Able to Learn

& Rewards Policy

The Axholme Academy

Autumn 2026

Review Date: Autumn 2027

Able to Learn & Rewards 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 **AtL habits of effective learners** (appendix 9) describe learning behaviours that all students are expected to demonstrate.

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 step 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 topic lists, revision materials, independent learning files and Reflection Journals to help organise their independent learning.

Our **Independent Learning Journey** (appendix 3) clarifies how the 6Rs Independent Learning Framework works alongside Pre-RPA topic lists, Retrieval Point Assessments and Strength & Gaps reports to help students excel in exams at the end of their 5 year learning journey (see the Independent Learning section of our website for further information).

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 and 6Rs Independent Learning Framework 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 4).

- 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.

AtL Team

Our AtL team works with students to help them maximise their learning inside and beyond the classroom. Our AtL team consists of:

- KS3 AtL Leader
- KS4 AtL Leader
- NEA / Vocational team leader
- KS4 Academic Achievement Lead

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, Science (and option subjects in Key Stage 4).
- 1 x ILT per fortnight in non-core subjects when preparing for RPAs and after RPAs once feedback has been provided.

ILTs are issued and deadlines are set as indicated below:	Week 1					Week 2				
	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri
English	■					■				
Science			■					■		
Maths					■					■
KS4 option subjects		■		■			■		■	

Recognition & Rewards

Students' successes are celebrated in many ways. The framework below illustrates the range of rewards available to students:

Reward	For
StAR / ILT StAR / Triple StAR / ILT Triple StAR	Recognising when a student has gone beyond expectations
1/2 termly Attendance StARs	Triple StAR for 95% and above attendance Super StAR (10 StARs) for 100% attendance
Super StAR	Students going beyond expectations for a sustained period of time
Constellation award, chocolate treat & message home	Constellation award presented based on the number of StARs achieved each term (appendix 5).
Reward activities	Students meeting expectations each half-term (see appendices 6 & 7 for reward activity eligibility criteria).
Rewards lucky dip	Students who are eligible for reward activities for a full term

Tutor group cups and sweets	The highest performing tutor group each week
Beyond Expectations postcards	For: ● RPA performance ● Pledge participation ● Subject nominations ● 100% attendance ● Going beyond expectations
Free prom ticket	Students who going beyond expectations throughout Y11

See the Rewards section of our website for further information.

Support

Students who don't complete work to standard are issued A1 or A2 codes. Students issued with an A2 code must attend lunchtime catch-up to complete work under supervision.

Able to Learn codes

Students whose classwork doesn't meet expectations receive the following codes:

- A1 Classwork: to warn students when work completed so far doesn't meet expectations.
- A2 Classwork: after A1 has been issued and work still doesn't meet expectations. This work now needs to be caught up.

Students whose ILTs don't meet expectations receive A2 ILT. This work needs to be caught up.

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 submit an ILT physically.
- 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.

Inadequate work completed during lessons is challenged using A codes in order to keep students in lessons, providing the opportunity to re-engage. Poor behaviour is dealt with in line with our Ready to Learn Policy.

Able to Learn (AtL) Grades

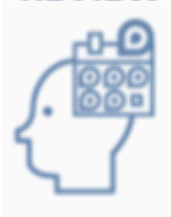
Rewards and consequences data recorded by teachers during lessons which reflects students' ability to learn is used to generate AtL grades. Grades are reported home half termly (appendix 8).

