# Brechin Framework for Learning

| Our Vision | At Brechin High School, we are a friendly, inclusive community. We value learning, wellbeing, and resilience; empowering every student to grow and succeed. |
|---|---|
| Our Values | Respectful, Ambitious, Responsible |

UNCRC Article 28 (Right to Education)
Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

Respectful        Ambitious        Responsible

## **Contents**

# Rationale

At Brechin High School our aim is to achieve the highest quality of learning, teaching and assessment for our learners in order to maximise their achievement and successes.  Our learning is underpinned by our core vision which is at Brechin High School, we are a friendly, inclusive community.  We value learning, wellbeing, and resilience; empowering every student to grow and succeed.

We want our learners in Brechin High School to have a respect for learning.  We want our learners to think more deeply and skilfully and be able to apply knowledge in a range of contexts enabling them to become successful learners, responsible citizens, effective contributors and confident individuals.

Brechin Framework for Learning confirms how we as a school plan to address these issues and achieve excellence by drawing on current educational thinking and evidence from our stakeholders.  It provides a strategy to raise attainment and achievement by outlining the Brechin Standard for learning, teaching, and assessment.

**For school session 2025/26 we have focussed on the reduction of cognitive load by introducing a shared language for learning.**

# Brechin Framework for Learning

Brechin Framework for Learning is our standard for learning, teaching, and assessment.

Learning focuses on three main elements which should be present in each learning environment.  These are:

- **Inclusion**

  Staff ensure appropriate pace and challenge in all lessons.  The needs of all learners are met through differentiation and learners rise to the challenge of learning.  Staff ensure the presentation of information to learners is in line with our standards (see appendix 1)

- **Effective Questioning**

  Staff use a range of questioning techniques. A variety of tools are used to support questioning such as odd one out, diamond nines, think pair share to name but a few.  (See appendix 2 for practical examples).

● **Feedback**

Feedback is proven to be one of the most powerful effects on learning. Feedback is any message verbal or non-verbal, written or spoken which helps shape the learners next response. Feedback in Brechin High School should be formative, using tools for assessment in learning and looks forward to what should be learned next.  Any summative assessments used in school can only provide feedback on what has been learned and only provides confirmation of learning. See appendix 3 for practical examples.

To achieve the Brechin Framework for Learning it will also be vital that the school values of **Ambitious**, **Respectful** and **Responsible** are demonstrated in learning spaces by all.

By applying the principles of the Brechin Framework for Learning we would expect each **Brechin High School Learner** to...

- Know what they are learning today and why it is relevant

- Know how to achieve success in their learning

- Know the different supports available to help improve their learning

- Engage in learning conversations and personal targets for pieces of work that build on prior learning

- Be challenged to produce their best piece of work

- Be given opportunities to lead aspects of their own learning.

## CLPL to support excellence & Professional Learning Groups

To ensure these three elements are embedded into classroom practice, staff need to be skilled and implement strategies outlined in appendices 1 to 3.

Brechin High School has a CLPL offer including learning lunches, professional reading groups, and staff meetings.  These are in place to ensure development needs of staff are met for them to have the skills necessary to deliver learning and teaching which embeds

Respectful      Ambitious      Responsible

the key principles of this document.  The CLPL sessions will be delivered by expert staff from within the school and also alongside our partners where appropriate.

Details of CLPL offers can be found on the shared Brechin High School calendar.

Staff are also expected to take part in Professional Learning Groups to develop their skills as practitioners.  Professional learning groups consist of between 2 to 3 members of staff who engage in an action learning cycle of; deciding a focus for improvement, professional reading, learning observation and feedback.

## Quality Assurance of Learning, Teaching and Assessment

We need to ensure that we know where we are, what we need to do to improve and how to take action where needed.  We will use a number of strategies to quality assure our learning, teaching and assessment. The following describes how we will do this.

## Quality Improvement (QI) Calendar

All faculties in the school will have a quality improvement calendar which supports staff in moderating learning, teaching and assessment.  All staff have agreed on a framework for quality improvement which will be applied across the whole school. It contains the following:

### (i)     Learning Walks & Learning Observations

Each teacher should expect a minimum of three learning and teaching observations in a year. This could be carried out by a member of SLT, ELT, peer observation or as part of the professional learning groups. The focus will be on the learning and not on the teacher.

Middle Leaders will also conduct Learning Walks at different times of the year, see school calendar.  Learning walks are to support whole school improvement and will be carried out on an informal basis.

Appendix 5 outlines the policy for learning observations.  Observers should record the observation using the appropriate form (see the staff SharePoint for most up to date learning observation form)

Respectful       Ambitious       Responsible

### (ii)    Brechin Framework for Learning Toolkit

This toolkit can be found on the staff Sharepoint and should be used for reflection and to support discussions following a learning observation.

