Able to Learn

Teaching & Learning Policy

The Axholme Academy

January 2023

Review Date: January 2025

‘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)

Independent Learning Tasks (ILTs) are designed to support retention of learning and help develop students' independent learning skills. Students are expected to spend 20-30 mins of focussed time per ILT and are set a maximum of:

- 1 x ILT per week in English, Maths and Science and 1 x ILT per fortnight in other subjects in Key Stage 3
- 1 x ILT per week in English, Maths, Science and option subjects in Key Stage 4

ILTs are issued and deadlines are set as below:

	Week 1					Week 2				
	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri
Maths	■					■				
English *(Language & Literature)*		■					■			
Science *(inc. Computer Science)*			■					■		
Humanities *(Geography, History and RE)*				■					▒	
MFL *(French & Spanish)*					■					▒
Creative Arts *(Art and Music)*	▒					■				
Complementary Studies		▒					■			
Physical Education *(inc. Sport Science and H&SC)*			▒					■		
Literacy									■	
Technology *(DT, Food, Textiles, Digital IT and Enterprise)*					▒					■

Grey *= KS4 option subjects*

Recognition & Rewards

Students submitting ILTs by the published deadline and to standard are issued an ILT StAR

Students who go Beyond Expectations (eg early submission, submit additional 6Rs work) are issued a Triple ILT StAR

The 10 students in each year group with the most ILT StARs receive subsidised end of year trips or Y11 prom ticket

Support

A study support room is open daily during lunchtime for students choosing to complete ILTs during the school day.

Students are directed to our lunchtime Room 4 Improvement to complete ILTs under supervision if an ILT doesn't meet expectations.

Being Able to Learn

Students demonstrate they are Able to Learn by working to the best of their ability during lessons and outside the classroom. We proactively ensure that all students are aware of the importance of working hard inside and outside the classroom.

Key Stage 4 (KS4) Ready

To go ‘beyond expectations’ at the end of Year 11, students must consistently work to the best of their ability throughout KS4 - students who do so are ‘Key Stage 4 Ready’. These students wear our Key Stage 4 tie and work with greater levels of independence. Y10 and Y11 students who are not yet Key Stage 4 Ready receive ongoing support. Y11 rewards and prom eligibility are dependent upon being KS4 Ready.

Able to Learn codes
Students whose classwork or independent work doesn’t meet expectations are given the following codes during lessons:

- A1 for inadequate classwork or independent work where at least half of the task has been submitted.
- A2 for inadequate classwork or independent work where less than half of the task has been submitted.

Students take responsibility for their independent learning. To avoid A codes being logged incorrectly, students should notify their teacher via Google Classroom if they:

- will not be submitting an ILT electronically.
- were absent from school on the deadline date (to arrange for an alternative submission date).
- have been 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 during KS3. Students who continue to require AtL support attend our daily Room for Improvement and / or weekly Study Skills club.

