



Philosophy

Teachers and students will have high expectations of themselves, be prepared to take educational risks and explore and commit to the 'best' way to learn and enjoy learning to bring about above expected progress. Teachers and students should be aspirational, committed, motivated and reflective as well as take responsibility for their part in learning and progress.

Implementation

All teachers will:

- Meet all Teacher Standards
- Have excellent content knowledge and pedagogical content knowledge (including an understanding of the ways students think about the content and an ability to identify students' common misconceptions) and make a commitment to the continued development of this knowledge.
- Ensure planning follows the carefully sequenced curriculum and focuses on student progress
- Build a 'Culture of Error' within their classrooms where students are prepared to make mistakes as part of the learning process. They are confident and at ease with making mistakes as a constructive step in their learning.
- Regularly update and reflect on student data to inform planning and reports to parents
- Implement the **Brighton Hill Hallmarks of Success** throughout all their teaching. The elements within these hallmarks will be implemented in a range of ways, however all hallmarks should be embraced and developed by all teaching staff with the aim of ensuring successful student outcomes.

All non-teaching classroom-based staff will:

- Work collaboratively with teachers to support the implementation of Brighton Hill Hallmarks of Success in lessons, with the aim of ensuring successful student outcomes.

Brighton Hill Hallmarks of Success: Summary

Setting up to Succeed

- **Knowing the Needs of All Learners** to ensure that there is suitable challenge and support as needed for all students
- **Clarity of Explanation and Instruction** to ensure that student learning is maximized as new learning is built up step by step
- **Literacy and Oracy** considerations to ensure that all students, regardless of reading attainment, are able to access challenging texts, identify and explain the meaning of key disciplinary vocabulary and use oracy skills confidently within their learning
- **Effective Collaboration with SLS/FLS** to ensure that their strategic deployment and involvement in the lesson maximises student progress

Ready to Learn

- **Sharing the Intended Learning Outcomes** to ensure that all students understand what they are learning (with particular reference to portable knowledge and skills), how the learning journey will guide them to achieving the intended outcomes and where their learning fits within the bigger curricular picture
- **Routines and Relationships** to ensure a calm, productive classroom climate is upheld by mutual respect and conducive to focused, purposeful learning

Check in and Follow up

- **Taking the Temperature** through a variety of formative assessment strategies and skilled questioning to ensure that all students understand the new knowledge and skills presented and are able to make progress as a result
- **Adjusting the Temperature** to ensure that the level of challenge is adjusted responsively within the lesson through re-teaching, re-checking for understanding, further practice or adding challenge or mastery activities as required, thereby securing maximum progress for all students
- **Feedback** to ensure that all students move forward in their 'in-lesson' progress as a response to live feedback and also make progress towards longer-term goals as a result of more comprehensive, written feedback for designated assessments

Securing Learning

- **Regular Review** to ensure that all students develop automaticity with regularly retrieved portable knowledge and skills and are able to make links at a deeper level between key concepts
- **Modelling and Scaffolding** through a variety of means to ensure that all students are supported to meet the challenge of the lesson
- **Metacognition** to ensure all that students understand how to approach a learning task efficiently, monitor their progress and adapt accordingly and evaluate their success
- **Guided, Independent and Collaborative practice** to ensure that all students have an opportunity to consolidate their learning through guided practice, focused independent practice and effective, engaged pair and group work.