



Brechin Framework for Learning

Our Vision	Proud to be Brechin
Our Aims	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.

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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 Proud to be Brechin and our values of respectful, ambitious and responsible.

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 developing a shared language for learning by introducing the six protocols for learning. We believe that by achieving consistency in the use of this language we can begin to reduce the cognitive load in learners and improve our assessment for learning experiences for learners.

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**

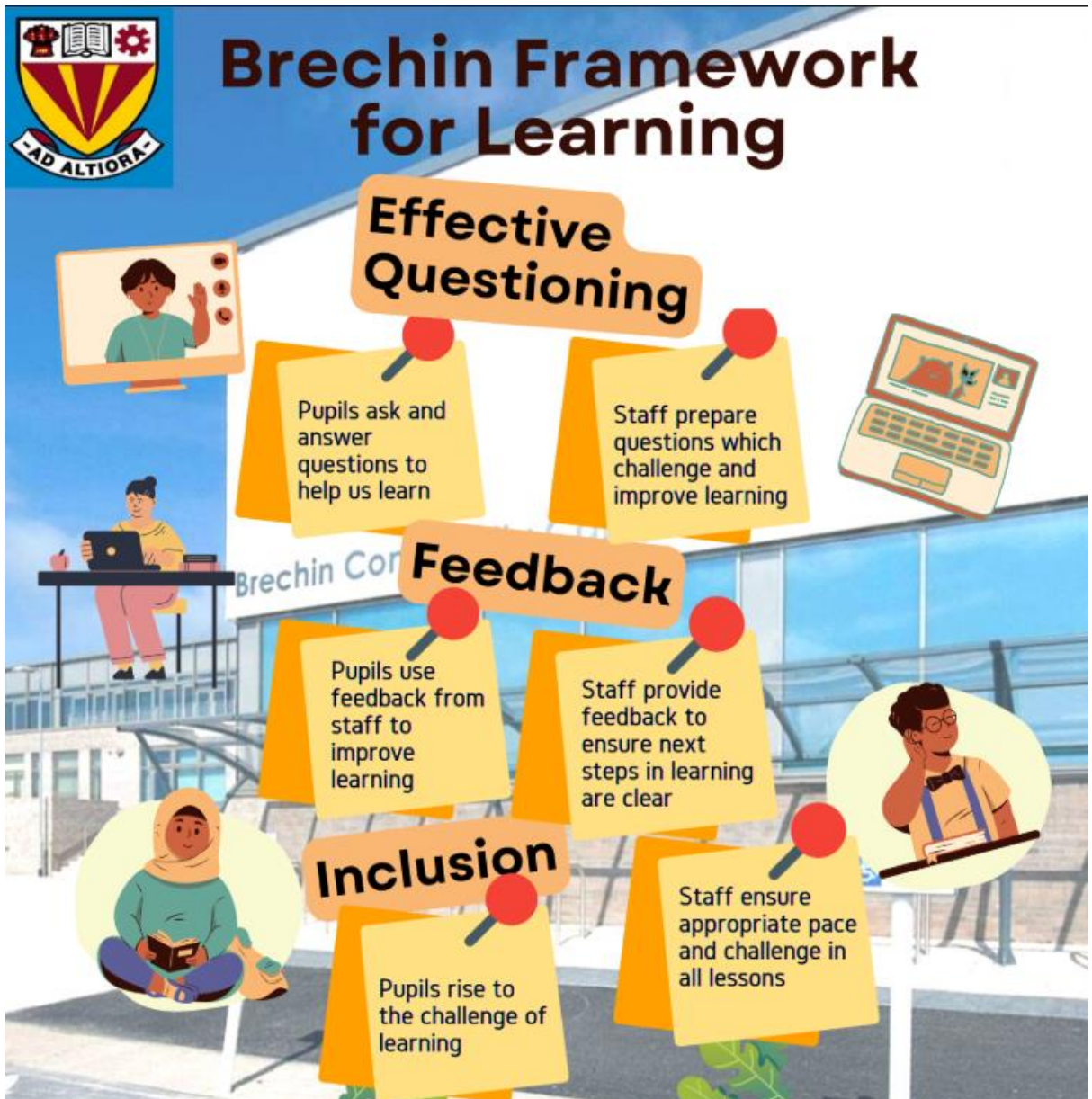
Staff ensure appropriate pace and challenge in all lessons. The needs of all learners are met through differentiation and adaptive teaching. Staff ensure the presentation of information to learners is in line with our standards (see appendix 1)

- **Effective Questioning**

Staff use a range of questioning techniques to deepen the learning. A variety of tools are used to support questioning such as odd one out, diamond nines, think pair share to name but a few. Our lesson evaluation toolkit provides some practical strategies (see appendix 2).

