



# Leigh Academy Hugh Christie

## Leigh Academy Hugh Christie Teaching and Learning Policy 2025-26

### 1. Introduction

Leigh Academy Hugh Christie is committed to providing a high-quality education that fosters a supportive and stimulating learning environment. Our Teaching and Learning Policy outlines our approach to delivering excellent educational experiences and ensuring every student achieves their potential, guided by our core values of being Ready, Responsible, and Respectful.

### 2. Core Values

Our core values are central to our approach to teaching and learning:

- **Ready:** We prepare students to engage fully with their learning, equipping them with the skills and mindset necessary to tackle academic challenges and opportunities.
- **Responsible:** We encourage students to take ownership of their learning, act with integrity, and contribute positively to the school community.
- **Respectful:** We foster a culture of mutual respect where students are encouraged to value diverse perspectives, work collaboratively, and treat others with kindness.

### 3. Aims and Objectives

Our aims are to:

- Promote a love of learning and intellectual curiosity.
- Deliver a broad and balanced curriculum that meets the needs of all students.
- Foster an inclusive and supportive learning environment in line with our core values.
- Develop critical thinking, problem-solving, and independent learning skills.
- Provide timely and constructive feedback to enhance student progress.
- Encourage active participation and engagement in the learning process.

### 4. Curriculum

#### 4.1 Curriculum Design

- We offer a rich and varied curriculum that aligns with national standards and meets the diverse needs of our students.
- The curriculum is designed to challenge students and encourage them to reach their full potential.
- We regularly review and update the curriculum to ensure it remains relevant and responsive to the changing needs of our students.

#### 4.2 Personalisation

- Adaptive teaching is used to cater to varying abilities and learning styles, ensuring that all students can engage with and benefit from the curriculum.
- We provide targeted support and enrichment opportunities to meet individual needs and promote all students' progress.

### 5. Middle Years Programme (MYP)

#### 5.1 Overview of MYP

- At Leigh Academy Hugh Christie, we run the Middle Years Programme (MYP) as part of the International Baccalaureate (IB) framework. The MYP is designed to provide a challenging and comprehensive education for students aged 11 to 16, focusing on developing both academic and personal skills.

5.2 **Key Characteristics** We aim to encourage the following key characteristics in our learners through the MYP:

- **Enquirers:** We foster students' curiosity and encourage them to develop the skills needed to conduct inquiry and research.
- **Knowledgeable:** We aim to build a broad and deep understanding of a range of subjects and issues.
- **Thinkers:** We promote critical and creative thinking, encouraging students to apply their knowledge and skills in diverse contexts.
- **Communicators:** We support students in developing effective communication skills, including the ability to express ideas clearly and collaborate with others.
- **Principled:** We emphasise the importance of integrity and ethical behaviour, encouraging students to act with honesty and fairness.
- **Open-minded:** We encourage students to appreciate and consider different perspectives and cultures.
- **Caring:** We strive to develop students who are empathetic and committed to helping others and making a positive difference.
- **Risk-takers:** We support students in being confident and resilient when facing new challenges and opportunities.
- **Balanced:** We promote the importance of maintaining a balanced lifestyle, including academic, physical, and emotional well-being.
- **Reflective:** We encourage students to reflect on their learning experiences and personal development, recognizing their strengths and areas for growth.

### 6. Teaching and Learning Strategies

**6.1 Non-Negotiables for Each Lesson** To ensure high standards of teaching and learning, each lesson will include a selection of the following non-negotiables:

- **Do Now Task (Low-Stakes Testing):** A brief activity at the start of the lesson to assess prior knowledge and prepare students for the day's learning.
- **Adaptive Teaching:** Adjusting teaching methods and materials to meet the diverse needs of students, ensuring effective engagement and learning.
- **Link to Prior Learning (Knowledge Recall):** Connecting new content to previously learned material to reinforce understanding and facilitate deeper learning.
- **Direct Instruction/Modelling (Skills Consolidation):** Explicitly teaching and demonstrating skills or concepts to consolidate understanding.
- **Staged Instruction (I Do, We Do, You Do):** Using a structured approach to gradually shift responsibility from teacher-led instruction to independent student work.
- **Cold Calling and Comprehension Checks:** Using random questioning to assess understanding and ensure active engagement.
- **Independent Task (Including Reading Development):** Providing opportunities for students to apply learning independently, with a focus on developing reading skills.
- **Plenary/Consolidation:** Summarising the lesson's key points and reflecting on what has been learned to consolidate knowledge and assess progress.