Appendix 1

OUR 'ABLE TO LEARN' LESSON CYCLE

Beyond Expectations

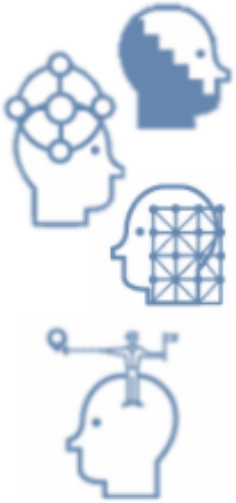
REVIEW

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**

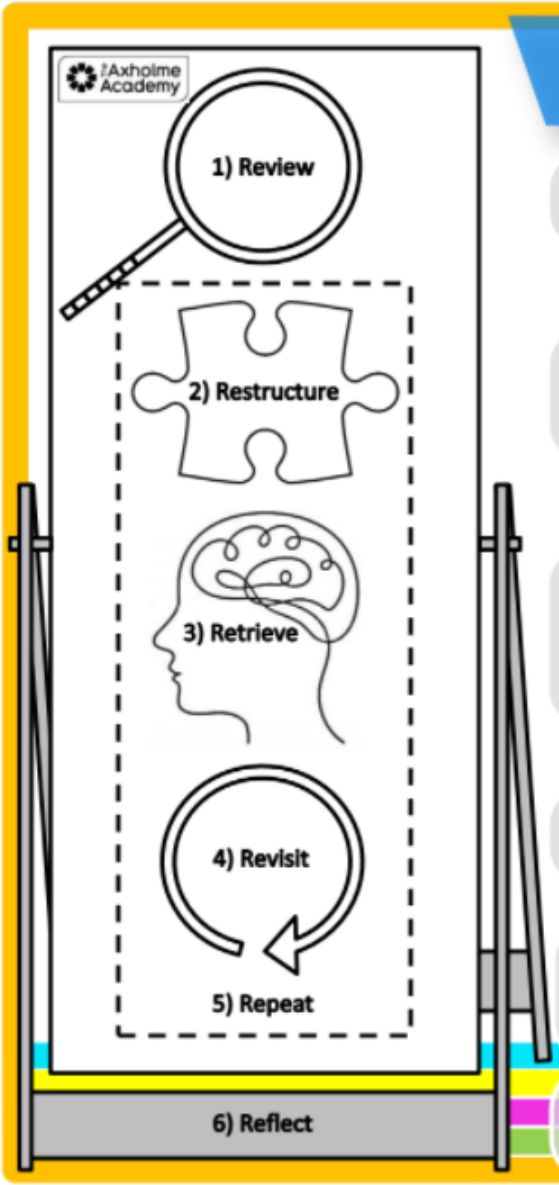
Reshape questions to draw out answers

Ask supplementary questions to **deepen thinking**

Don't accept passes or passengers

The Axholme Academy

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.

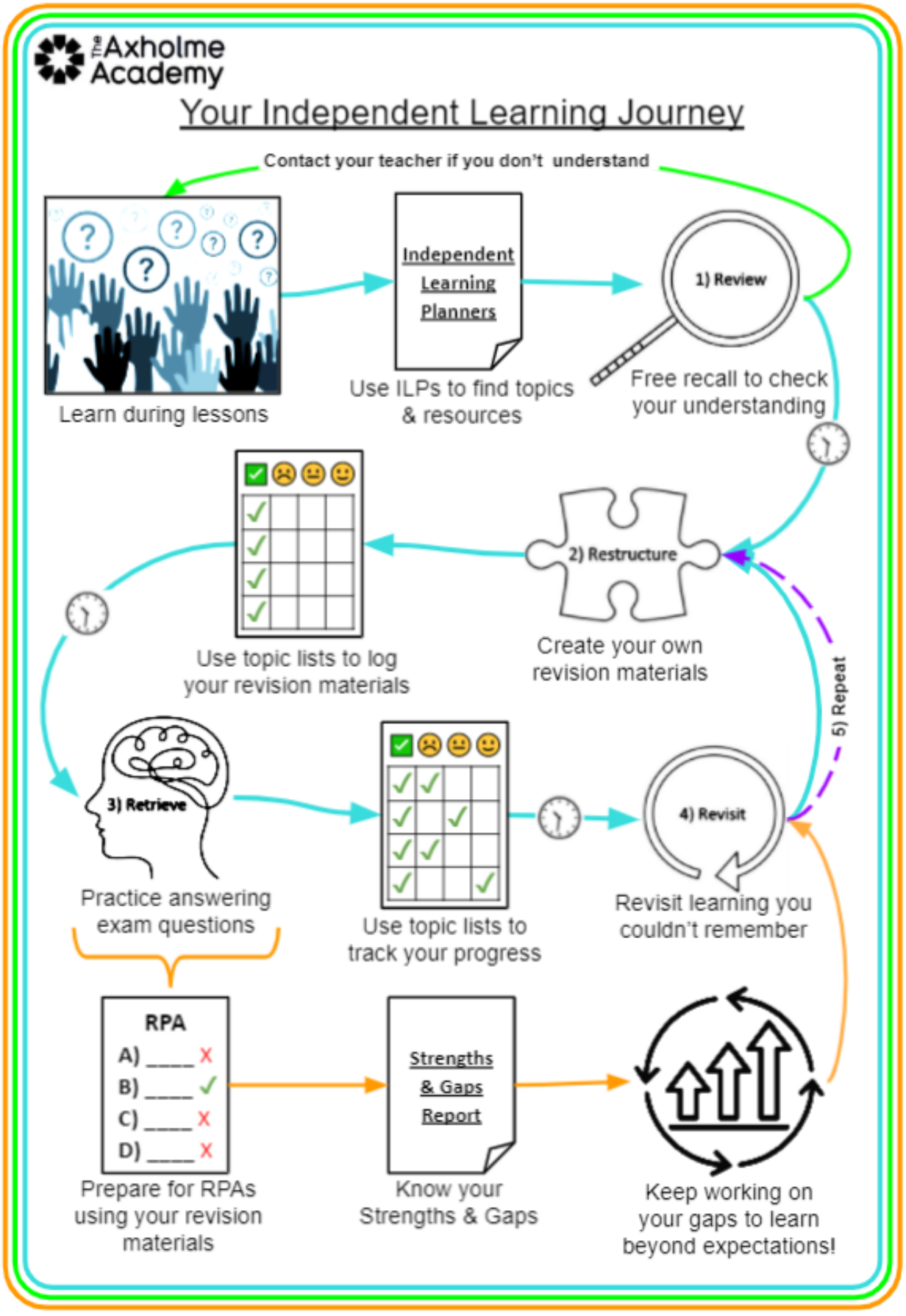
3. The capacity of your long term memory is infinite, learning stays in your memory even if you can't remember it. Forgetting is when you can't RETRIEVE what you've learned from your long term memory. Self-quizzing is a type of retrieval practice which makes you better at remembering things you've learned.