- **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. Our lesson evaluation toolkit (appendix) provides helpful strategies to facilitate feedback



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.

Brechin Framework for Learning Toolkit

To support the embedding of these elements we developed the Brechin Framework for Learning Toolkit. This toolkit outlines what a good lesson should look like. The purpose of the toolkit (see appendix 2) is:

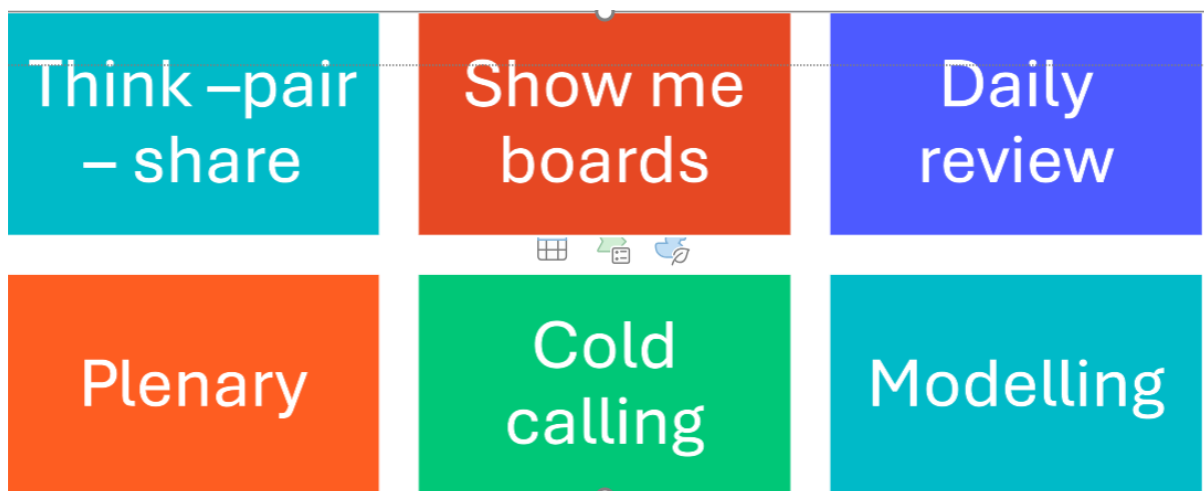
- To provide staff with suggestions and tools to improve specific elements of a lesson
- To provide staff with a tool for self reflection following a lesson or series of lessons
- Used to support feedback and next steps following a learning visit

A copy of the toolkit can be found on the All Staff Sharepoint, in the Policies section

Six Protocols for Learning

For session 2025/26 we have introduced the six protocols for learning. We believe that these tools support our elements of the Brechin Learning (inclusion, feedback and effective questioning) and begin to embed our shared language for learning.

Using staff voice and educational research the following six protocols were selected:



The expectations of staff regarding embedding the six protocols for learning are that:

1. Staff should know the protocols and be proficient in using them for formative assessment purposes or providing instructions (e.g. for modelling)
2. Staff should use the terminology with learners, so that learners also know the language of the six protocols
3. If one of the protocols is new to you, try and practice this protocol with learners where appropriate to the learning

Learning Intentions & Success Criteria

Data from pupils and direct observation in 2024/25 indicates that a more consistent approach is required. Therefore, a minimum expectation for learning intentions and success criteria was shared.

