



Exmouth
Community
College
Academy Trust

LEADING LEARNING POLICY

Policy Details	Date
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Reviewed by	L Malton
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EXMOUTH COMMUNITY COLLEGE LEADING LEARNING POLICY 2023/2024

Aims

Our vision is to create a College for the whole of our community that emphasises the importance of progress and innovation alongside more traditional values such as integrity, honesty and respect. For everyone we will provide the skills, knowledge and awareness to enable all to play an active and positive role in their families, workplace and global community. We will do this through world-class teaching delivered by reflective and skilled practitioners, a broad and differentiated curriculum model and opportunities beyond the classroom.

Characteristics of learners at Exmouth Community College

- 1 Students know how to be **healthy** and **safe**.
- 2 Students always endeavour to show **resilience** and be the **best** they can be.
- 3 Students are **aspirational** and understand their **career options**.
- 4 Students know how to **behave** and **respect** other members of the community.
- 5 Students have **confidence** and **communicate** effectively.
- 6 Students are **mutually tolerant** and **empathetic individuals**.
- 7 Students are **knowledgeable** and able to **deeply understand** and **recall information easily**.
- 8 Students are **skilled** in applying this knowledge in a range of circumstances.

Leading Learning

The pages below show how all teachers at Exmouth Community College promote effective learning in lessons.

This is supported in the following ways:

- A structured coaching programme as part of every teacher's continual professional development entitlement.
- Access to the 'Walkthrus' resource.
- Access to 'The National College' webinar resource bank.
- Subject curriculum plans
- The 'Leading Improvement in Teaching' policy

ECC Teaching and Learning Pedagogical Principles

Over previous years our ECC Teaching and Learning principles have been designed based on Rosenshine's Principles of Instruction. Alongside this the Tom Sherrington Walk Thrus programme was used to identify the pedagogical techniques (particularly those most helpful to students with SEND) to be used by all staff at ECC.

The teaching and learning principles are used in conjunction with our ECC way to promote and provide positive and effective classroom climates and relationships based on high expectations of all.

During 2023/24 the ESW Teachers guide to "Pedagogical Principles in action" will be used to facilitate a rationalised move to adopting the ESWs 8 Guiding Principles for expert teaching. This creates a firmer general learning journey for all students in all lessons which research has proven to be of most benefit to all students.

Strategic AIP: Set of embedded T&L principles support consistently strong T&L; understood by all, 'lived' across school and subject teams. Reinforced through high quality CPD, perceptive QA and effective feedback / coaching.

Pedagogical Principles in Practice – Contents and Self-audit

Yellow denotes already part of ECC Expected practice

Contents	This is an area of strength in my practice	This is a development priority in my practice	This is a development priority in my subject
Section 1: Positive classroom climates and relationships			
1.1 Planning the learning environment			
1.2 Threshold – entry (Meet and Greet)			
1.3 Threshold - exit			
1.4 Least invasive correction			
1.5 Teacher radar			
1.6 Whole class reset			
1.7 The art of the consequence			
1.8 Positive framing			
Section 2: Planning for Challenge			
2.1 Learning Outcome (Objective)			
2.2 Progression Steps			
2.3 Adapt centrally planned resources			
2.4 Plan for transitions			
2.5 First teaching of key vocabulary			
2.6 Work the clock			
2.7 Prepare for common errors and misconceptions			
Section 3: Explanation			
3.1 Script explanations			
3.2 Examples/Non-examples			
3.3 Consider cognitive load			
3.4 Assess the success of explanation			
3.5 Deliver explanations in an engaging way			
Section 4: Modelling			
4.1 Use a model to show students			
4.2 Modelling metacognitive strategies			
4.3 My turn, our turn, your turn			
4.4 Live modelling			
4.5 Building independence			
Section 5: Deliberate practice			
5.1 Plan for deliberate practice			
5.2 Teacher radar			
5.3 Effective Teacher Circulation			
5.4 Work the clock			
5.5 Silent deliberate practice			
5.6 3:30:30			
Section 6: Questioning			
6.1 Show me			
6.2 Partner talk			
6.3 Cold call			
6.4 Right is right			
6.5 No opt out			
6.6 Hinge Question			
Section 7: Assessment and feedback			
7.1 Live marking			
7.2 Show Call			
7.3 Low stakes quizzing			
Section 8: Developing long-term memory			
8.1 Do it now			
8.2 Retrieval Practice			
8.3 Spaced Practice			
8.4 Self-Explanation			

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.



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



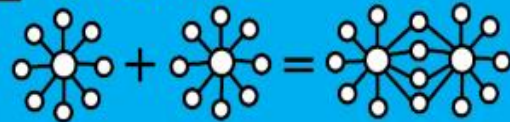
Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

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.