Appendix 1

OUR 'ABLE TO LEARN' LESSON CYCLE

Beyond Expectations

REVIEW

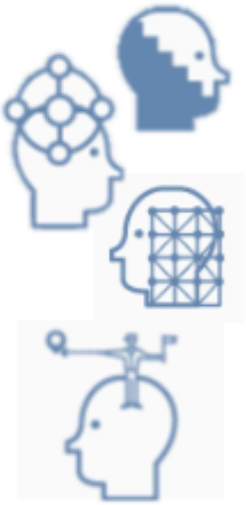


Sharp Start

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

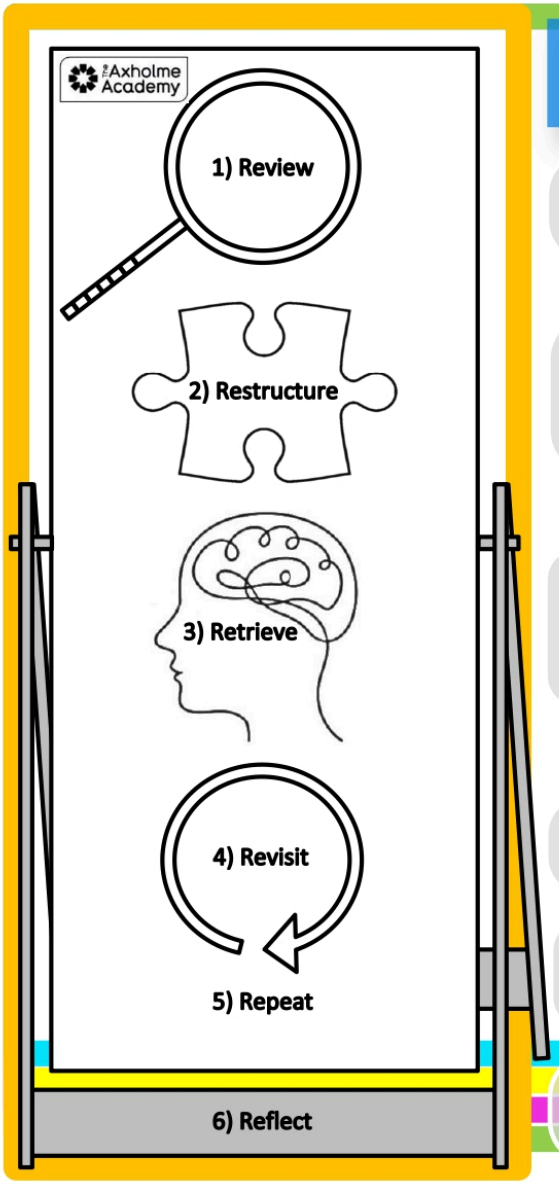
Pitch questions **skilfully**

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. Complete 'free recall' **REVIEW** activities to find out what you can't remember. ***Top tip – Analysis Grids are a great free recall activity!***

2. Complete **RESTRUCTURING** activities for the learning you couldn't remember during your REVIEW activity. ***Top tip – Flashcards are a great way of restructuring information!***

3. Self-quizzing is a type of **RETRIEVAL** practice that makes you better at remembering what you've learned. ***Top tip – quiz yourself using the Flashcards you made during your restructuring activity!***

4. Use the **WWW.REVISIT.WORK/** links shared with you to help complete your review and restructure activities

5. **REPEAT** stage 2 and stage 3 until you can remember more of what you have been taught.

6. Update your reflection journal to **REFLECT** on what you are doing well, what to improve and to set improvement targets.

Appendix 3

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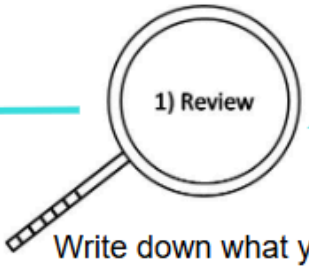
Your Independent Learning Journey

