **Spiralisation**- As pupils' knowledge is secured it is important that we **build on this secure prior knowledge when introducing new content**. Having this approach allows the knowledge to become 'sticky'. As the difficulty increases pupils already have some foundations to build upon. Having the concepts weave throughout each year too helps to reinforce the connections and build a strong schema.
3. **Interconnecting**- With the same theory in mind, staff ensure they **interleave the learning from within their subject** (spiralisation) **but also across subjects and even Key Stages**. We ascertain what the curriculum of our feeder Primary schools has been which staff use to help pupils make the links between. This also happens across TSS. When learning that has taken place in one subject has commonality to another's, staff help pupils deepen their learning.
4. **Retrieval** - Our working brain is limited so new learning only remains in our memory for a short time if it is not remembered. We **need to remember knowledge multiple times in order for it to transfer into our long term memory**. The more we retrieve the knowledge the more secure it becomes. Using our Learn Now activities at the start of every lesson allows us to support pupils in this, as well as, questioning, homework and the spiralling learning. We are unable to remember a lot of new knowledge in one go so it is also vital that this is broken down into manageable chunks and by having spaces between the retrieval. Chunks of knowledge are often documented on subject Knowledge Organisers.
5. **Metacognition** – This term refers to the **way in which we develop pupils' ability to reflect, target set and become more self reliant. This helps them to learn how to learn and allows them to propel themselves through their learning**. Our strategies allow pupils to think explicitly about their own impactful way of learning. They develop skills of evaluating their work, setting goals and learning how to get the most out of the learning opportunities.
6. **Assessment & Feedback** – Although we have made a conscious decision not to formally examine pupils each year, we place huge value on assessment and feedback which takes many forms. **Assessments range from low stake formative assessment through to more comprehensive summative assessments that fall at significant end points**. Pupils have an opportunity to showcase their knowledge and ability. This informs teachers and leaders next steps. **Feedback is crucial as it offers a detailed insight into what they have achieved and how they can improve**. This process is followed with an opportunity for pupils to reflect and respond to their feedback which encourages pupils to actively engage in the process.
7. **Enrichment programme**- There is an extensive enrichment programme offered across the school that **widens the pupil's curriculum. It allows pupils to access an exciting range of experiences that helps them to add breadth and depth to their learning**. This not only can expose them to curriculum areas that we are unable to fit into our curriculum provision but also develops their appreciation for commitment beyond the classroom. It can also include intervention sessions that help support the pupil to achieve their best.
8. **Homework**- Homework is an opportunity for pupils to extend their learning in a more independent way. It can include the extension of practical learning that helps pupils practise and consolidate skills, conduct in depth inquiry and to prepare for future learning. Studies have shown that students who engage in regular homework

performed significantly better than those who were only set it occasionally.

Homework is an important part of creating committed, self regulated learners who have the opportunity to develop their ability to work independently.

9. **Personal Development**- It is our ambition that all of our pupils become active, valued citizens of society that can go on to access the next stage of education, training or employment. Therefore, as **part of our Personal Development curriculum, of which the concept is 'Staying Healthy', we inform pupils of how to study, how to look after themselves, effective revision techniques, how to manage anxiety, to encourage self motivation, develop a metacognitive approach and coping strategies, throughout all year groups.** This is part of the rich and valuable Personal Development curriculum.
10. **Preparation for external Key Stage 4 examinations** – Even though we develop study skills throughout all years, we **offer additional support in readiness for pupils who are about to sit their external exams.** This takes many forms from, training pupils in the rules and regulations for the exams, mock examination phases in the Summer term yr10 and Autumn term of yr11, revision intervention sessions, a masterclass programme directly before the exams, external companies delivering workshops, parents/ carer information and support evening, revision guides, preparing for exam booklet, regular past papers and feedback, assemblies, a detailed calendar of key dates and deadlines for the lead up to the summer, opportunities of mentoring and regular recognition of hard work and achievement.

To have the support of parents and carers is invaluable as it helps to strengthen our systems which leads to greater impact. For you to be able to understand our approach and to recognise the benefits of effective study strategies can only help your child with their learning and future success. By having some of this insight it may help you know how to support your child, by creating a supportive learning environment at home, encouraging your child to engage in some of the strategies listed above or even in offering you some ideas of how you can support your child by undertaking some of the strategies together.

The school website offers more insight into practical ways that you can help your child. By **being aware of what we are implementing as a school, can make a difference.**