### (iii)    Pupil and Parental Focus Groups

It is important that we gain the views of our learners and parents, therefore SLT and ELT will carry out pupil focus groups and parental focus groups at timely intervals.  Feedback from focus groups should be used to inform next steps.  A standard questionnaire (see Appendix 5) is provided which can be issued to a sample of pupils in a particular year group at an appropriate point in the year. The questionnaire focuses on learning and challenge.

The school's QI calendar will provide the method of evaluating and recording progress. Feedback from questionnaires, focus groups etc should be used to inform next steps. Copies of feedback should be retained by SLT.

### (iv)    Quantitative Data

SLT will use a range of quantitative data produced over a period of time to monitor the impact of learning, teaching and assessment.  This data will include attainment, tracking and monitoring, attendance, exclusions and review of bullying incidents amongst others.

**Strategic Learning & Teaching Focus Session 2025/26**

Respectful      Ambitious      Responsible

# BHS 6 protocols

| | | |
|---|---|---|
| Think –pair – share | Show me boards | Daily review |
| Exit ticket | Cold calling | Modelling |

Respectful     Ambitious     Responsible

# Links to Brechin High School, Authority and National Resources

Assessment is for Learning

Principles of assessment is for learning:
http://www.gov.scot/Publications/2005/09/20105413/54156

AiFL toolkit
http://toolkit.ineesite.org/toolkit/INEEcms/uploads/1089/Assessment_for_Learning_Self_Assesment_Toolkit.pdf

Higher Order Thinking Skills

http://farr-integratingit.net/Theory/CriticalThinking/revisedcog.htm

SQA  resources on higher order thinking skills
(i) http://www.sqa.org.uk/files_ccc/ResearchReport10_Taxonomies.pdf

(ii) http://www.sqa.org.uk/files_ccc/AppendixE_BloomsTaxonomy.pdf

(iii) http://www.sqa.org.uk/files_ccc/skills_for_learning_life_and_work_framework_final.pdf

James Nottingham's Challenging Learning

http://www.jamesnottingham.co.uk/challenging-learning/

Brechin Learning

See school produced summary of strategies which reflect Brechin Learning.

Brechin Learning

# Appendix 1

| Presentation for slides, notes, worksheets etc. | |
|---|---|
| **Font** | ● Arial<br>● Comic Sans<br>● Century Gothic<br>● Tahoma<br>● Trebuchet (SQA)<br>● Verdana<br><br><br>12 point or above |
| **Background or paper** | **NOT** white<br><br>cream, pale blue, pale grey, pale green or pale purple<br><br>**AVOID** background patterns or pictures |
| **Highlighting** | Highlight headings and key information or vocabulary<br><br>use **bold - AVOID** _underlining and italics_ |
| **Layout** | -left align text<br><br>-1.5 or double spacing<br><br>-wide margins<br><br>-space around headings (20% larger than main text and bold)<br><br>-space between paragraphs<br><br>-bullet points and numbering give clarity<br><br>-images to support text (e.g. flowcharts, pictograms and graphics)<br><br>-use text boxes or borders to highlight important text |
| **Text** | -use lower case rather than capital letters<br><br>-short simple sentences, in a direct style. Use active voice<br><br>-be concise - **AVOID** long, detailed paragraphs<br><br>-break up the text with regular section headings (larger and bold) |

Respectful     Ambitious     Responsible

| | |
|---|---|
| | -consider bullet points or numbering rather than continuous prose <br><br> -use images to support text (e.g. flowcharts to explain a procedure) <br><br> -**AVOID** multiple columns (as in a newspaper) <br><br> -colour-code text - e.g. one colour for key information |
| **Hyperlinks** | must look different from headings and normal text |
| **Paper** | matt paper reduces glare and should be thick enough to prevent the other side showing through. |

https://dyslexiascotland.org.uk/wpcontent/uploads/2022/05/DyslexiaFriendly Formats.pdf

# Appendix 2

Respectful     Ambitious     Responsible

## BRECHIN FRAMEWORK FOR LEARNING:

RESPECTFUL    AMBITIOUS    RESPONSIBLE

# LEARNING STRATEGIES

## EFFECTIVE QUESTIONING

### DAILY REVIEW
- EMPTY YOUR BRAIN
- SHOW-ME-BOARDS
- SELF/PEER QUIZ

### WAYS TO QUESTION
- OPEN/CLOSE
- INITIATE/RESPOND/EVALUATE
- WAIT TIME
- FUNNELLING
- SOCRATIC
- THINK-PAIR-SHARE
- RANKING EXERCISES
- DIAMOND 9
- CORNERS
- DE BONO'S HATS
- MINIMAL ENCOURAGING