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

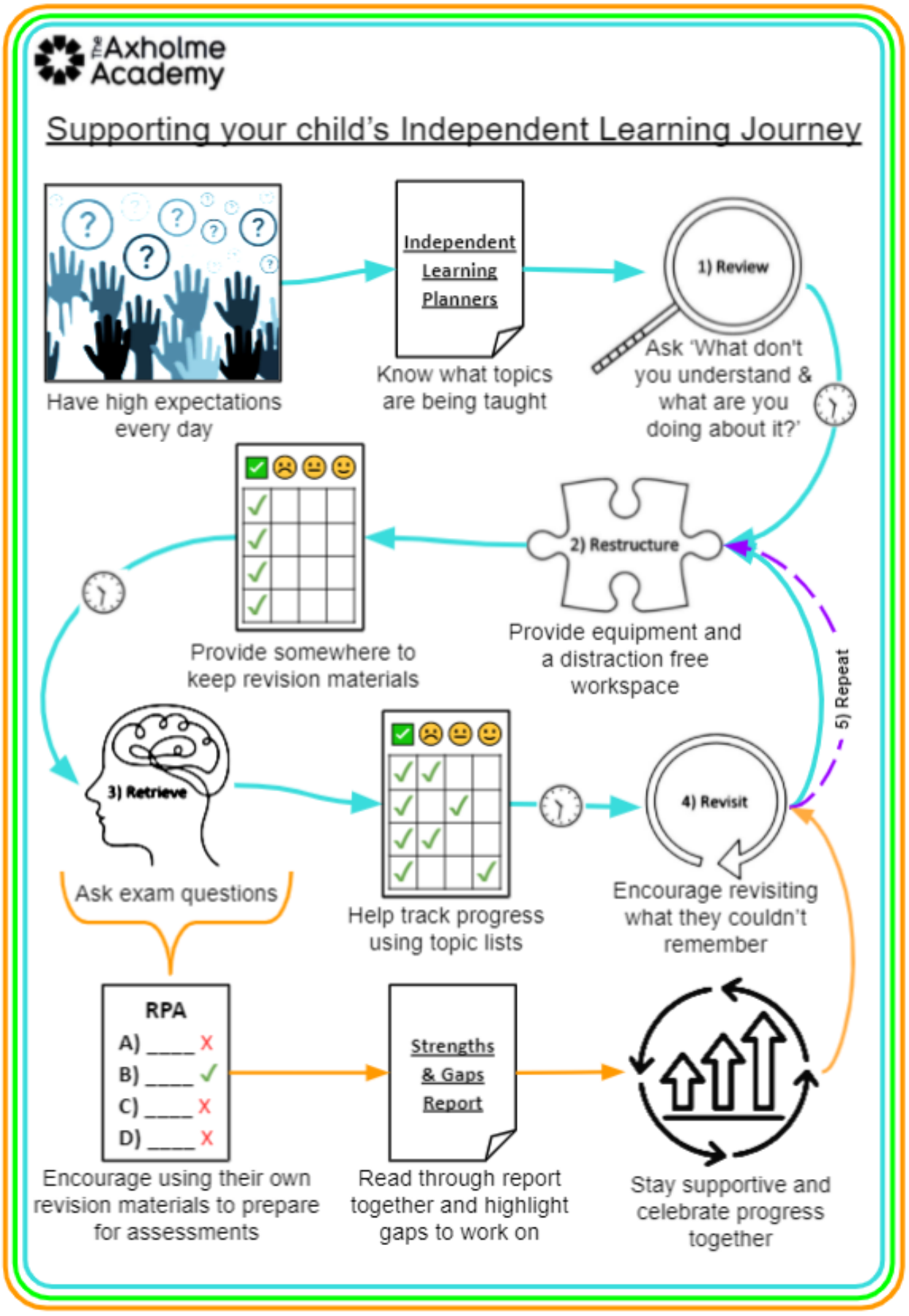
5. REPEAT stage 2 (RESTRUCTURE information using active revision techniques) and stage 3 (RETRIEVE information by quizzing yourself) until you can remember what you have been taught.