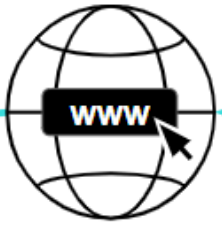
Learn during lessons

Topic Lists

Choose a topic or keywords to revise

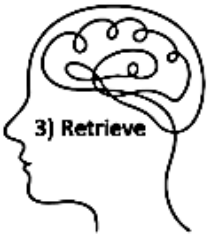


Write down what you remember about the topic or keywords



Add information you couldn't remember using revisit.work links

Restructure information you couldn't remember



Retrieve information from front to back

Retrieve information from back to front

RPA

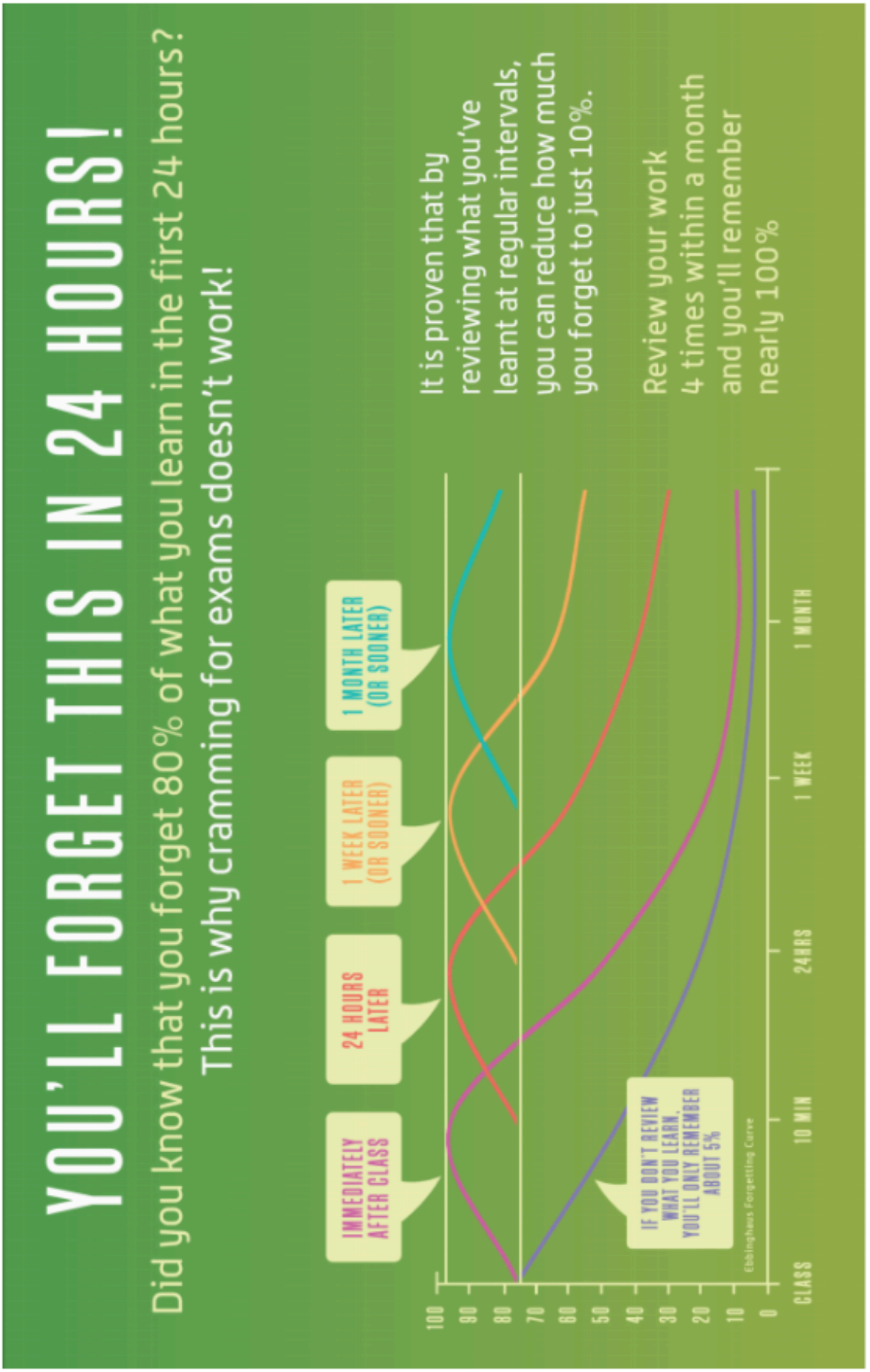
A) ____ ✓
B) ____ ✓
C) ____ X
D) ____ ✓

Sit RPAs under exam conditions

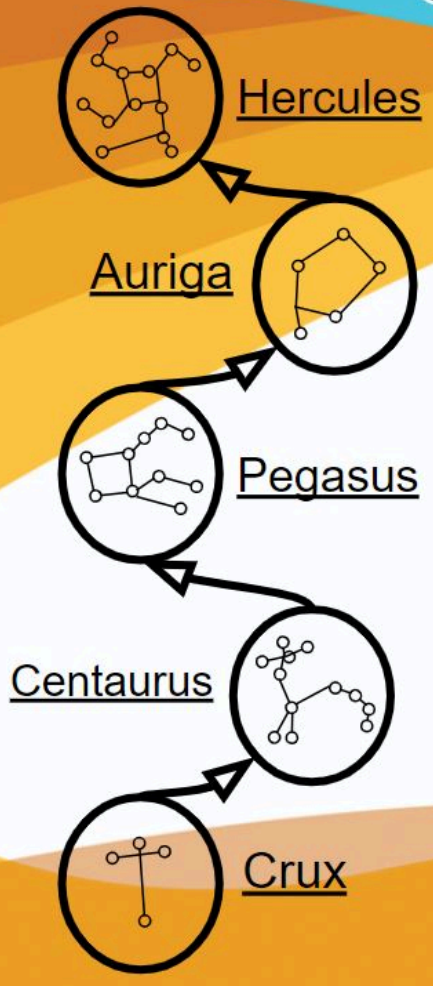