## FEEDBACK

**LEARNING INTENTION**
- KNOW...UNDERSTAND...BE ABLE TO

**PLENARY**
- EXIT TICKETS
- SHOW-ME BOARDS
- PROVE IT

**SUCCESS CRITERIA**
- "I CAN" STATEMENTS

## INCLUSION

**PRESENTATION & CONTENT**
- CHUNKING
- REVEAL SLOWLY
- STRIPPED BACK SLIDES

**CONTENT SUPPORT**
- PEER TEACHING
- TEMPORARY GROUPING
- PICK & MIX CHALLENGE

# Appendix 3

## Quality Questioning

| Faculty | Examples(NEW INPUT) |
|---|---|
| Expressive Arts | |
| Health Improvement | |
| Languages | |
| Maths | |
| Science | |
| Social Subjects | |
| Technologies | |

# Appendix 4

## Feedback

Respectful        Ambitious        Responsible

| Faculty | Examples(NEW INPUT) |
|---|---|
| Expressive Arts | |
| Health Improvement | |
| Languages | |
| Maths | |
| Science | |
| Social Subjects | |
| Technologies | |

# Appendix 5

**Learning Walks & Visits Policy**

## Brechin High School Learning Walks & Visits Policy

At Brechin High School we aim to achieve the highest quality of learning, teaching and assessment for our learners.  Our teaching is underpinned by our core vision which is for Brechin High School to be recognised as a centre for excellence in learning and wellbeing where only the best is good enough.

The Brechin Standard Learning, Teaching and Assessment policy outlines our expectations with regard to learning, teaching and assessment, exemplification of the key principles are described further in the document.

As per the school Quality Improvement Calendar, cycles of learning visits and learning walks will take place around the school.

Key features are:

- The number of observations of individual members of staff will vary according to agreed identified need
- Learning visits could be carried out by a member of SLT, ELT or a peer
- Observers are expected to use the learning observation form which is found in the policy section of the All Staff Sharepoint.  However if there are particular aspects of learning and teaching which the teacher requires support with e.g. questioning then this should be discussed ahead of the learning visit with a clear focus
- Feedback should be provided in a timely manner and used to support teacher development
- Notice will not necessarily be given for a learning visit
- Access to continuing professional development in relation to classroom observation should be facilitated

Below are suggestions for forms which could be used to collate evidence of learning walks.

## <u>Learning Walk Evidence</u>

|  | Classroom 1 | Classroom 2 | Classroom 3 |
| --- | --- | --- | --- |
|  |  |  |  |

Respectful     Ambitious     Responsible

| Class and subject | | | |
|---|---|---|---|
| Number of students spoken to | | | |

| | Example of types of things said… |
|---|---|
| What are you learning? | |
| Where are you now? | |
| What are your next steps? | |

**Feedback –**

What type of feedback is given?

Is feedback student to student? Student to teacher? Teacher to student?

Is feedback related to LI and SC?

What evidence is there of feedback (jotters, conversation, students telling you etc.)

| Record your evidence here: |
|---|
| |

**Learning Dialogue Balance –**

Teacher
100%

0%

Respectful    Ambitious    Responsible

Students
100%

0%

**Types of Questioning -**
Effective questioning?
Are the questions closed/open/minimal encouragers/socratic?
Wait time?

Record your evidence here:

**Engagement/Learning Culture in the class -**

| None
Mostly disengaged | Passive
Calm atmosphere but mostly not actively learning | Active
Mostly enthused listening/talking | Buzz
Mostly excited, collaborative, engaged |
|---|---|---|---|
| | | | |

**Evidence of challenge -**

Record your evidence here:

**LI/SC shared -**

| Yes | No | Linked? | Refers to skills? | Refers to tasks? |
|---|---|---|---|---|
| | | | | |

Respectful     Ambitious     Responsible

**Opportunities for reflection on learning -**

Record your evidence here:

| Visual support/scaffolding for thinking & strategies for learning | Room layout & impact of layout | Activities |
|---|---|---|
|  |  |  |

# Appendix 6

Respectful     Ambitious     Responsible

## Pupil Focus Group Questions

1. Do you know what you are learning today and why it is relevant?

2. Do you know how to achieve success in your learning?

3. What are the different supports available to help improve your learning?

4. What personal targets for pieces of work have you set that builds on prior learning?

5. Are you challenged by your teacher to do your best?  In what way does your teacher challenge you?

Respectful        Ambitious        Responsible