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.

Appendix 3

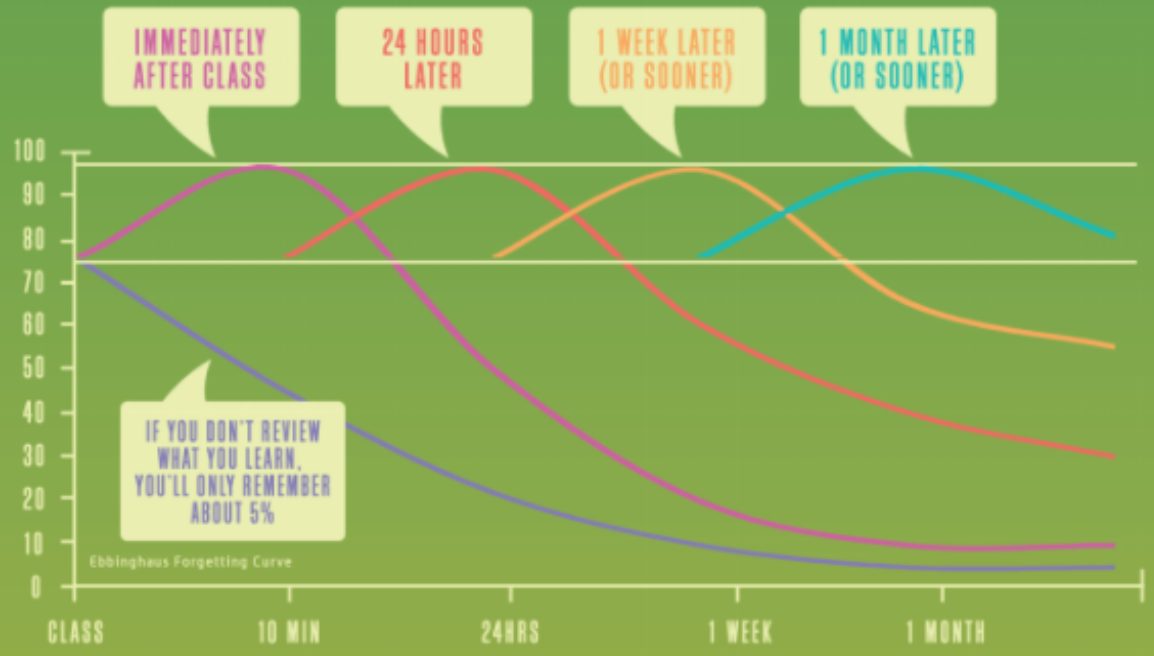

The Axholme Academy
Your Independent Learning Journey
Contact your teacher if you don't understand
Learn during lessons
Independent Learning Planners
Use ILPs to find topics & resources
1) Review
Free recall to check your understanding
2) Restructure
Create your own revision materials
Use topic lists to log your revision materials
3) Retrieve
Practice answering exam questions
Use topic lists to track your progress
4) Revisit
Revisit learning you couldn't remember
5) Repeat
RPA
A) ____ X
B) ____ ✓
C) ____ X
D) ____ X
Prepare for RPAs using your revision materials
Strengths & Gaps Report
Know your Strengths & Gaps
Keep working on your gaps to learn beyond expectations!

Appendix 4


The Axholme Academy
Supporting your child's Independent Learning Journey
Have high expectations every day
Independent Learning Planners
Know what topics are being taught
1) Review
Ask 'What don't you understand & what are you doing about it?'
2) Restructure
Provide equipment and a distraction free workspace
Provide somewhere to keep revision materials
3) Retrieve
Ask exam questions
Help track progress using topic lists
4) Revisit
Encourage revisiting what they couldn't remember
5) Repeat
RPA
A) ____ X
B) ____ ✓
C) ____ X
D) ____ X
Encourage using their own revision materials to prepare for assessments
Strengths & Gaps Report
Read through report together and highlight gaps to work on
Stay supportive and celebrate progress together

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%