



LEIGH
Academies Trust



Leigh Academy
Bearsted

Leigh Academy Bearsted

Learning and Teaching Policy

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A broad and balanced curriculum is at the heart of an aspirational and successful school. We shape our curriculum delivery through the framework of the International Baccalaureate Primary Years Programme (IB PYP). As an authorised IB PYP school, our curriculum development, intentions and scope are derived from a shared international understanding and rooted in the philosophy and ethos of the International Baccalaureate. Our curriculum delivery drives pupils to become lifelong learners who seek knowledge, truth and an understanding of their global context; and who respect and care for the world they live in and all those who live in it.

An inquiring learner is also an effective thinker, communicator and risk-taker. Our learners, both adult and pupil alike, will have agency as critical thinkers and take action as creative thinkers. They will reflect upon their successes, circumstances and barriers, making adaptations and finding solutions through open-minded and honest learning dialogue and conversations. This communication approach is known as conferencing within our academy.

Collaboration is pivotal to all that shapes the academy as by working together, we will all achieve together. Through an alliance between all stakeholders of the academy, through mutual care and respect, we will create an environment which fosters and promotes the importance of a principled approach to learning and teaching and caring for each other.

What is Leigh Academy Bearsted's Core Moral Purpose (CMP)?

Every child will be treated fairly, equally and feel included in a caring community. This will be achieved by a vibrant, aspirational and innovative curriculum which engages and motivates children to take action to improve their own lives and local and global communities.

How will our CMP be realised through learning and teaching at LAB?

The CMP will be realised through our delivery of the curriculum. LAB's curriculum is delivered within relevant and purposeful contexts, is built upon prior learning, and is designed to be challenging, interesting and motivational to all pupils. We aim to create inquiring, lifelong learners who respect and care for the world they live in and all those who live in it. LAB learners will understand how they are connected to the world in order to take action to improve their own lives, and the lives of local and global communities.

The successful delivery of the LAB curriculum is underpinned by our **Key Principles for Learning and Teaching** (adapted from *Practice Principles for Excellence in Teaching and Learning*, DET 2018):

- 1. We have a Culture of Improvement at Leigh Academy Bearsted.**
 - A. We have high expectations for all pupils in all aspects of their learning and development, as do pupils for themselves.
 - B. Conferencing creates a positive climate for support, challenge, collaboration and inclusion.
 - C. Pupils have agency and demonstrate voice, choice and ownership over their learning.

- 2. Leigh Academy Bearsted delivers an excellent quality of education for its pupils.**
 - A. LAB's curriculum offer is broad and balanced, and sequenced to ensure

progression in knowledge, skills and understanding.

- B. Curriculum intent (what is planned for in our curriculum) and implementation (how we deliver the curriculum) is effectively inclusive and challenging for all pupils.
- C. Rigorous conferencing and evaluation practices inform all learning and teaching.
- D. Teaching staff engage in regular professional learning and development, which informs best practice in Learning and Teaching at Leigh Academy Bearsted.

3. Local and Global Community Engagement is a priority at Leigh Academy Bearsted.

- A. Learning and Teaching is enriched and enhanced through learning about, from and with our families and community.
- B. Pupils develop the attributes and skills required in order to become successful, global citizens who take action for positive change.
- C. Pupil inquiries are driven by real-life, meaningful central ideas and contexts.

The Key Principles make clear our plan for our pupils' education at Leigh Academy Bearsted. They effectively integrate the various aspects of learning, curriculum, pedagogy and assessment into a cohesive and clear set of objectives. These objectives form our shared commitment to ensuring that all pupils have access to a primary education that shapes their lives for the better.

