



Able to Learn

Teaching & Learning Policy

The Axholme Academy

July 2022

Review Date: March 2023

'Able to Learn' Teaching & Learning Policy

Rationale

The Axholme Academy provides **Quality First Teaching** to ensure our students are **Able to Learn**. We believe that students are Able to Learn when:

- The curriculum and lessons are well sequenced, structured and delivered
- Students think hard about their learning within and beyond the classroom
- Students are Ready to Learn

Approach

Our evidence based **Able to Learn Lesson Cycle** (appendix 1) ensures that lessons are well structured to ensure that concepts and processes are introduced, understood and embedded.

Our **6Rs Independent Learning Framework** (appendix 2) develops students lifelong learning skills and consists of:

1. REVIEW what has been learned to identify gaps
2. RESTRUCTURE information by producing revision materials
3. RETRIEVE information from memory by self-quizzing
4. REVISIT learning that hasn't been retained over time
5. REPEAT steps 2 and 3 until learning has been retained
6. REFLECT on how effectively you are using these independent learning activities

Students are taught to use this framework with increasing amounts of independence as they progress through their 5 year learning journey. All students are provided with Independent Learning Planners and Independent Learning Files from Year 8 to help organise their independent learning.

Our **Independent Learning Journey** (appendices 3 & 4) clarifies how the 6Rs Independent Learning Framework works alongside Independent Learning Planners, topic lists, Retrieval Point Assessments and Strength & Gaps reports to help students excel in exams at the end of their 5 year learning journey.

Evidence Based Approaches

Our Able to Learn strategy combines evidence based approaches that are proven to help students to develop understanding and retain learning over time. These are:

- Rosenshine's Principles of Instruction - our Able to Learn Lesson Cycle is structured around Rosenshine's Principles. This ensures that new learning is broken into small steps, modelled and scaffolded by teachers helping students to develop confidence and expertise.
- Cognitive Load Theory - we understand that challenging tasks incur a 'cognitive cost'. We sequence learning and present information using approaches which minimise the potential for students to experience cognitive overload.
- Experiential Learning - defined as 'learning through reflection on doing'. The 6Rs framework encourages students to use active revision techniques to think hard; and identify and address learning gaps. Students then reflect on their approach to learning by identifying their strengths and areas for improvement.
- Retrieval Practice - frequently retrieving knowledge from long term memory into working memory helps make prior and future learning stick. Retrieval practice is prominent within our Able to Learning Lesson Cycle, 6Rs Independent Learning Framework and Assessment Policy to ensure that students retrieve learning via a range of high and low stakes assessments.
- Spaced Learning - students retain learning best when it is revisited at increasingly spaced time intervals. Once students have mastered reviewing, restructuring and retrieving learning, they are encouraged to apply spaced learning principles to combat Ebbinghaus' forgetting curve (appendix 5).

- Feedback - all students receive Strengths & Gaps reports detailing how they have performed in Retrieval Point Assessments. Reports tell students how they performed on each topic and signpost resources they should use to address learning gaps.

Independent Learning Tasks (ILTs)

ILTs are completed outside of lesson time. Subjects set ILTs to help students develop independent learning skills during Key Stage 3. Students who demonstrate they are Key Stage 4 ready manage their own independent learning during Years 10 and 11. ILTs are completed as below:

Year 7:

- Students study Knowledge Sheets to prepare for fortnightly Knowledge Tests during form time
- Subjects set Review and Restructure ILTs during the Autumn and Spring terms respectively
- 1 x 6R ILT is set per subject per fortnight (additional ILTs are set as appropriate)

Years 8 & 9:

- Subjects set Review, Restructure or Retrieve ILTs
- 1 x 6R ILT is set per subject per fortnight (additional ILTs are set as appropriate)
- Students use restructuring materials to prepare for RPAs
- Students receive study skills support if ILTs don't meet expectations

Years 10 & 11:

- Students manage their work outside of the classroom using their Independent Learning Planners (ILPs)
- Students use their restructuring materials to prepare for exams (materials can be used during open book exams)
- Students receive study skills support if ILTs don't meet expectations

Able to Learn codes

Students whose classwork or independent work don't meet expectations are given the following codes during lessons:

- A1 code for inadequate classwork or independent work where no attempt has been made to seek help.
- A2 for no classwork or independent work. Students are not expected to submit an ILT if absent on the deadline date. Tasks should be submitted at the next possible opportunity.

