



Leigh Academy
Bearsted

Leigh Academy Bearsted

Learning and Teaching Policy

Document title:	Learning and Teaching Policy
Version number:	1.3
Policy Status	Final
Date of Issue	September 2025
Date to be revised	September 2026

Revision Log (last 5 changes)

Date	Version No	Brief detail of change
1.9.25	1.2	Updated for 2025 academic year
23.3.26	1.3	Addition of PD Curriculum

Aim

Leigh Academy Bearsted Mission Statement

Leigh Academy Bearsted will nurture open-minded, successful learners who embody the Learner Profile Attributes in their learning, actions and life.

A broad and balanced curriculum is at the heart of an aspirational and successful academy. We shape our curriculum delivery through the framework of the International Baccalaureate Primary Years Programme (IB PYP). As an accredited IB PYP academy, 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?

The CMP will be realised through our delivery of the curriculum. Our 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 create inquiring, lifelong learners who respect and care for the world they live in and all those who live in it. Learners 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.

Learning

Key Principles for Learning

The successful delivery of the 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. Our 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.

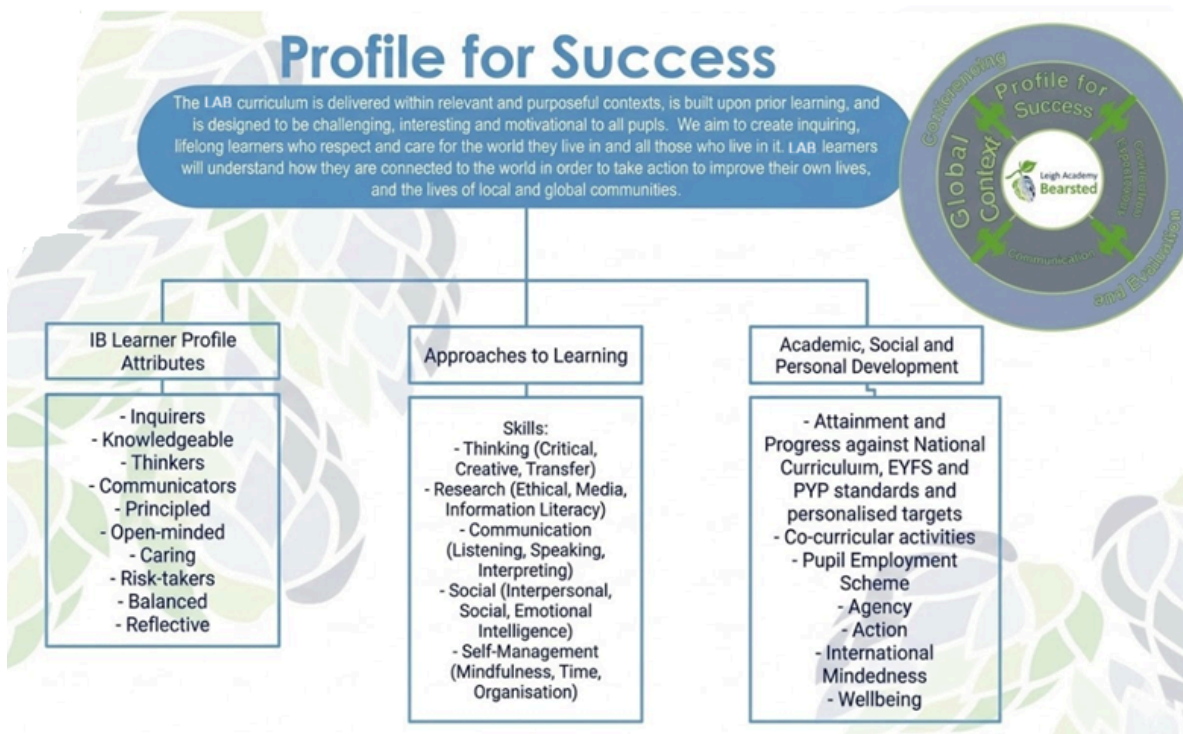
Key Curriculum Elements

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:



Key Curriculum Element 1: 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.

Learner Profile Attributes

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.

Approaches to Learning

The International Baccalaureate Approaches to Learning are explicit skills and strategies that permeate our learning and teaching environment and which equip pupils to become engaged, responsible, active learners.