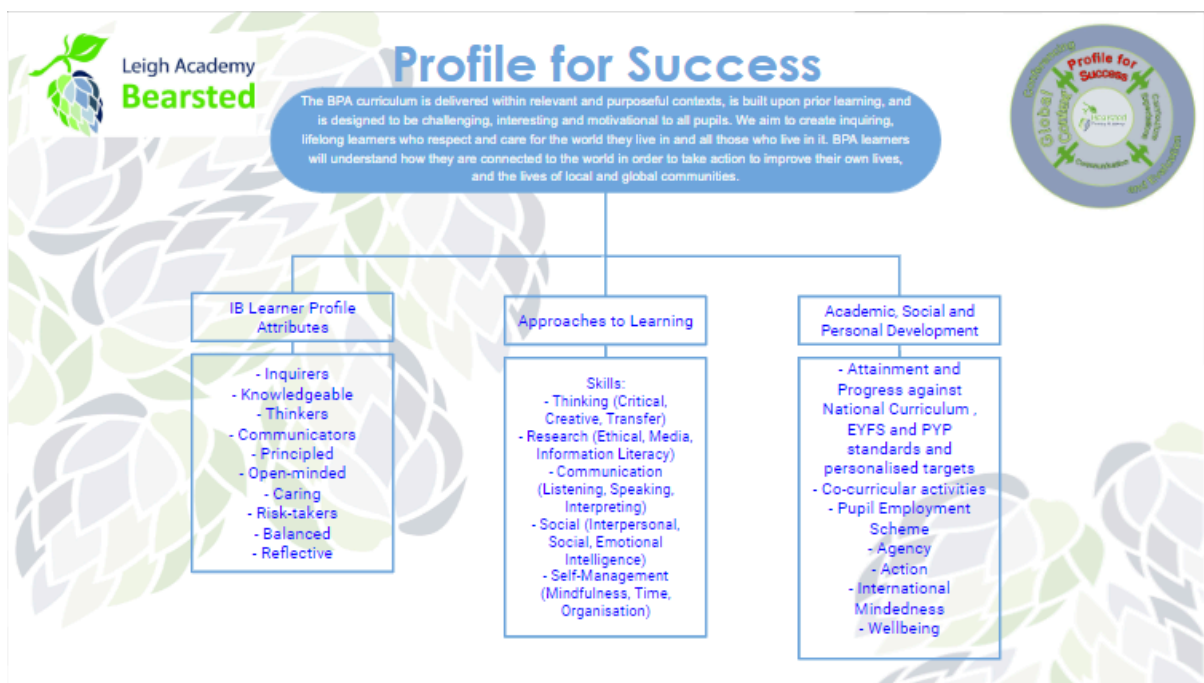
Our Curriculum Matrix illustrates the five **Key Curriculum Elements** that make up our curriculum and through which the philosophy behind the Key Principles are fulfilled:



Profile for Success

Leigh Academy Bearsted prepares pupils for their futures by helping them to develop the

attributes, skills and knowledge they need to be successful in life. We have the ambition that all of our pupils will be enabled to take full advantage of the experiences that life has to offer them, as well as having the confidence and know-how to create opportunities of their own. We call this collection of attributes, skills and knowledge the Profile for Success and our aim is for pupils to have comprehensively developed their profiles by the time they move on to the next stage of their education.



Development of the International Baccalaureate Learner Profile Attributes empowers our pupils to make a notably positive contribution to the improvement of their lives and to the lives of others. The International Baccalaureate Approaches to Learning are explicit skills and strategies that permeate LAB's learning and teaching environment and which equip pupils to become engaged, responsible, active learners.

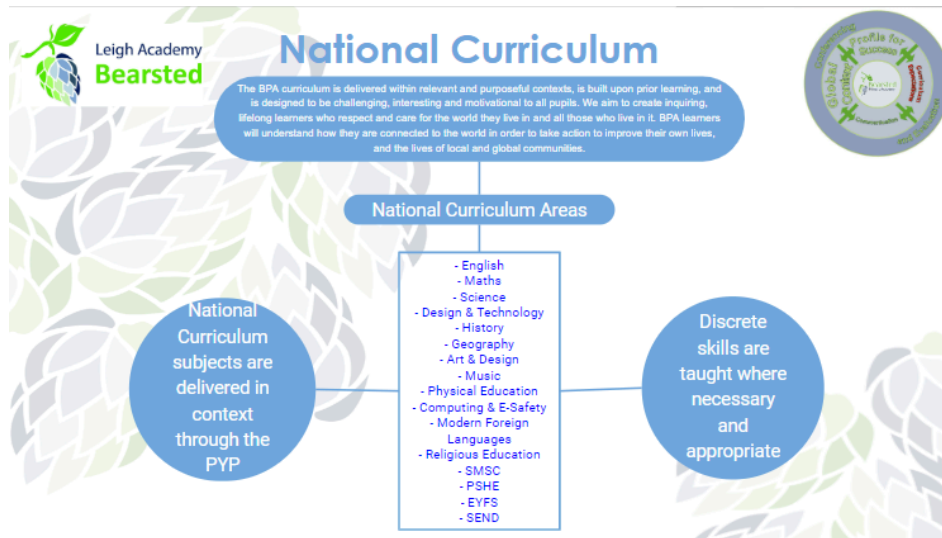
A focus on the whole child is important to us at Leigh Academy Bearsted and, consequently, we ensure that pupils' social and personal development is well-rounded and balanced with their academic development. We challenge all of our pupils to achieve ambitious National Curriculum attainment targets and to make significant and sustained progress over time. Pupils are introduced to the world of work and responsibility through our Pupil Employment Scheme and their school experience is enriched through a range of carefully planned co-curricular activities, trips and visits.

