

YSGOL UWCHRADD ABERHONDDU BRECON HIGH SCHOOL



Teaching and Learning

Author	RKJ
Agreed By	Governors on 19/09/2023
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HOW: Teaching and Learning

At Brecon High School, we use Walkthrus, ClassCharts, SMID and evidence-based principles, that guide how we teach to ensure that every student achieves. These are summarised below.

Deepening Thinking

- Students should be required to go beyond the surface of the task to deepen thinking and their learning. How do we do this?
- Is it through extended questioning?
- Are learners aware of the bigger picture and do we make this explicit to them?
- Metacognition and AFL.

Role Modelling

- Role modelling refers to how you set up success criteria.
- By giving model answers to questions?
- By scaffolding activities and asking students to write down/come up with the process of how to fulfil the requirements of the tasks?
- Transferable skills across the Curriculum.

Impact on Learning

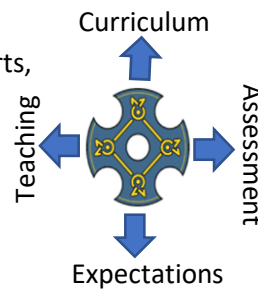
- Do planned activities match the Success Criteria?
- Do we give pupils enough thinking time to practise the skills we want to see? E.g. Literacy, SpaG; problem solving
- Are they developing skills and able to use them again in the future?
- Are we doing anything new? Can they give you three points about the lesson which they didn't know before? Always provide reflection time and allow students to set their own targets.

Challenging Expectations

- What does this look like and how does it combine with 'differentiation'?
- Challenging expectations must be for all and accessible for all in order to improve the standards for all pupils.
E.g. Extension activity on the whiteboard.
- Have we an ethos where pupils have high expectations of themselves?
- Model excellence so that students know what excellence looks like and how to achieve it. This includes the explicit modelling of metacognitive strategies and 'expert' thinking as a form of scaffolding during difficult and challenging tasks.

Engagement

- Are activities innovative? Interesting? Varied? Thought provoking?
- Are the students engaged? Do they suggest activities and generate questions about the work?
- Silence does not mean engagement.



WHAT: Curriculum and Assessment

Curriculum

- The curriculum must provide a 'map' that shows what knowledge and skills should be taught and when it should be taught. However, this should also allow some flexibility for teachers to respond to the differing needs of the class(es) they teach.
- The curriculum must be taught in a coherent sequence that allows for the incremental development of knowledge and skills within each subject/topic. When possible, new knowledge and skills should build upon prior knowledge and experience.
- Where necessary, the curriculum ensures that students are able to 'catch up' in order to access the appropriate curriculum.
- Curriculum design should support durable changes to learning.
- New tier two and tier three vocabulary should be incorporated into curriculum planning.
- Promote a love of learning and children's intellectual curiosity.

Our inclusive curriculum will be challenging in its breadth and depth so that:

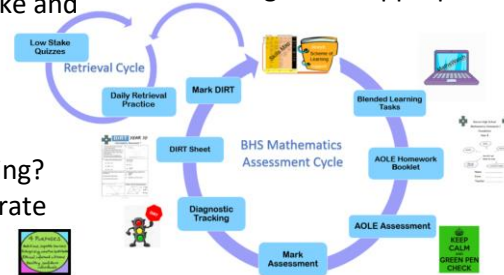
- All students build their academic knowledge, vocabulary and subsequent 'cultural capital'.
- All students are 'assessment ready'.
- All students acquire and subsequently retain, at the very least, the foundational knowledge required for successfully starting the next stage and opening further opportunities.

Assessment

Accurate AOLE assessment cycles should develop an understanding of the individual needs of their students so that planning, monitoring of progress and target setting are accurate and meaningful. Effectively check students' understanding throughout the lesson and be quick to recognise when any student is struggling or not challenged by the work, responding and intervening where appropriate.

Effective feedback should:

- Be specific, accurate and clear
- Redirect or refocus either the teacher's or the student's actions to achieve a goal
- Encourage and support further effort and thought
- Provide specific guidance on how to improve; not just tell the student when they are wrong.



WHY: Expectations

Behavioural Expectations

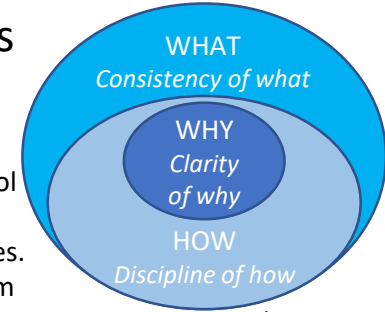
- Leaders create an ambitious, inclusive school culture, reinforced by shared rituals and routines.
- Ensure effective classroom management so that learning time is maximised.
- Consistently and fairly apply the behaviour policy so that students remain focused.
- Reinforce and praise effort so that students understand the connection between effort and achievement

Academic Expectations

- Impart knowledge and develop understanding through the effective use of well-planned and well-structured lessons.
- Have a clear understanding of students' capabilities and their prior knowledge and pitch every lesson high so that students are appropriately challenged.
- Insist on a high ratio of student participation so that they are engaged in thinking hard about key learning.

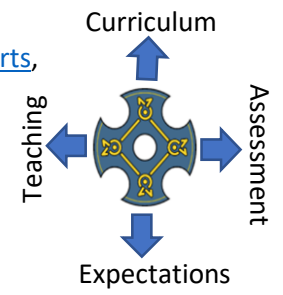
Personal Expectations

- Take responsibility for developing as a professional to secure continuous personal growth through reflection, practice and collaboration.
- Demonstrate subject expertise and curriculum knowledge so that planning and delivery is effective, students' interest in the subject is fostered, and misunderstandings are appropriately addressed.
- Promote and uphold the highest standards of literacy and oracy so that the students communicate in a format that is clear and accurate.
- Consistently demonstrate the positive attitudes, values and behaviour which are expected of students.



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- [Metacognition](#) and AFL.
- [Role Modelling](#)
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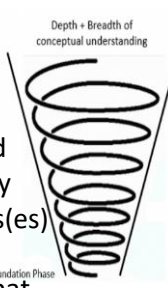
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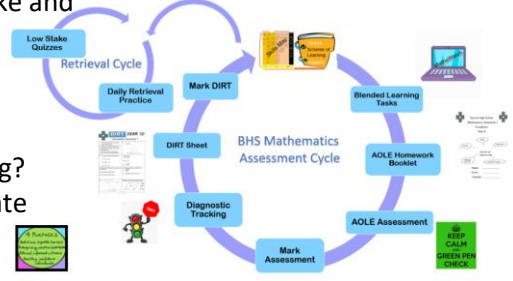
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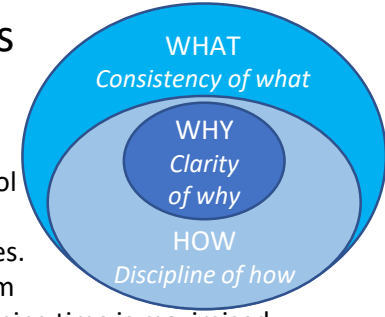
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