Students are expected to complete all ILTs set via Google Classroom unless absent for the entire period of time from the date set to the deadline date.

Non-disruptive behaviour during lessons is challenged using A codes in order to keep students in lessons, providing the opportunity to re-engage. Disruptive behaviour is always challenged using our binary approach.

Able to Learn (AtL) Grades

Rewards and consequences data recorded by teachers during lessons which reflects students' ability to learn is used to generate AtL grades. Grades are reported home and used by students whilst reflecting on their ability to learn and setting improvement targets.

Able to Learn Support

Students who persistently demonstrate that they are not able to learn participate in an AtL Awareness programme. Students who continue to require support attend the Study Skills club.

OUR 'ABLE TO LEARN' LESSON CYCLE

Beyond Expectations

REVIEW

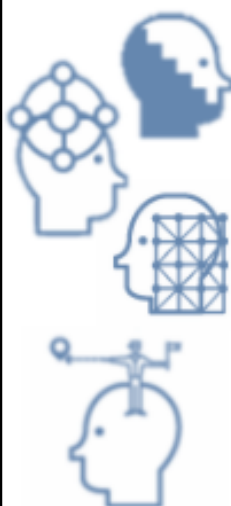


Sharp Start

Ensure students are 'Ready to Learn' by engaging students as they enter the classroom 'Do now'

Retrieval practice – Use interleaving daily, weekly or monthly retrieval starters, to active relevant prior learning in working memory

GUIDED INPUT



The **Learning Intentions** should be shared and referred to throughout the lesson

Introduce **concepts and processes** in **small steps**. Use **modelling** through **worked examples**, **WAGOLLS**, **demonstrations** and **success criteria**. **Scaffold** the learning and gradually remove when students are ready

Encourage cooperative learning (pair/group) to limit 'passive' behaviours
Provide close supervision and feedback

Build time for students to undergo **guided practise** to build confidence

INDEPENDENT PRACTICE



Build in **adequate time** for students to do the things they've been taught by themselves through **independent, deliberate practice** to develop expertise