The wellbeing of all members of the LAB community is paramount and, as such, our wellbeing framework is designed to support pupils to understand, manage and maintain good mental and physical health. Our inclusion framework ensures that pupils with additional needs have equal access to LAB's curriculum.

Curriculum Expectations

National Curriculum

Leigh Academy Bearsted follows the National Curriculum for England, enhanced by a personalised version of Focus Education's 'Weaving Knowledge, Skills and Understanding into the National Curriculum' documents.



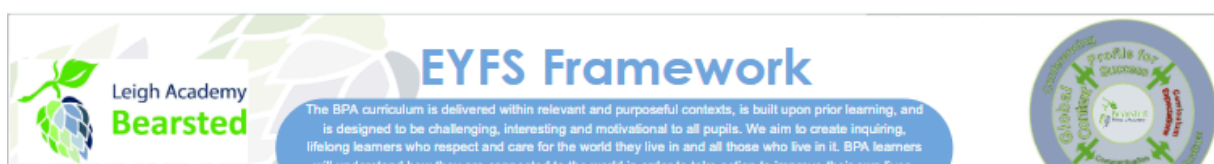
For all subjects in all key stages and year groups, the breadth of study is comprehensively broken down as an aid for planning and for assessment. Each year group's curriculum map is regularly annotated and updated with information about pupil progress and attainment.

Each subject's curriculum map indicates the progression from year to year and makes clear what pupils' end points will be and how learning is sequenced across the school. The programme of study includes, where appropriate, more challenging objectives to encourage breadth and depth of learning.

Our National Curriculum framework, within our curriculum document, provides a framework for each subject, containing an overview of the content areas taught. Our rigorous approach to the delivery of the National Curriculum at LAB, enabled by the other elements of the matrix, ensures that our pupils, who often have to overcome significant adversity, consistently make exceptional progress and reach high levels of attainment both during and by the end of their time with us.

Early Years Foundation Stage

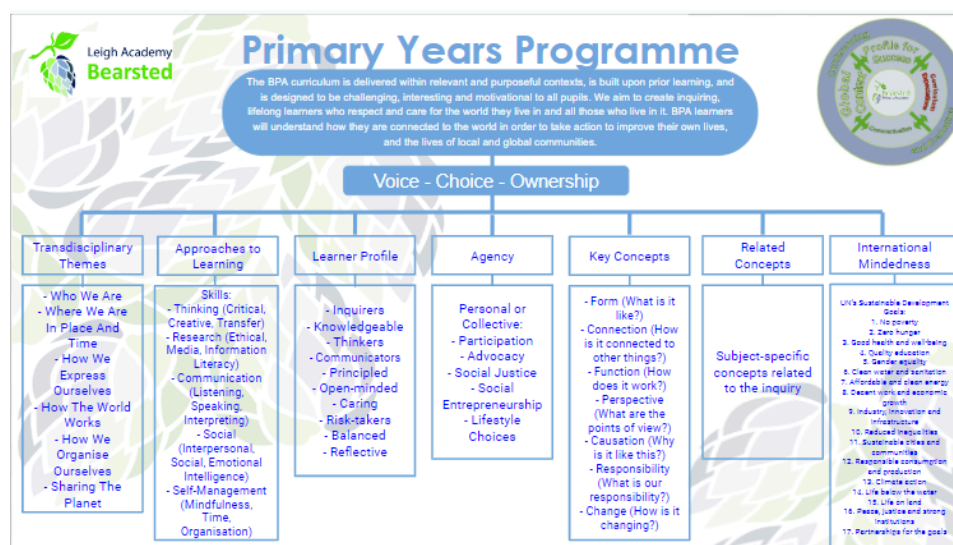
The statutory framework states: Every child deserves the best possible start in life and the support that enables them to fulfill their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.