Strengths & Gaps Report

Find topics to focus your independent learning on

Appendix 4

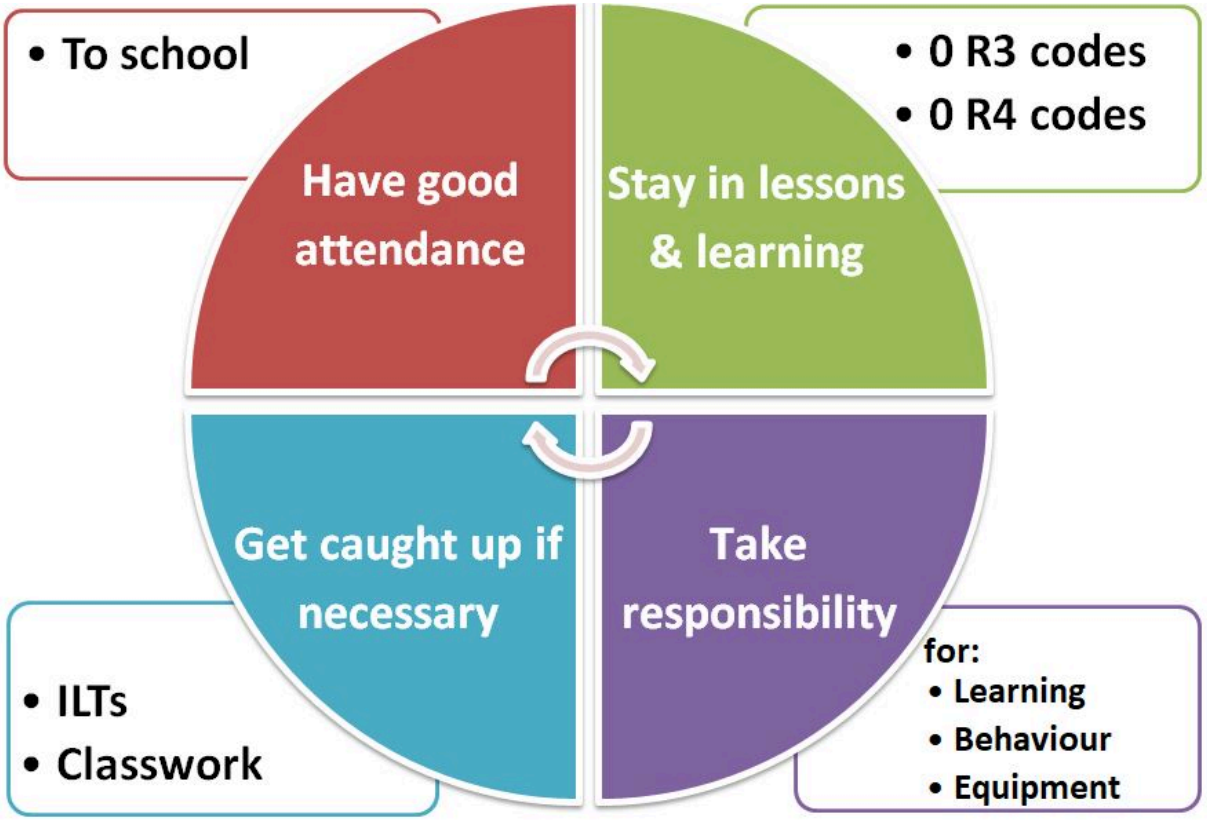

YOU'LL FORGET THIS IN 24 HOURS!
Did you know that you forget 80% of what you learn in the first 24 hours?
This is why cramming for exams doesn't work!
IMMEDIATELY AFTER CLASS
24 HOURS LATER
1 WEEK LATER (OR SOONER)
1 MONTH LATER (OR SOONER)
IF YOU DON'T REVIEW WHAT YOU LEARN, YOU'LL ONLY REMEMBER ABOUT 5%
Ebbinghaus Forgetting Curve
100
90
80
70
60
50
40
30
20
10
0
CLASS
10 MIN
24HRS
1 WEEK
1 MONTH
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%

