

Principles of Teaching & Learning Summary

Pedagogy

During lessons, learners are clear with what they are learning using out principles of WALT and WILF (We are Learning To and What I am Looking For).

Once learners have been taught new content and skills they will have opportunity to develop those in a variety of planned and engaging contexts.

Progress and understanding is monitored using formative assessment tools, such as questioning, mini whiteboards, multiple choice questions and hinge questions. These are designed to identify misconceptions and provide opportunity to further extend learning.

Over a series of lessons, staff will use and review medium-term plans that provide an overview of the knowledge, skills and pedagogical principles that learners may experience. As learners develop their understanding and make progress, the planning of a lesson may change to address any misconceptions that learners have.

Teachers will use a variety of approaches in the classroom to support progress, such as modelling using examples, providing success criteria to provide clarity, use questioning and thinking time to support learner dialogue, and summative assessments such as tests, past papers and extended writing to analyse deeper understanding.

When given feedback, it is important that learners take responsibility to use the guidance given to refine their work and as a result make further progress.

Feedback

The most important part of feedback is what the learner does as a result. At Bryn Elian, learners will be provided with a variety of forms of feedback as learning takes place. This might be during a lesson, or after books have been reviewed by a teacher.

Not all work in books is marked. However, teachers will monitor the progress learners are making and plan to address any common errors that learners have made. By using this process, teachers will be able to provide supportive feedback to learners in their following lesson, so that they can use the feedback more effectively whilst the content is relevant to them, as opposed to getting written comments in a book two weeks after they have attempted the learning focus.

Professional judgement and collaboration within departments promotes effective feedback, based on the needs within that subject. By reviewing books and checking for understanding in the classroom, more of a teacher's time is used to plan for progress and adapt the experiences learners have in the classroom, promoting deeper understanding and a supportive learning environment.

As part of feedback, there is an expectations that a minimum of one piece of robust work is marked per half term, which will include success criteria and bespoke feedback from staff using WWW (What Went Well) and EBI (Even Better If).

Home Learning

As a result of a consultation with all stakeholders at Ysgol Bryn Elian, a new homework policy was written for September 2023. In order to ensure that homework is purposeful to the learning process, homework should focus on one of the following principles:

Preparing for the learning in the classroom (Preparing).

Consolidating what they have learnt (Consolidation/Retrieval Practice).

To apply their learning in an examination context (Practice).

To provide opportunity for teachers to check for understanding, or check the pre-level of understanding before teaching a topic (Formative Assessment).

In order to ensure that homework is purposeful and impacts learning, the setting of homework is flexible across a half term, with a minimum amount required from each department. This ensures that departments plan appropriately where homework will be set to support the learning process. As a result, departments will set different amounts of homework based on their requirements, as well as the number of lessons they have over our two-week timetable. The requirements are as follows:

Year 7-9 are required to be set a minimum of one homework per half term per subject.

Y10-11 are required to be set a minimum of two homework per half term per subject.

Year 12-13 are required to be set a minimum of three homework per half term per subject.