REVIEW



Provide time for students to **reflect** on what they have learnt

Evaluate whether they have reached the learning intentions

Review their independent practice performance

Smart depart, ensure students leave the lesson ready for the next

ASK QUESTIONS



Identify and tackle misconceptions

Check when students are ready to move between stages

Seek a **whole class response**

Follow-up with **targeted questions**

Ask **process questions** to check understanding

Give **thinking time/pair share**

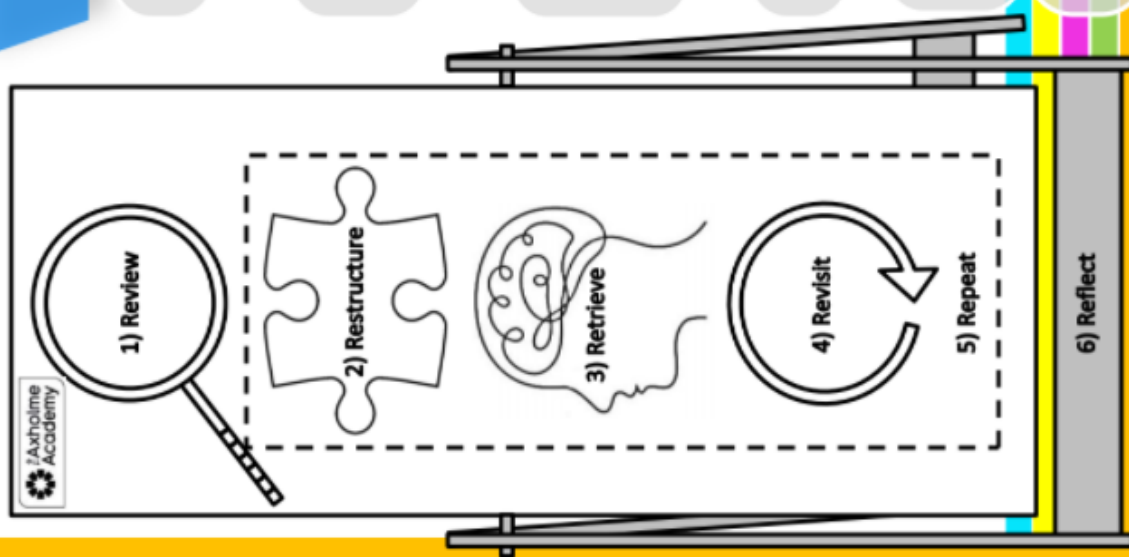
Pitch questions skilfully

Reshape questions to draw out answers

Ask **supplementary questions** to **deepen thinking**

Don't accept passes or passengers

6Rs Independent Learning Framework



1. You won't remember what you don't understand so it's important to REVIEW whether you fully understand something soon after being taught it.

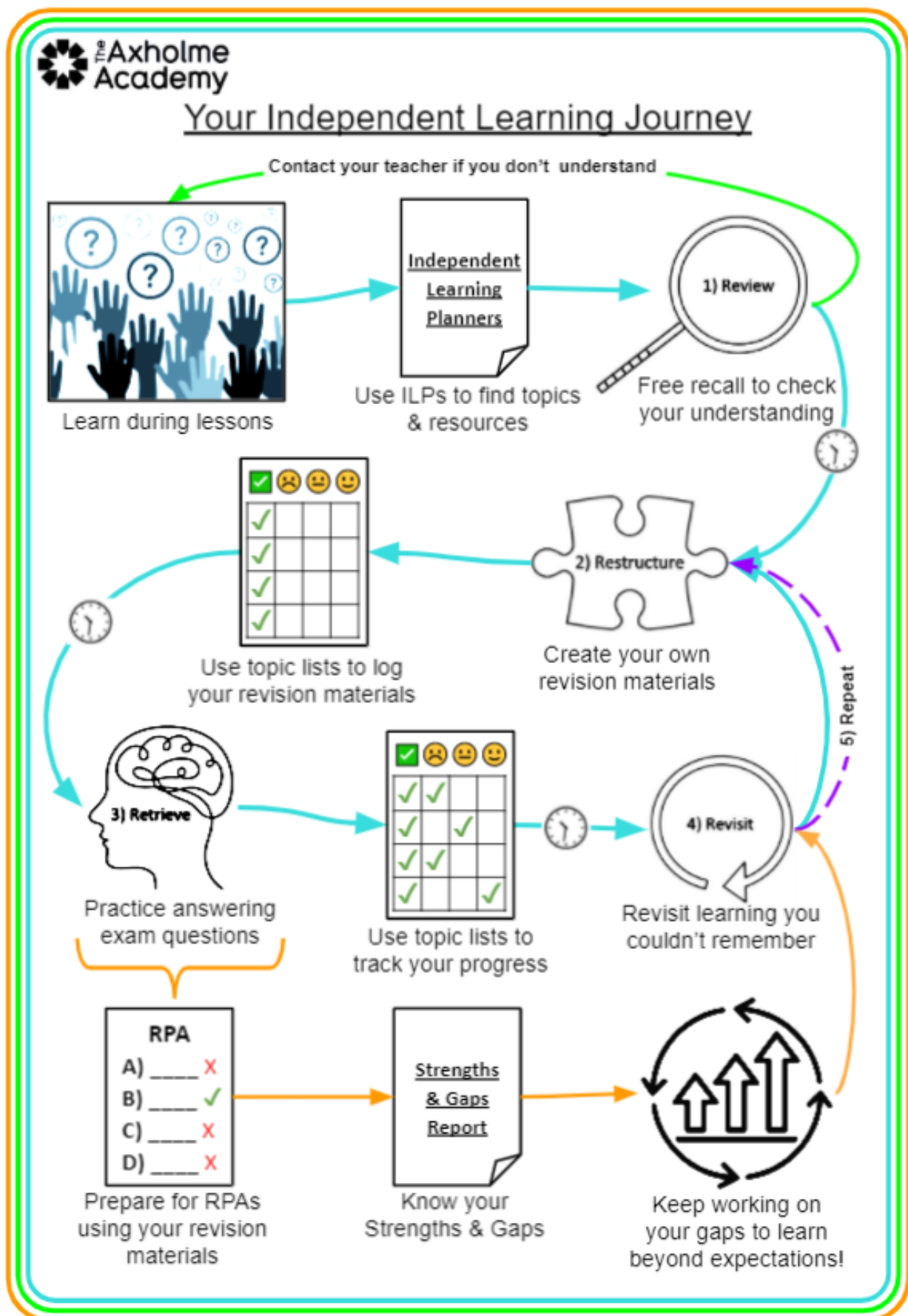
2. RESTRUCTURING how information is presented by producing revision materials takes thought. Memory is the residue of thought, so this stage is key to making your learning stick.

