

Teaching and Learning







Teaching and Learning at Wetherby High School



At Wetherby High School, we have developed an approach to learning that enables us to 'teach to the top' and therefore stretch and challenge all students to reach their own best standard.

We have trained all our teaching staff to work in this way, but each subject team has developed their own subject approach; we aim for consistency not uniformity. What is consistent is our predictable high challenge learning environment. What it gives us is a consistent language for our teaching, an understanding by both teachers and students of why we do what we do (and how to make it really work) and a set of expectations identifying what good learning habits are to be developed. Children are praised and awarded house points for each stage of the stage. Below is a summary of our Learning Line that runs through all lessons.

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Learning line	How the learning works	How does this challenge and support my child?
<p>Starter – quizzing retrieval practice</p> 	<p>Development of memory – children must be allowed to forget to remember.</p>	<p>Children work in silence for the starter in each lesson, this helps them learn to have a go even if they are not sure of the answer. They do this work on mini white boards which is a safe way to take learning risks.</p>
<p>Big picture</p> 	<p>Sharing the learning journey, including the key words, key skills, final outcome and connections with previous learning.</p>	<p>Children are reminded of what they already know and understand how it all links together. This increases the sense of control and purpose. Curious children are enabled to explore further connections across topics.</p>
<p>Chunking up the new learning</p> 	<p>Setting tasks that develop and build up the new key knowledge, understanding and skills for this part of the curriculum.</p>	<p>New learning is planned into manageable chunks so that children are not overwhelmed. Teachers judge the best way to break it down into manageable chunks</p> <p>Learning includes key specialist vocabulary so that children can write and talk like experts.</p>
<p>Checking the learning</p> 	<p>At each stage of the learning, the teacher needs to plan how to check the understanding of the class and give feedback. This may be done through WAGOLs, green pen and teacher marking. A WAGOLL is 'What A Good One Looks Like'.</p>	<p>The use of WAGOLs means students regularly see examples of model top level answers and learn about why they are. No Hands Up questioning means that all children participate, the teacher knows who to direct the question to and no one can opt out of the learning. Using visualisers where children's work is shared on the board, helps children to see what others have done and learn from this.</p>

<p>Applying the learning</p> 	<p>A chance to apply learning independently in more depth and detail.</p>	<p>Children learn to work independently to immediately apply their learning. This helps them to develop concentration and resilience, developing important skills for GCSEs in Y11. The teacher will model how to start if they have not modelled a bigger chunk of learning before. The start means that all children are confident about what to do and have heard how their teachers think through the task.</p>
<p>Closing gaps and deepening the learning</p> 	<p>Teaching to develop depth and breadth of knowledge and to ensure the class are ready for the final assessment.</p>	<p>Using WAGOLLs (What a good one looks like) children can see what they missed and what else they need to learn to make further progress.</p> <p>Children use green pens to add to their work. They learn that it does not matter if you do not learn everything first time – learning is a journey, and you can keep adding and developing.</p>
<p>Assessing the learning summative task</p> 	<p>The assessment should be taken when the students are ready and the teacher is certain that the students will be successful. This may need some differentiation of support but avoid differentiation of task.</p>	<p>Clear task parameters for all tasks mean children know exactly what is expected of them:</p> <ul style="list-style-type: none"> • What the task is • How long the task will take (timer) • What the aim of the learning is/how the students will know when they have finished • Modelling the learning process
<p>Feedback and addressing misconceptions</p> 	<p>An opportunity to increase the depth of the learning.</p>	<p>Children have another opportunity to apply feedback from teachers and highlight what they did not learn at first. The green pen directs their learning and revision as they know what elements they did not do independently. Children are praised for the way they work, not just what they have achieved.</p>

How your children will be taught at Wetherby High School

The main principle we follow is the idea that a clear idea of ‘where you are going in your learning’ - a clear line. This involves knowing what the end of the line looks like, what each chunk looks like, what success at each stage of the line looks like and a chance to add to if you don’t get everything first time. Life is a series of journeys and so is learning. We live by our school value ‘Know our children well’.

Each subject team has their own learning line and has a shared set of expectations of the character needed to be a good learner. We are seeking to teach children the knowledge, understanding and skills they need to successfully pass exams, but also the character needed to enjoy their learning, feel in control and be successful in life. We live by our school value, ‘Character for achievement’

In many subjects your child will learn in a mixed ability setting. Based on national research, our weekly training programme has focussed on how to do this effectively and our staff are highly skilled in this. However, we do not have a one rule fits all approach for anything, and some subjects, maths and science, do not work as well in this model so learning in these subjects is in banded groups. As each subject area is staffed by subject experts

teaching a curriculum designed for our students following our own learning line, we feel that your child will enjoy a highly personalised learning experience based on our values. We live by our school values, 'Enjoy and Aspire'

To ensure we are working with families as well as children, we have guidance on our website for how to support your child and we produce 5 reports a year to support conversations around what your child is learning and how well they are learning. Our E-praise app will also help you to support your child's independent learning, as you will be able to see all the work they have been set and when they have completed it. We live by our school value, 'Partners in Learning'



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