

Learning Principles

7 components and 7 essentials to maximise learning through personalisation and the engagement of every student in every lesson.

7 COMPONENTS

THE DRILL

Always **review the learning** - encourage memory retention and reinforce previous learning.

Teach students how to learn and recall information.

Use a range of techniques to improve memory retention.

THE LEARNING JOURNEY

Factor in **the big picture** - consider where we are in the course, where we are going, the skills we will learn, or the importance of this lesson.

Connect the learning by relating it to: real life, linking it to previous learning, building on other subjects/topics including career opportunities, and using familiar analogies - give a hook and build excitement.

ADAPTIVE TEACHING

It is essential that the material is delivered **to meet with the needs of each student**.

Include variation by using a range of delivery methods.

The strategies in the Learning Passport provide a whole-school approach to meeting individual needs.

CHECK FOR UNDERSTANDING

Check for understanding - expert and skilful questioning transforms a lesson. Targeted AfL develops ideas and reveals any misconceptions to be addressed.

Engage every student - adjust the delivery based on constant evaluation of each student's current understanding.

MAXIMISE KNOWLEDGE

Present new material and skills ensuring students own the information.

Encourage fluency in subject specific language.

Apply new skills and learning to activate high levels of thinking, move students into the challenge zone and achieve something new - this facilitates understanding above doing.

DEMONSTRATE AND CONNECT

Provide high level, challenging opportunities for students to engage in hard-thinking and demonstrate their current understanding of the material taught.

Feedback should address misconceptions and connect expertly with what students demonstrate to support future learning and progress.

Constantly assess learning and adapt lessons to meet all learning needs.

IDENTIFY LEARNING PHASES

Identify Delta's 4 different phases of learning, with students, as they occur throughout the lesson.

Encourage students to play an active role in developing their learning practices by understanding how learning builds and develops, to create independent learners.

7 ESSENTIALS

Routines and non-negotiables should be established and embedded - clarity of expectation for students brings pace to the lesson, and frees up time for extra learning/instruction.

An example might be that all **students are clear about classroom routines** like how to hand out books, or enter and exit the classroom. Set the academy standard.

Every second counts teaching - the creation of a learning environment where we **make the most of learning in every moment** from arrival to departure and every second in between.

Lessons should never have wasted learning opportunities, or dead-time.

Students should not be left waiting during lessons.

Impactful behaviour for learning and positive relationships - **every interaction should provide an opportunity** for intervention, enhancing learning and developing confidence.

Ensure the highest of classroom standards and teach students how to respect, and behave for, learning.

Group work should always be replaced by structured learning; **the way students work together should be structured** to improve confidence, listening skills, the ability to praise and interact, and also support students in identifying and removing misconceptions.

The skills learnt through effective teams can enhance the curriculum and lead to life-long successes.

Focus on learning above teaching - the lesson must be about students, not the teacher.

Delivery means nothing if a student fails to learn. Lessons should be about **developing thinking and understanding** rather than being told, or copying, information.

Students should be proud of themselves and of others' achievements. They should be able to articulate this, sharing in the joy of each other's success; this fosters a willingness to go above-and-beyond what is expected, creating **an intrinsic appreciation for working hard**.

We aim to develop independence and confidence so students take full ownership for their learning.

Positivity and praise - should be used as meaningful forms of feedback, and as such create an academy which is full of **enjoyment for learning**.

The language teachers use should always be encouraging.

This expands the challenge zone for students, providing greater opportunities to enhance learning further.

ROUTINES AND NON-NEGOTIABLES

EVERY SECOND COUNTS TEACHING

IMPACTFUL BEHAVIOUR FOR LEARNING & POSITIVE RELATIONSHIPS

LEARNING STRUCTURES

FOCUS ON LEARNING ABOVE TEACHING

PROUD

POSITIVITY & PRAISE