# Leigh Academy Strood

## Teaching and Learning Policy

## Academic year 2025/26

| Date of issue | September 2025 |
|---|---|
| Date to be revised | August 2026 |

# Leigh Academy Strood Teaching and Learning Policy

**Teaching and Learning Vision**

At Leigh Academy Strood we are committed to cultivating expert teachers, embracing innovation through technology, and building an inclusive learning culture where every child thrives. Our goal is to ensure that learning is meaningful, challenging, and accessible—every lesson, every day.

**Leigh Academy Strood Values**

- Inquisitive.
- Respectful.
- Resilient.
- Kind.

**Leigh Academy Strood Foundations**

- **We hold the highest expectations and embed positive engagement as part of our curriculum**.
- We teach an ambitious and knowledge-rich curriculum.
- We inspire every individual to become an active global citizen.
- We are relentless in creating a better world.
- We develop strong, collaborative community relations.
- **We take pride in our safe, nurturing and inclusive learning environmentWe lead with expertise.**
- We care about our staff.
- **We harness the power of technology.**
- We promote social justice through excellent outcomes for all.

**Principles of Teaching and Learning**

Our approach to teaching is grounded in the principles of:
- Prepare.
- Deliver.
- Assess.

**Components of an Excellent Lesson**

We focus on six core components to ensure lessons are purposeful, inclusive, and impactful:

**1. Clear Objective**

- Lessons begin with a clear, concise learning objective, helping students focus and understand success criteria.

**2. Positive Learning Environment**

- Classrooms are calm, predictable spaces where pupils feel safe and valued. Relationships are built on mutual respect, high expectations, and routine.

### 3. Engaging Learning

- Teachers use varied strategies to promote curiosity, challenge, and participation. Digital tools are used where appropriate to enhance access and engagement.

### 4. Assessment for Learning

- Teachers use live marking, questioning, and retrieval to diagnose understanding and adapt in real-time.

### 5. Adaptive Teaching

- Instruction is flexibly delivered to meet the diverse needs of learners, using prior knowledge, scaffolds, and modelling to provide the right level of challenge and support.

### 6. Constructive Feedback

- Feedback is timely, targeted, and developmental. Pupils act on feedback through whole-class modelling, verbal clarification or written improvement, often using red pen.

**Quality Assurance**

**Learning Walks**

Learning walks focus on the craft of teaching—not teachers. Our open-door culture encourages shared reflection, feedback, and coaching. StepLab is used to record feedback, focusing only on what was seen.

Learning walks are led by SLT, Lead Practitioners, and Middle Leaders. Staff are welcome to join learning walks to support collaborative improvement.

**Learning Walk Rubric**

| Indicator | Highly Effective | Effective | Working Towards | Working Below |
|---|---|---|---|---|
| Clear objectives and planning. | Learning objectives are precise, visible, referenced throughout; planning includes scaffolding, stretch, and IB language. | Objectives are visible and curriculum-linked; some differentiation is evident. | Objectives present but vague or inconsistently linked to curriculum. | No clear objectives or curriculum alignment evident. |
| Lesson delivery and environment. | Delivery is confident, adaptive, and inclusive; students are engaged and classroom routines are embedded. | Delivery is clear with some responsiveness; the classroom is calm and purposeful. | Lesson structure is unclear or delivery lacks challenge; routines inconsistent. | Disruption is evident; the lesson lacks clarity and control. |
| Assessment for learning. | Formative assessment is expertly used; feedback reshapes instruction in real time; student voice informs learning. | Some effective questioning and feedback; adjustments made during the lesson. | Limited use of AfL or feedback; little evidence of instructional adaptation. | AfL absent or ineffective; misconceptions persist without intervention. |

**Book Look Rubric**

| Indicator | Highly Effective | Effective | Working Towards | Working Below |
|---|---|---|---|---|
| Curriculum alignment and coverage. | Work is well-sequenced and aligned to MYP criteria; clear links to long- and medium-term plans. | Work broadly follows the intended curriculum and shows coverage. | Work shows gaps or unclear links to curriculum sequencing. | Little evidence of planned curriculum; work is disconnected or incomplete. |
| Quality of work and challenge. | Work is consistently high-quality, complete, and shows pride and ambition; extended writing or thinking evident. | Work is mostly complete and appropriate for the student level. | Work is inconsistent; effort varies; some unfinished tasks. | Work is minimal, poorly presented, or lacks rigour. |
| Feedback and progress over time. | Feedback is frequent, personalised, and acted on; progress is clearly visible over time. | Feedback is present and usually understood; some visible progress. | Feedback is limited, generic, or not followed up. | Feedback is missing or shows no evidence of impact. |

**Engagement Curriculum**

**Foundation: We hold the highest expectations and embed positive engagement as part of our curriculum**.

We explicitly teach classroom etiquette to ensure all students understand what is expected and can focus on learning.

**Etiquette Protocols**

- Line ups.
- Threshold entrance and exit.
- Rapid entry.
- Assembly protocol.
- Cold calling (no hands up).
- Transitions with pace and purpose.
- 3Rs engagement/behaviour system.
- Dismissal routines.
- Chromebook etiquette.
- Respectful speech and scholarly speaking.
- Litter expectations.
- Care for chromebooks.

**Presentation Expectations**

Books are a tool for revision. Excellent presentation reflects high expectations and respect for learning. Teachers model and reinforce these expectations consistently.

**Students are expected to:**

- Use blue/black pen for notes and assessments.
- Use a red pen for peer/self-assessment and marking response.
- Use pencil and ruler for graphs, diagrams.
- Write enquiry questions, titles, and dates in all lessons.
- Underline titles and subtitles.
- Maintain tidy, complete work.
- Include name, teacher, subject, group on book cover.
- Substandard work will be redone to the expected high standard.

**Live Marking**

We prioritise live marking to reduce workload and improve impact. Class notes are not diagnostically marked outside of lessons. Instead, teachers offer verbal feedback, whole-class modelling, and instant intervention in real-time.

**Quality Assurance Process**

We follow an agreed accountability cycle with at least 3 formal Learning Walks and 3 Book Looks per year. All QA is built around a coaching culture and open-door ethos.

**Feedback and Support**

**StepLab** will be our core platform for providing feedback and personalised professional development from September 2025.

**Support Structures for Ineffective Teaching**

- Initial conversation with Middle Leader.
- Departmental monitoring with SLT oversight.
- Coaching with SLT/Lead Practitioner partner.
- Informal support plan.
- Formal support plan where needed.

**Related Policies**

- Behaviour Policy
- Academic Honesty Policy
- Digital Learning Policy
- AI Use Policy

**Reference List**

- Tom Bennett (2020). *Running The Room*. John Catt.
- Sam Strickland (2022). *The Behaviour Manual*. John Catt.
- Doug Lemov (2015). *Teach Like A Champion 2.0*. Jossey-Bass.
- John Eaton (2022). "Moving from Differentiation to Adaptive Teaching". Education Endowment Foundation. [Online]