## 6.2 Teaching Approaches

- Lessons are planned with clear learning objectives and outcomes.
- A variety of teaching methods and resources are employed to engage students and support their learning.
- Active learning strategies, including group work, discussions, and hands-on activities, are utilised to enhance student participation.

## 6.3 Assessment for Learning

- Formative assessments are conducted regularly to monitor student progress and inform instruction.
- Summative assessments are used to evaluate overall achievement and inform future learning goals.
- Students receive constructive feedback that guides their learning and development.

**6.4 Learning Environment** To create an effective and supportive learning environment, the following practices are essential:

- **Seating Plan:** All classes must have a seating plan, which should be followed during lessons. This plan should be designed to minimise social groupings where appropriate and include a rationale for the seating arrangement.
- **Positive and Purposeful Atmosphere:** Ensure that the classroom environment is characterised by high teacher and learner expectations, promoting a culture of respect and ambition.
- **High-Quality Displays:** Classrooms should feature high-quality displays that reinforce expectations and provide inspiration and support for students during lessons.

- **Exemplar Work:** Displaying exemplary work around the classroom or the Academy to showcase standards and motivate students.
- **Organisation and Tidiness:** Maintain a well-organised and tidy classroom to facilitate a productive learning environment and minimise distractions.

## 7. Digital Learning and Chromebooks

### 7.1 Integration of Technology

- To prepare our students for the digital world, each student at Leigh Academy Hugh Christie is provided with a Chromebook. This initiative supports our commitment to integrating technology into our teaching and learning practices.
- Chromebooks are used to enhance learning experiences, facilitate digital literacy, and ensure that students are proficient in using technology for academic purposes.

### 7.2 Digital Skills Development

- Our curriculum includes opportunities for students to develop essential digital skills, including effective use of digital tools, online research, and safe online practices.
- Teachers incorporate technology in lessons to support interactive learning, collaborative projects, and access to digital resources.

### 7.3 Online Safety and Responsibility

- We emphasise the importance of online safety and responsible use of technology. Students are educated on how to navigate the digital world safely and ethically.
- For guidelines and best practices regarding the use of Chromebooks, please refer to our [Digital Learning Poster](#), which outlines expectations for Chromebook use, digital citizenship, and online behaviour.

## 8. Assessment and Feedback

### 8.1 Assessment

- Assessment practices are designed to be fair, consistent, and transparent.
- Both formative and summative assessments are used to track and evaluate student progress.
- Assessment data is used to identify areas for improvement and inform instructional planning.

### 8.2 Feedback

- Timely and actionable feedback is provided to students to help them understand their strengths and areas for development.
- Students are encouraged to reflect on their feedback and set personal learning goals.

## 9. Professional Development

### 9.1 Continuous Improvement

- Staff are encouraged to engage in ongoing professional development to enhance their teaching practices.
- Regular training and workshops are provided to keep staff updated on best practices and new developments in education.

## **9.2 Collaboration**

- Opportunities for collaborative planning and sharing of best practices are promoted among staff.
- Peer observations and feedback are used to support professional growth and improve teaching quality.

## **10. Monitoring and Evaluation**

### **10.1 Quality Assurance**

- The effectiveness of teaching and learning is regularly monitored through our "snapshot" program, which includes reviewing a range of teaching and learning activities.
- Data from the snapshot program is analysed to identify trends, strengths, and areas for improvement.

### **10.2 Review and Revision**

- This policy is reviewed annually to ensure it remains relevant and effective.
- Feedback from stakeholders, including students, parents, and staff, is considered in the review process.

## **11. Responsibilities**

### **11.1 Staff**

- All teaching staff are responsible for implementing this policy and ensuring high standards of teaching and learning.
- Staff are expected to embody our core values of being Ready, Responsible, and Respectful in their interactions with students and colleagues.
- Staff are expected to engage in professional development and contribute to the continuous improvement of the teaching and learning environment.

### **11.2 Leadership Team**

- The leadership team is responsible for overseeing the implementation of this policy and providing support and resources to staff.
- They are also responsible for monitoring and evaluating the effectiveness of teaching and learning practices.

## **12. Review**

This policy will be reviewed annually by the leadership team and relevant stakeholders to ensure its continued effectiveness and relevance.

### **13. Approval**

**Signature:** Mr Sargent

Head of College (Head of College - Teaching and Learning Lead)

**Signature:** Mr Shah

Principal