The statutory framework is underpinned by non-statutory curriculum guidance [Development Matters](#)

International Baccalaureate Primary Years Programme (IB PYP)

The International Baccalaureate's Primary Years Programme is the vehicle through which we deliver the National Curriculum at LAB. This underpins our ambitious, rigorous and innovative approach to curriculum implementation, and supports our goal of ensuring that all pupils at Leigh Academy Bearsted, irrespective of starting point or background, have access to a high-quality, transformative primary education that sets them up for life.



Pupil agency is at the core of an IB education. Our pupils are empowered to have voice, choice and ownership in their own learning. We acknowledge that children are natural inquirers and so we foster their innate sense of wonder and curiosity and structure our learning in such a way as to enable them to direct and take responsibility for their learning. Agency is strongly connected to self-efficacy (Bandura 2001) and therefore, by developing pupil agency, we are also developing pupils' belief in themselves and their ability to succeed. When pupils feel agentic, they see themselves as having the confidence and competency to take personal or collective action to make a positive difference to the world or to bring about a positive change in their own lives as a result of their learning.

PYP units of inquiry set the scene for pupils to engage with one of six Transdisciplinary Themes. These themes have global significance and are selected for their relevance to the real world. Consequently, learning is focused on inquiries into issues and ideas that transcend traditional subject boundaries, placing National Curriculum learning in meaningful and relevant contexts. The Key Concepts and Related Concepts further help to focus and define the scope of an inquiry, ensuring that we are not only meeting the requirements of the National Curriculum, but that we have also clearly defined the conceptual understanding or “big idea” we want pupils to understand at the end of the unit. Teaching staff are given the professional freedom to structure their timetables in a manner that is flexible and responsive to pupil inquiry.

At LAB, we believe that learning *how* to learn is fundamental to success. The Approaches to Learning skills and sub-skills are explicitly taught so that pupils can think, research, communicate, socialise and manage themselves independently both within and beyond the school environment.

Pupils’ intellectual, social, emotional and personal growth is fostered through their development of the IB Learner Profile Attributes. These are a broad range of capacities and responsibilities that are at the foundation of what it means to be active, caring citizens who respect themselves, others, and the world around them.