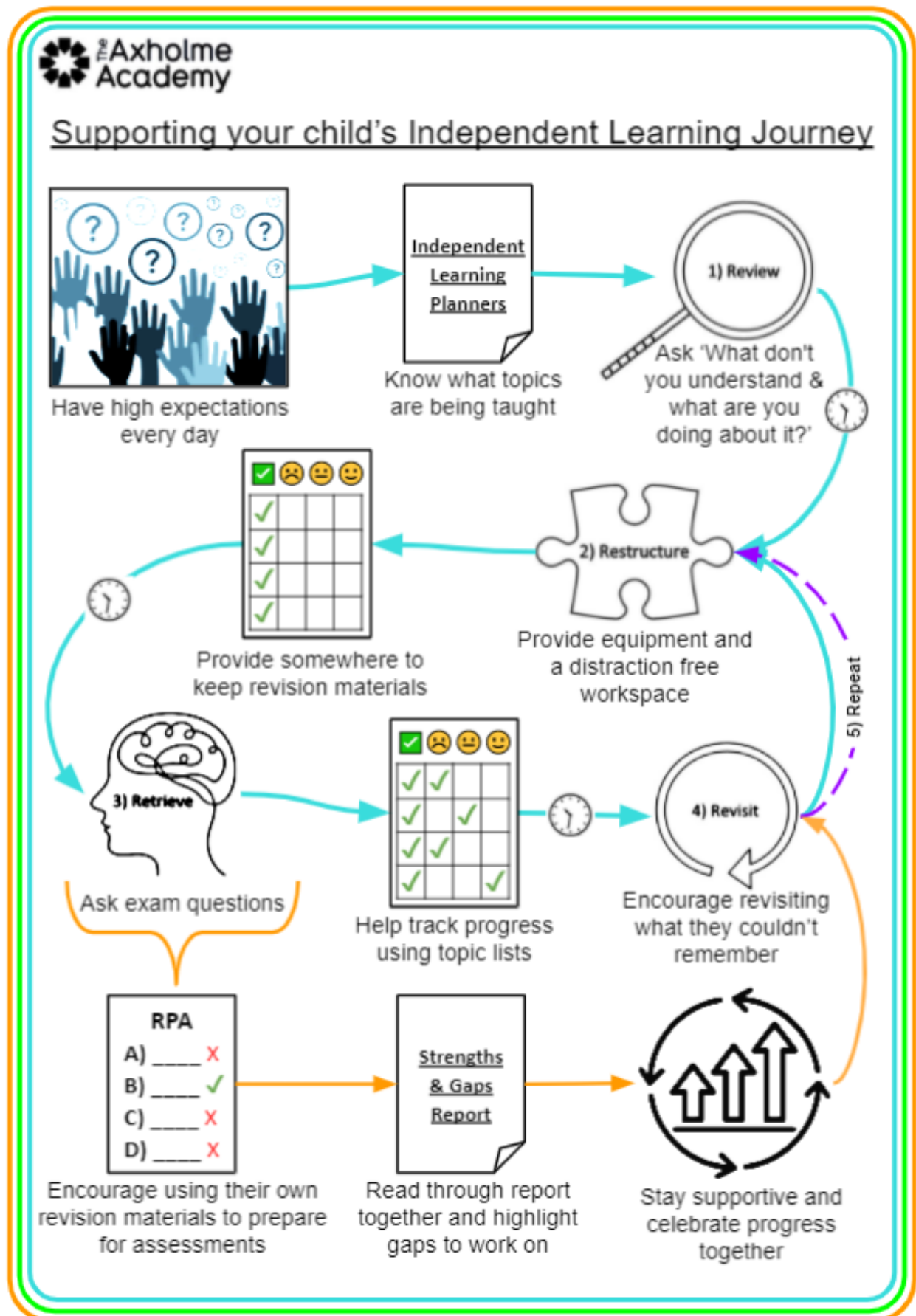
3. The capacity of your long term memory is infinite, learning stays in your memory even if you can't remember it. Forgetting is when you can't RETRIEVE what you've learned from your long term memory. Self-quizzing is a type of retrieval practice which makes you better at remembering things you've learned.

