



Exmouth
Community
College
Academy Trust

LEADING LEARNING POLICY

Policy Details	Date
Written by	Deputy Headteacher QoE
Reviewed by	Lisa Malton
Ratified by	Curriculum Committee
Date agreed by Governors	01.10.24
Review Cycle	Annually
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EXMOUTH COMMUNITY COLLEGE
LEADING LEARNING POLICY 2024/2025

At ECC our teaching and learning policy is based on our “Powerful Learning Strategy”. This encompasses our Curriculum aim (Intent), alongside our implementation framework (Powerful Learning journey and Powerful habits).

Whole School Curriculum Principles at Exmouth Community College

Curriculum Aim:

We believe that a successful preparation for future life involves the development of a broad range of academic and wider knowledge, skills and competencies through a ‘holistic’ curriculum including high quality learning and experiences both in and out of the classroom:

- an ambitious and engaging taught curriculum delivered through lessons by specialist subject teams.
- a broad and exciting wider curriculum delivered beyond taught lessons, including enrichment, ‘co-curricular’ experiences and other opportunities (e.g. student leadership).

We know that:

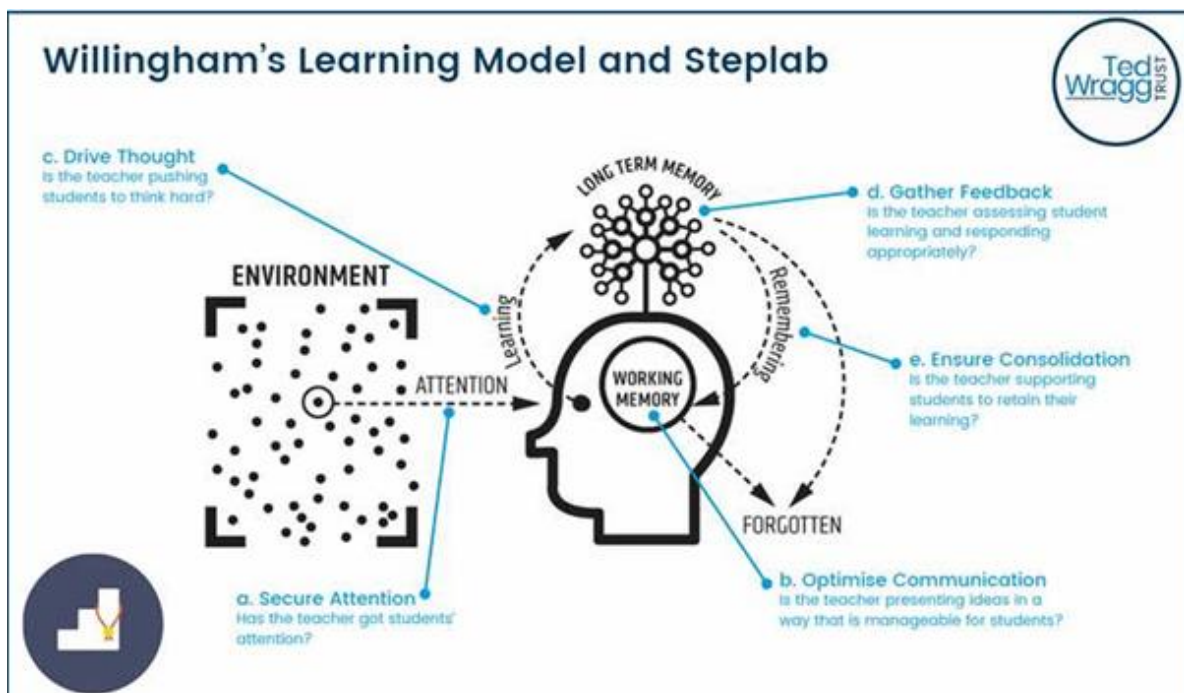
...thought depends on knowledge – the more we know, the more we can learn. Powerful knowledge enables us to make predictions, generalisations and give explanations. (David Didau)

At ECC each subject draws on the best that’s been thought, said and done (cultural capital) to provide students with the knowledge and awareness they need to play an active and positive role in their families, workplace and global community. The Curriculum contains the foundational concepts and knowledge students need to achieve this as well as opportunities to apply this knowledge. In designing our curriculum, we have considered our demographic context carefully, recognising the opportunities that living in a coastal area provides as well as having broad horizons and an understanding of the wider world.

At ECC we hold to our vision of Belonging, Ambition, Responsibility

The Exmouth Community College Academic Curriculum is delivered through our **Powerful Learning at ECC** strategy.

At the Ted Wragg Trust, there is a clearly defined and articulated learning model that is understood by all teaching staff. This model of the learning process uses the concepts of Working Memory and Long-Term Memory. It draws on ideas from Cognitive Load Theory and the work of Daniel Willingham. This has been a model used in training and practice at ECC since January 2021.



Powerful Learning at ECC

- To provide exemplification of the pedagogical principles and a shared vision of what expert teaching looks like.
- To provide teachers with a framework with which to evaluate their own teaching.
- To provide a framework for coaches to support conversations regarding action steps.
- To reduce workload by using a common language.



coaching and Peer review work. They allow for continuous ongoing professional improvement to meet the needs of all students.

The ECC Powerful Habits



Pre Lesson Routine	Learning environment clear and conducive to reducing cognitive load	
	T&L Portfolio re-reviewed including effective seating plans & knowledge of key students	
	Resources checked: hyperlinks, video, audio work	
	Curriculum resources adapted to every class	
	Learning Objective clear (and revisited during the lesson)	
	Do It Now: Reading or retrieval task projected	
Meet & Greet/Exit	In the corridor looking into classroom	
	Greeting student by name	
	Check uniform and equipment required for lesson	
	Dismiss row at a time, priority to SEND if needed, uniform re checked	
Relational Approach	Positively frame language	
	Narrate the positive	
	Use the PERK board to praise and remind	
	Model behaviours and manage our emotions in the moment	
	Have high expectations of all students	
Key Vocabulary & Oracy	Tier 2/3 vocabulary visible on the board/PowerPoint	
	Use ECC strategies to teach/revisit key words (Frayer Models, Say It Spell It Define It, Words in Context, Retrieval)	
	Praise student and encourage verbal use of tier 2/3 language	
Planning for delivery	Prepare your modelling (I do, We do, You do, Metacognitive Talk)	
	Script your explanations for new concepts, activities and transitions	
	Plan your timings of the lesson, including deliberate practice (including group and independent work)	
	Plan how you will scaffold so all students can access challenging lesson content	
	Plan how you will challenge those who are making rapid progress	
Checking for Understanding	Prepare your questioning strategy who, how and when?	
	Plan to use a range of techniques; Cold call, Show me Boards, Think Pair Share	
	Consider what you look for when you circulate	
	Plan how to correct misconceptions (Head-on Misconceptions)	
	Plan opportunities for live marking /think pink/verbal feedback	
	Ensure everyone is thinking, everyone is ready to answer	

Staff are supported to implement Powerful learning in the following ways:

- A structured coaching programme as part of every teacher's continual professional development entitlement (either as part of Faculty Peer review or 1-1 with our coaching team).
- Access to the 'Walkthrus' resource.
- Access to 'The National College' webinar resource bank.
- Subject curriculum plans
- CPD delivered by our Teaching and learning team
- The 'Leading Improvement in Teaching' policy