There are:

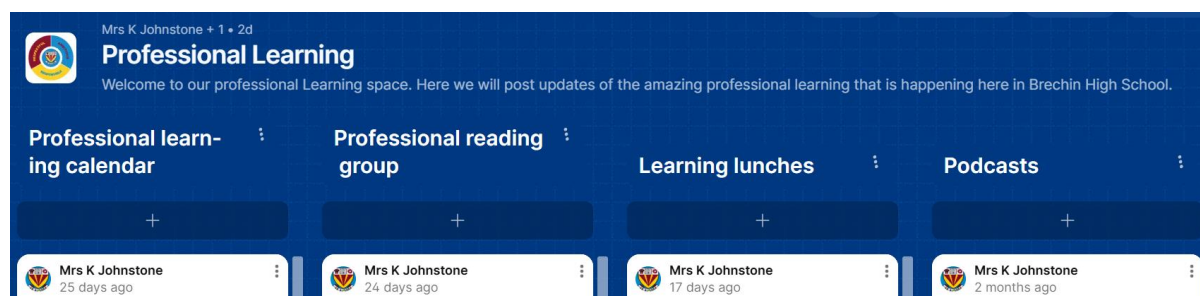
Minimum Protocol for Learning Intentions & Success Criteria in Brechin High School

1. Learning Intentions & Success Criteria should be shared in **every** lesson with a clarity about what is being learned
2. Learning Intentions & Success Criteria need to be **visible** to learners (not just shared orally)
3. **Stripped back** language should be used, not overly long
4. **Signalling** should be used; highlighting key words in bold
5. Learning Intentions and success criteria must be **revisited** at appropriate points in the lesson where learners can be **evaluated**

CLPL to support excellence & Professional Learning Groups

Brechin High School has a formal CLPL offer including learning lunches, professional reading groups and staff meetings. Many of our faculties engage in their own CLPL too. These are in place to ensure development needs of staff are met in order for them to have the skills necessary to deliver learning and teaching which embeds the key principles of this document, namely Inclusion, Effective Questioning and Feedback. 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 Brechin High School Professional Learning Padlet (see link from All Staff Sharepoint):



Staff are also expected to take part in Professional Learning Groups as a means 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 Assurance (QA) Calendar

All faculties in the school will have a quality assurance calendar which supports staff in moderating the planning and 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 two 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 faculty QA calendars). Learning walks are to support whole school improvement and will be carried out on an informal basis.

A policy outlining learning walks and visits can be seen in appendix 3. Observers should record using the Lesson Evaluation Toolkit (Appendix 2 and All Staff Sharepoint).

(ii) 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 4) is provided which could be issued to

a sample of pupils in a particular year group at an appropriate point in the year.

The school's QA 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 and ELT.

(iii) **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.

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](http://toolkit.ineesite.org/toolkit/INEEcms/uploads/1089/Assessment%20for%20Learning%20Self%20Assesment%20Toolkit.pdf)

Higher Order Thinking Skills

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

Qualification Scotland (formerly 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/>

Appendix 1

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

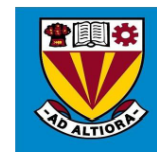
	-be concise - AVOID long, detailed paragraphs -break up the text with regular section headings (larger and bold) -consider bullet points or numbering rather than continuous prose -use images to support text (e.g. flowcharts to explain a procedure) -AVOID multiple columns (as in a newspaper) -colour-code 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/DyslexiaFriendlyFormats.pdf>

Appendix 2



BRECHIN HIGH SCHOOL Lesson Evaluation Toolkit



Supporting the continuous improvement of teaching and learning across our school

We use Lesson Evaluation Toolkit to support lesson planning, self-evaluation, coaching and discussion. It is a professional learning aide.

Teacher: _____ Class: _____ Observer(s): _____ Date: _____ PLG Focus: _____

ELEMENT	ILLUSTRATIONS	EXAMPLES of TECHNIQUE & BEST PRACTICE	NOTES
STRUCTURAL FEATURES			
1. Daily Review	- Low-stakes assessment, promoting recall (retrieval practice) from everyone. - Includes material required for the lesson, recent and less recent material.	Last lesson Empty your Brain Show-me boards Self-quizzing Peer-quizzing	
2. Learning intentions	- Make clear what, specifically, students are learning about or to do ('Know...', 'Understand...' or 'Be able to...'). - Clearly communicated (verbally and visually) in student-friendly language. - Revisited during lesson and in plenary, used to support feedback.	WALT	
3. Success criteria	Clear communication of what you are looking for / what success looks like, e.g.:	'I can...' statements Key features Exemplars ('good' and 'bad') Prove it	