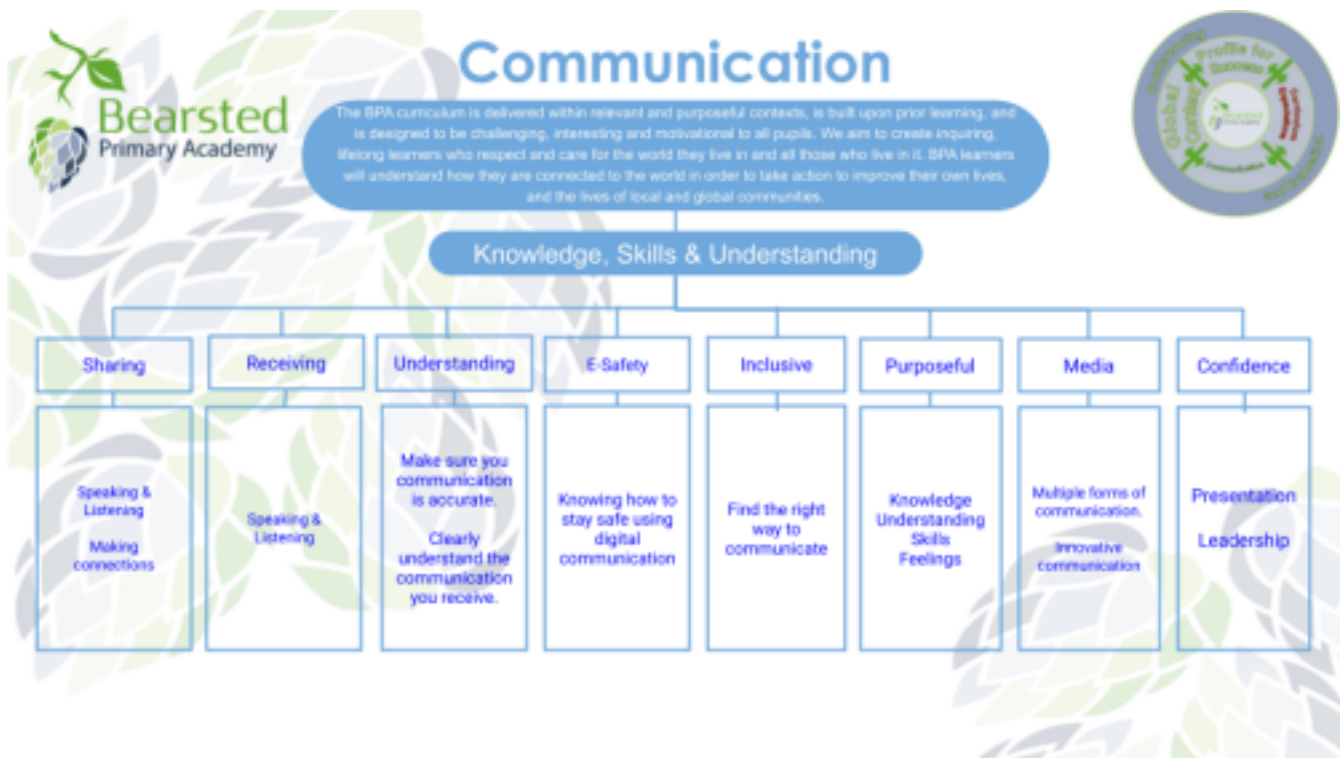
International-mindedness is defined by the International Baccalaureate Organisation as “a view of the world in which people see themselves connected to the global community and assume a sense of responsibility towards its members” (2019). The Learner Profile Attributes and Approaches to Learning Skills provide the necessary dispositions and skills for pupils to have agency and take action for positive change in the world. Differences and commonalities in values, perspectives, traditions, languages and cultures are celebrated, and help to create a sense of shared guardianship of the planet.

Communication



Leigh Academy integral part of Leigh Academy Bearsted’s curriculum.

Bearsted



Global Context

The evolution of mankind and the world we live in is an intriguing journey which continues at an exponential rate. Leigh Academy Bearsted pupils will live in the future of the journey and will drive the future of the journey. Leigh Academy Bearsted pupils will know how they are connected to the people of the world and how they can help to make the world better connected: from the local community to the global community. We won't just tell our pupils about the world, we will show them.



Conferencing and Evaluation

The processes of conferencing and evaluation are embedded in all aspects of the LAB curriculum and are fully described in our [Conferencing and Evaluation policy](#).

Conferencing is used in all learning and social contexts to promote agency, reflection, and self-regulation. It has become part of the fabric of learning at Leigh Academy Bearsted and inspired a shift in culture away from traditional marking and feedback to a more progressive,

pupil-centered approach that now permeates all aspects of school life.

The delivery of the LAB curriculum is supported by rigorous evaluation and assessment practices. The main evaluative practice involves monitoring learning - in other words, making effective use of assessment for learning tools to inform next steps planning. This may include, for example, conferencing, questioning, observation or low stakes testing. Another form of evaluation and assessment in use at LAB is that of documenting learning. We recognise that evidence of learning takes many different forms, from work in books to displays, digital content or pupil action. Leigh Academy Bearsted measures learning through careful and considered use of internal summative testing, teacher assessment judgements, and national testing. As part of our journey with the IB PYP, we are now moving towards assessing pupils' conceptual understanding with the use of the SOLO (Structure of Observed Learning Outcomes) Taxonomy (Biggs & Collis 1982). Use of this taxonomy will make clear whether learning is at a surface or deeper level in order to inform planning for the rest of the unit, as well as defining and tracking the increasing complexities of pupils' understanding. As pupils engage with units of inquiry, their understanding will progress from uni or multi-structural (knowing one or several facts about a concept), to relational (connecting and integrating knowledge on a deeper level) or to extended abstract (the ability to generalise and apply learning in new contexts).