4. Focus your revision on REVISITING knowledge or skills that you haven't yet managed to keep in your long term memory.

5. REPEAT stage 2 (RESTRUCTURE information using active revision techniques) and stage 3 (RETRIEVE information by quizzing yourself) until you can remember what you have been taught.

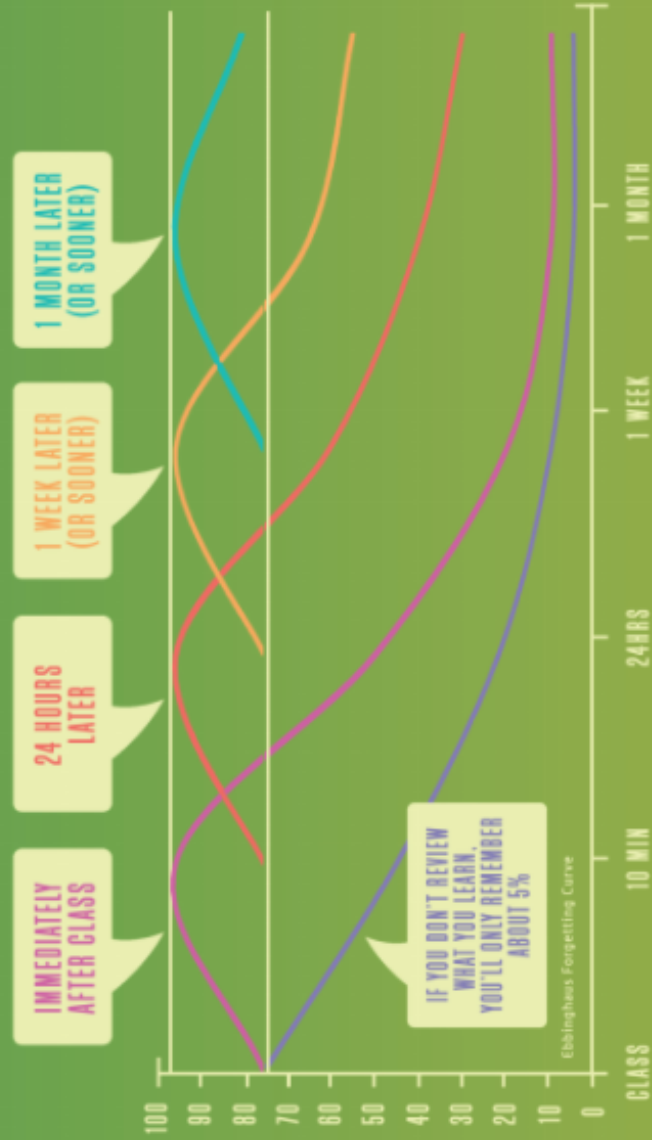
6. REFLECT on how effectively you are using these independent learning stages. This helps you identify what you are doing well, what to improve and to set improvement targets.





YOU'LL FORGET THIS IN 24 HOURS!

Did you know that you forget 80% of what you learn in the first 24 hours?
This is why cramming for exams doesn't work!



It is proven that by reviewing what you've learnt at regular intervals, you can reduce how much you forget to just 10%.

Review your work 4 times within a month and you'll remember nearly 100%