Breachin Framework for Learning Toolkit Updated Oct 2025

Don't differentiate success criteria	Used to support feedback, self-assessment and/or peer-assessment.		
4. Presenting content	- Recap of prior learning, contextualising lesson and activating relevant schema. - Clear presentation, including explanations, demonstrations, modelling and/or visuals which stimulate interest. - Checking what students know or can do already. - Interactive - includes frequent checks for understanding. - Repeating and summarising key points.	Chunking Reveal slowly Stripped back slides	
5. Modelling	- Guided, supported, then independent. - Co-operative learning opportunities. - Over-learning - lots of opportunities to master content. - Teacher circulating class.	Repeated revisits Interleaving Self-assessment Peer assessment Modelling Think Pair Share	
6. Plenary Review	- Revisits the learning intention and success criteria. - Reinforces the main learning points. - Uses assessment to gather further evidence about what has been learned or not learned (e.g. via Exit Tickets). - Summarises next steps.	Exit Tickets Show-me boards Prove It Think Pair Share	
ELEMENT	ILLUSTRATIONS	EXAMPLES of TECHNIQUE & BEST PRACTICE	NOTES
KEY PRINCIPLES			

7. Differentiated challenge and support <i>Not different content or tasks</i>	- Differentiated support e.g. via: - Teacher support - Peer support - Checklists and scaffolds - Differentiated challenge, e.g. via choices within activities. - Balance of familiar and less familiar content.	Peer teaching On-hand help Temporary grouping Chilli Pepper Challenge Pick & Mix Think Pair Share	
8. Questioning, Discussion & Spotlight Assessment	- Strategies to make everyone think and their thinking visible, e.g.: - Show-me boards - Questioning: pose, pause, pounce, bounce - Discussion ('chat to a partner', think-pair-share) - Active assessment activities (such as true/false, multiple-choice, deliberate mistakes) - Self and peer assessment, using success criteria	Cold Call IRE pattern, Open Close Funnelling Socratic Wait time Ranking exercises Diamond 9 Corners De Bono's Hats Minimal Encouragers	
9. Feedback to students <i>Continuous verbal feedback can be more powerful than written feedback</i>	- Specific: clear and precise. - Supportive: what, how, and next steps. - Links to success criteria ('I can' statements, key features, exemplars). - Individual and whole-class messages. - Time available for students to act on feedback.	Live feedback Show-me boards Scanning Feedback records	

LEARNING ENVIRONMENT

Brechin Framework for Learning Toolkit Updated Oct 2025

10. Relationships	- Knowing students well. - Positive teacher-student and student-student interactions. - Sincere use of praise.	Pupils are welcomed into the room. Positive relationships are established from the start. Classroom reflects school vision and values	
11. High expectations	- High expectations of effort, behaviour and quality of work (including presentation of written work). - Target/goal setting (e.g. personal bests). - Encouragement.	Adhering to the school homework policy. Classroom NORMS. Polite listening.	
12. Management	- Calm, ordered, safe, under control. - Effective use of time, space and resources. - Appropriate pace.	Seating plans, expectations made clear, routines, positive reinforcement Adhering to the school phone policy	
13. Behaviour	- A warm-strict environment. - Students are on task, engaged, interested, motivated. - Poor student behaviours are dealt with promptly and in as low-level a way as possible.	Adhering to the school relationship policy	
DIGITAL TECHNOLOGY & IT SKILLS			
14. Chromebook & Google Suite	- Students are using the chromebooks to enhance their learning more than traditional methods would allow (i.e. they are more than a substitution for jotters / textbooks) - Use of Google Slides, Forms, Sheets to enhance students learning and experience		
15. Microsoft Package	Use of Word, Excel, Forms etc to enhance students learning and experience		

16. Other digital tools	Teachers are using digital tools to support students' engagement and feedback	Kahoot Quizzes DESMOS GeoGebra Padlet Story Board	
17. AI	Teachers are using digital tools to support students' engagement and feedback	https://chalkie.ai/ https://classroomscreen.com/ https://pandaeducation.co.uk/blog/incredible-ai-tools-for-trainers/	

Appendix 3

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 for formal observations are expected to use the **Brechin Framework for Learning Toolkit** 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

Appendix 4



Suggested 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?