Academic, Social and Personal Development

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. This is delivered through our [Personal Development Curriculum](#).

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 community is paramount and, as such, our wellbeing framework is designed to support pupils to understand, manage and maintain good mental and physical health.

Key Curriculum Element 2: Curriculum Expectations

Leigh Academy Bearsted provides a broad and balanced curriculum that meets all statutory requirements of the Early years foundation stage statutory framework and the National Curriculum, delivered through the pedagogical framework of the IB Primary Years Programme (PYP).

We move beyond the rote acquisition of facts to ensure deep conceptual understanding. By framing the Early years foundation stage statutory framework and National Curriculum within the PYP's transdisciplinary themes, we ensure that knowledge is taught in context, making learning relevant, challenging and memorable.

We treat the Early years foundation stage statutory framework and the National Curriculum as the substantive knowledge (the what) and the PYP as the instructional vehicle (the how). Every

statutory requirement is meticulously mapped across our Programme of Inquiry (POI). This ensures full coverage and clear vertical progression of skills and knowledge from EYFS through to Year 6.

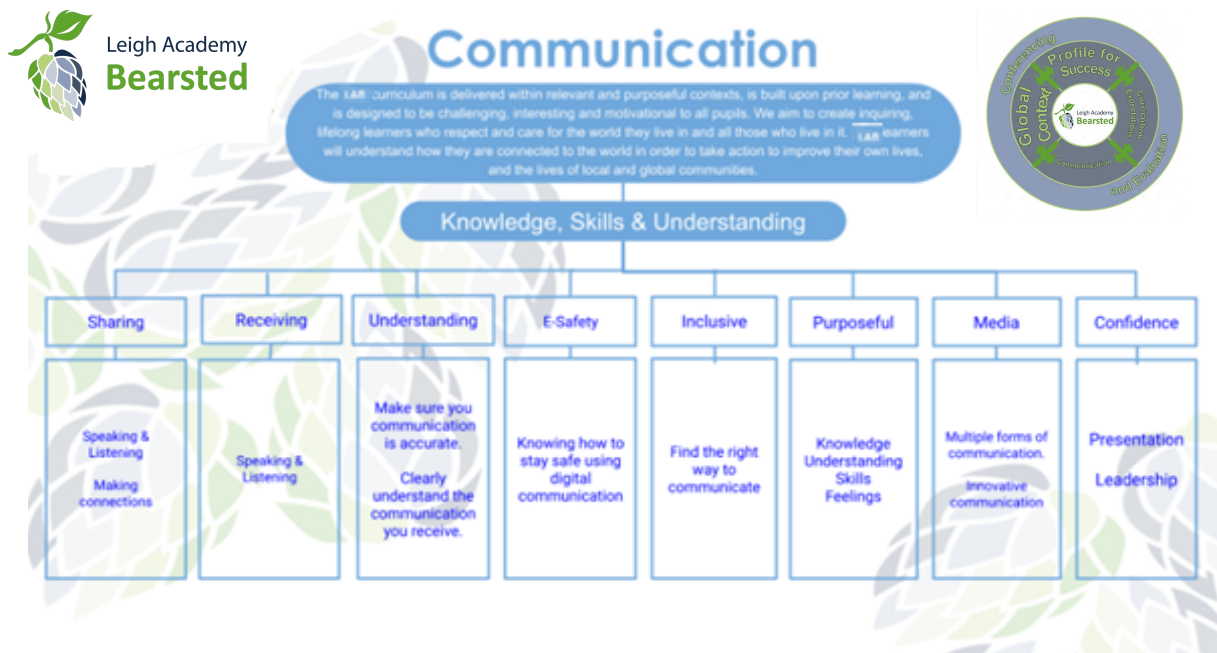
While learning is often transdisciplinary, we maintain the disciplinary rigour of individual subjects. Where specific objectives (primarily in Mathematics and English) do not naturally align with a Unit of Inquiry, they are taught as discrete modules to ensure no gaps in learning or mastery.