Reach for the StARs

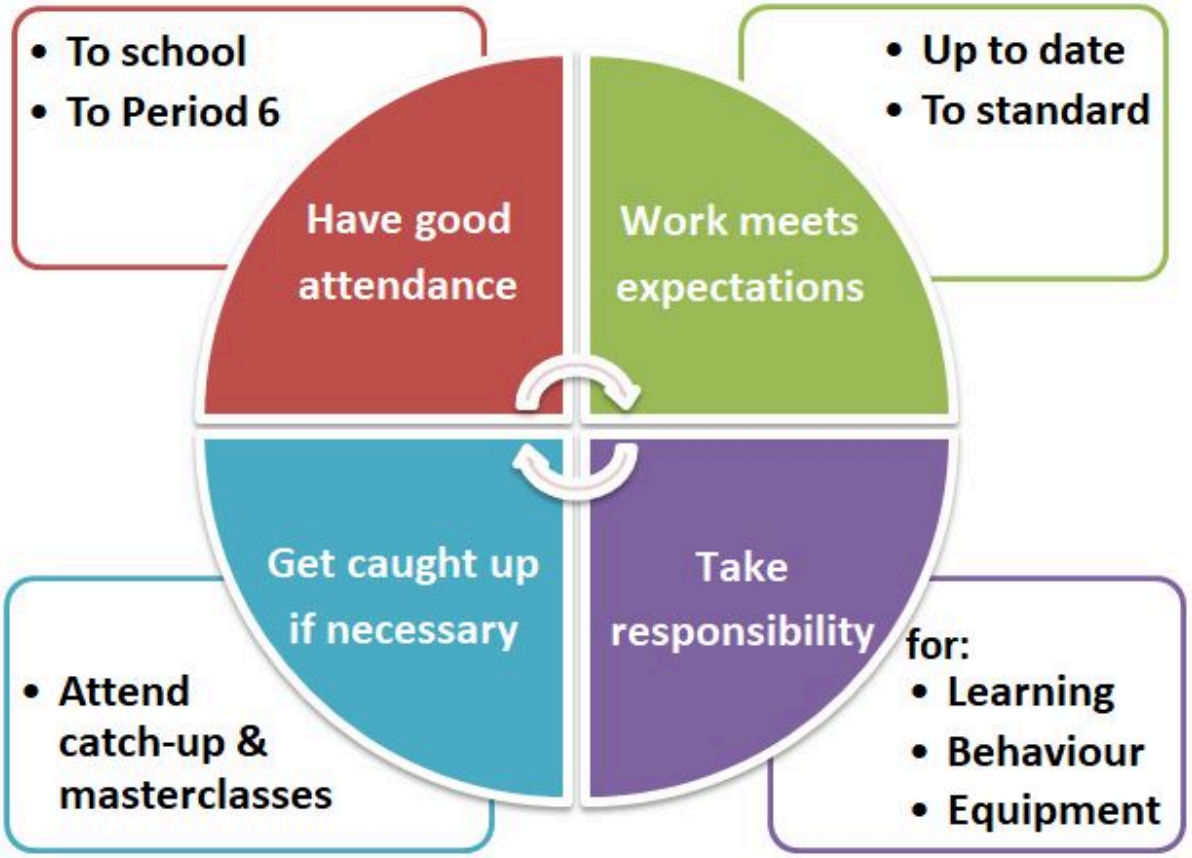


Key Stage 3	Key Stage 4
175 StARs	125 StARs
150 StARs	100 StARs
125 StARs	75 StARs
100 StARs	50 StARs
50 StARs	25 StARs

Appendix 6 - KS3 Reward Eligibility



Appendix 7 - KS4 Ready / Reward Eligibility



Appendix 8

Subjects	RtL Grade	AtL Grade
English	A	G
Mathematics	B	B
Science	G	G
Art	G	G
French	G	R
Geography	B	B
History	B	G
Religious Studies	R	A

Ready and Able to Learn grades (all year groups)
RtL and AtL grades are generated using the StARs, A codes and R codes logged during lessons. RtL and AtL grades are capped for students with a significant number of absences during the half term.

RAGB colour coding

- **B**eyond / Blue = Beyond expectations
- **G**ot it! / Green = Meeting expectations
- **A**lmost / Amber = Below expectations
- **R**eaching / Red = Significantly below expectations

Appendix 9

The Axholme Academy

AtL Habits of Effective Learners

At The Axholme Academy we:

1. Arrive on time and enter the classroom quietly.
2. Go straight to our seat and put our pencil case on the desk.
3. Begin the starter activity straight away.
4. Follow instructions given during lessons.
5. Complete all tasks to the best of our ability.
6. Plan when we will complete ILTs.
7. Check our Google Classroom 'To Do' list daily.
8. Hand in ILTs on time.
9. Use our Strengths and Gaps reports to inform our independent learning.
10. Ask an adult when we need support.