



ASHLAWN SCHOOL
'A High Performing Specialist Academy'

LEARNING POLICY

Policy & Procedure Number	AP025
School Link:	Jude Hunton
On Website	✓
<i>PRINTED COPIES ARE UNCONTROLLED</i>	



Ashlawn School Learning Policy

Ashlawn Learning Mission:

Ashlawn wishes to enable life-long learning, for all. To achieve this we believe that teaching must structure learning into domain specific elements to the curriculum. This should then be taught in a variety of ways matched to students' diverse starting points.

Learning is a cognitive process. However we can infer that it has taken place through the deployment of expert teaching practices, other whole school interventions such as exemplary pastoral care, and through academic outcomes.

All staff at Ashlawn are dedicated to the continual improvement of student and staff learning experiences because we hold as a special value that in so doing we can transform lives for the better, for ever.

Ashlawn Teaching and Learning Principles

The Ashlawn approach...

1. **"Remembering"**

- ✓ Quizzing, self testing, retrieval practice, multiple choice, generative learning, clozes, teaching that doesn't overload the limits on working memory, worked examples and models to cue memory, rhymes and stories to make it stick...

2. **"Chunking"**

- ✓ Scaffolding, spaced practice, interleaved practice, spiral curricula...

3. **"Practising"**

- ✓ Varying the conditions of practice, a range of different context with different memory cues, transfer...

These are influenced by robustly researched teaching and learning strategies. For example, Barak Rosenshine's theory:

THE PRINCIPLES OF INSTRUCTION

TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION

This poster is from the work of Barak Rosenshine who based these ten principles of instruction and suggested classroom practices on:

- research on how the brain acquires and uses new information
- research on the classroom practices of those teachers whose students show the highest gains
- findings from studies that taught learning strategies to students.

HOW2
teachinghow2s.com

01 DAILY REVIEW



Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

02 NEW MATERIAL IN SMALL STEPS



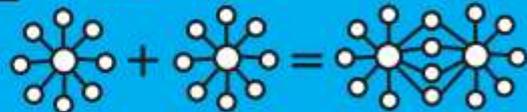
Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

03 ASK QUESTIONS



The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

04 PROVIDE MODELS



Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

05 GUIDE STUDENT PRACTICE



Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

06 CHECK STUDENT UNDERSTANDING



Less successful teachers merely ask "Are there any questions?" No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.

07 OBTAIN HIGH SUCCESS RATE



A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

08 SCAFFOLDS FOR DIFFICULT TASKS



Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

09 INDEPENDENT PRACTICE



Independent practice produces 'overlearning' — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

10 WEEKLY & MONTHLY REVIEW



The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.

The Key Principles: Curriculum, Learning and ECM

For Students It Means:	Things are going wrong if:
<ul style="list-style-type: none"> ▪ Students will have their individual needs addressed in and out of school ▪ Support is coordinated to enable students to succeed whatever their talent or background ▪ A safe and secure environment in which to learn with problems effectively dealt with ▪ A real say about their learning ▪ Having their individual needs addressed, both in school and extending beyond the classroom and into the family and community ▪ Students all have an individual mentor 	<ul style="list-style-type: none"> ▪ Students have to fit into school structures ▪ Students are generalised ▪ Only students of a "type" generally succeed ▪ Groups of students suffer low expectations ▪ Students feel unheard ▪ Students do not exhibit control over their learning

For Parents And Carers It Means:	
<ul style="list-style-type: none"> ▪ Regular updates, that give clear understanding of what their child can currently do, how they can progress and what help can be given at home ▪ Being involved in planning their children's future education ▪ The opportunity to play a more active role in the school community and know their contribution is valued ▪ Parents attend mentoring meetings 	<ul style="list-style-type: none"> ▪ Mentoring is unsuccessful ▪ Parents do not know what students need to do in order to improve ▪ Parents are not informed of future choices ▪ Targets are unsuitable, inappropriate and not based on knowledge, skills or understanding
For Professionals It Means:	
<ul style="list-style-type: none"> ▪ High expectations of every learner, giving the confidence and skills to succeed ▪ Access to and use of data on each student informing teaching and learning, with more time for assessment and lesson planning ▪ Opportunities to develop a wide repertoire of teaching strategies, including ICT ▪ Access to a comprehensive CPD programme ▪ Professionals recognise and take responsibility for impact of their role on learning and student outcomes ▪ Opportunities to develop a range of skills that facilitate learning 	<ul style="list-style-type: none"> ▪ Students don't feel responsible for their own learning, don't know how to improve, set their own targets. Teachers cannot personalise learning because they do not know an individual's learning journey. ▪ They do not plan lessons with regard to individuals but with regard to whole groups. ▪ Lessons use only limited teaching strategies and do not regularly utilise E-learning. Teachers cannot personalise their own learning. ▪ Professionals are not supported in developing best practice ▪ Professionals do not take responsibility for their students learning or outcomes
For Schools It Means:	
<ul style="list-style-type: none"> ▪ A professional ethos that accepts and assumes every student comes to the classroom with a different knowledge base and skill set, as well as varying aptitudes and aspirations ▪ A determination for every young person's 	<ul style="list-style-type: none"> ▪ The school expects its students to fit into the structures it determines. ▪ Students do not experience all aspects of assessments for learning ▪ Students needs are ignored by staff and systems

needs to be assessed and their talents developed through diverse teaching strategies	
▪ There is a comprehensive programme of CPD which supports personalised practice, recognizes barriers and overcomes them	

What We Will See

1. Teachers and coaches who chunk up challenge and match it to prior understanding.
2. Access to mentoring and coaching and development as a mentor and coach.
3. Choice in the curriculum by extending the definition of curriculum.
4. Use of ICT to:
 - Ensure continuous access to learning through a school intranet
 - Support development of the cognitive curriculum
 - Support peer and self-assessments
 - Self-manage progression
 - Support mentoring
 - Build support networks
5. Flexibility into the school day so that there is choice as to what, when, where and how something is learned. Use of G-suite to promote E-Learning and Home Learning.
6. The creation of sophisticated monitoring and self-monitoring procedures; the creation of consultative and participatory strategies, including the student voice, to ensure student engagement in learning.
7. The development of flexible assessment strategies.
8. Students who are healthy to learn.

This policy is to be read in conjunction with the Safeguarding Policy