We explicitly teach five categories of transferable skills (Thinking, Research, Social, Self-Management, and Communication), called ‘Approaches to Learning’, which empower students to access the curriculum content independently. This supports the children with agency for learning. They take responsibility and can articulate what they are learning, why they are learning it, and how it connects to previous knowledge.

We do not view the Early years foundation stage statutory framework, National Curriculum and the PYP as separate entities. The PYP is the framework that allows us to deliver the Early years foundation stage statutory framework and National Curriculum with greater depth, higher engagement, and a focus on long-term retention.

Key Curriculum Element 3: Communication

Communication is an integral part of Leigh Academy Bearsted’s curriculum.



Key Curriculum Element 4: 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. 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.

Key Curriculum Element 5: Conferencing and Evaluation

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

Conferencing is used in all learning 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-centred approach that now permeates all aspects of school life.

The delivery of the 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 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 assess 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).

Teaching

Aims

The Teaching section of this policy establishes our framework for delivering high-quality educational experiences, aligning with the proven principles outlined by Rosenshine and the research-rich teaching approach supported by our use of the Steplab platform. By adhering to these foundational aspects, we foster an environment that promotes effective learning and ensures positive outcomes for all students.

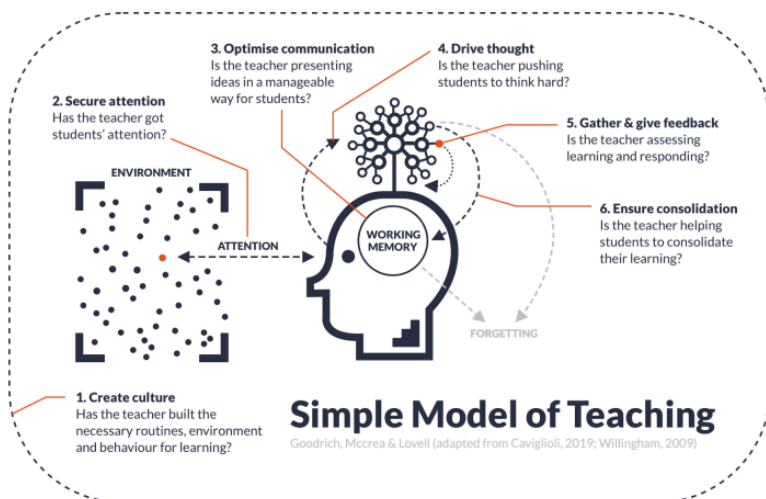
Rosenshine's 10 Principles of Instruction

Rosenshine's 10 Principles of Instruction serve as a guidepost in our pedagogical approach at Leigh Academy Bearsted. These principles underscore the importance of clarity and structure in lessons and advocating for the explicit teaching of new material that is systematic and well-organised.

The principles encompass several key strategies: the review of prior learning, which ensures that students build on what they already know; the presentation of new information in manageable increments, which prevents cognitive overload; and the continual checking for understanding through formative assessment, allowing teachers to assess student comprehension effectively.

Furthermore, Rosenshine emphasises the necessity of guided practice, whereby teachers offer support as students implement new skills and knowledge. This practice enables students to gradually gain autonomy, with the goal of fostering independence in their learning process. The final principles include independent practice and effective homework, which reinforce learning and deepen understanding.

Steplab



Focusing on the *Simple Model of Teaching* designed to make evidence-based improvements through structured instructional coaching, the academy uses the Steplab platform to improve teacher practice and pupil outcomes by focusing on six areas - culture, attention, communication, thought, feedback and consolidation. These areas are fundamental to our curriculum and learning expectations detailed earlier in this policy.

Key Aspects of Steplab's Teaching Model

The teaching curriculum is organised around universal teaching approaches: establishing routine (culture), focusing attention, improving communication, challenging thought, assessing with feedback, and consolidating learning.

"Small Steps" Approach

Instead of broad, generic training, staff focus on one small, actionable step or technique at a time to build teaching competency. The model is grounded in research regarding how learning occurs and encourages teachers to understand why a technique works, not just what to do.

The Core Principles of our Teaching Approach

- Active Learning: Encouraging 70/30 split, focusing on student talk/action over teacher talk.
- Consistency: Developing shared language and routines across the school.
- Reflective Culture: Viewing mistakes as opportunities to grow and encouraging collaborative, trusting feedback.