



Leigh Academy
Milestone

Teaching and Learning Policy

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Introduction

The core purpose of Leigh Academy Milestone is to “ensure that everyone in our community is ready for our next steps - in our learning and in our lives - so that each of us has a sense of purpose and belonging, is happy, and can make a positive contribution to the modern world.” ([Milestone Academy Vision and Values](#)).

The achievement of pupils is a key measurement of the school’s effectiveness and pupils are challenged and supported to achieve their ambitious learning targets which are set and reviewed annually by the school. The extent of progress and achievement is monitored by the two termly analysis of pupil progress data and scrutiny of pupils’ work along with the evaluation of the effectiveness of the learning environment, the evaluation of pedagogies and observation of lessons through learning walks which can occur at any time.

International Baccalaureate

Leigh Academy Milestone is an International Baccalaureate (IB) Candidate School. As such, Leigh Academy Milestone is committed to providing a curriculum which transcends the National Curriculum, and incorporates the IB’s values of student agency, internationalism, global citizenship, and taking action.

Leigh Academy Milestone fosters an environment where learners grow across all areas of the [IB Learner Profile](#).

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers (Courageous)
- Balanced
- Reflective

Learning

All staff hold the highest expectations for pupils’ learning and pupils are individually supported through a wide range of strategies to ensure they are ready to learn. In particular, Leigh Academy Milestone will ensure pupils are supported to:

- Understand what they have learned, how well they have achieved towards their targets and what they need to do to achieve their next steps, this will be evident both in the classroom, through pupils’ work and other evidence of learning
- Access an appropriate curriculum and learning environments and resources which are organised and differentiated to meet their learning needs

- Respond positively to learning challenges and are motivated through the use of visual supports to stay on task, increase their concentration and attention
- Enjoy making progress in their learning, acquiring new knowledge, skills and understanding
- Use a range of resources, including digital resources, to access and embed their learning safely
- Generalise their learning across different settings
- Take responsibility for their own learning and behaviour
- Think for themselves and learn to problem solve
- Ask for help, develop resilience and cope with failure
- Participate in intervention strategies when progress is less than expected
- Celebrate their achievements with families through effective links between home & school


Remote Learning

The Remote Learning Policy is linked below and can be found on the website.

<https://milestoneacademy.org.uk/wp-content/uploads/2020/12/Remote-Learning-Policy-Milestone-Academy-Dec-2020.docx.pdf>

Home Learning

The Remote Learning Policy encourages parental/carer involvement in their child's learning and is linked below.

 Home Learning Policy Sep 2022

Teaching

Leigh Academy Milestone is committed to ensuring its pupils are taught and supported by highly skilled and reflective practitioners. The effectiveness of individual members of staff is continually assessed during the year through informal learning walks and where required some formal observations that focus on pupils' learning and achievement through the curriculum. Professional discussions around the quality of teaching are of the greatest importance and these developmental discussions are set within the framework and context of performance development; a programme of continuous professional development linked to the school improvement plan which shows a clear and logical cycle of plan, action, review and further improvement.

It is expected that teachers will be able to evidence their planning and that this will link to prior attainment, current learning objectives or targets and be personalised to meet individual needs as required. It should also evidence opportunities for stretch, challenge and where next steps can be found. There is no one prescriptive format for planning and other than for Initial Teacher Training and

and Early Career Teachers there is no expectation for lesson plans. Teachers will provide daily plans and lesson plans for cover staff if their absence is planned, e. g., on a course and planning should be made available to Phase Leaders and Satellite Directors to ensure any unplanned absence does not impact pupil learning or progress through the curriculum. Teachers will share planning with subject leads and phase leaders/satellite directors who will review this as required.

All classes must have an equivalent, usually through Google Classroom.

A professional dialogue between teachers and the senior or middle leader observing practice through informal lesson visits, learning walks and work scrutiny will take place throughout the Academic Year.

- Teaching ensures that the prior attainment and knowledge of individual pupils and the "next steps for learning" are the focus of all adults within the lesson and, as far as possible, the pupils.
- Pupils are accustomed to lesson routines, are "ready for learning", are clear about the learning activity and are motivated to achieve their next target. This will include the effective reduction of any barriers to learning
- The extent to which particular learning strategies (pedagogies) are effectively used with pupils who have very different needs and unusual patterns of learning.
- The manner in which pupil outcomes and progress through the curriculum are assessed by adults and may be discussed with pupils so that there is clarity about the effectiveness of the learning activity and the next steps to be taken

The professional discussion that follows a learning walk may take different forms;

- A professional dialogue between the teacher and senior or middle leader who has observed the practice and may focus on areas for development which require a more supportive approach with follow up visits where practice is not up to the required standard
- Brief written feedback via On Track, LAT's professional development system or using the Academy's Learning Walk documentation or platform.
- A formal observation as part of the Professional Development process
- A sequence of formal and recorded observations as part of a developmental approach to improving practice when practice continues not to meet the required standard, this could lead to a formal Capability process if progress is not made within an agreed time frame (see Appendix 1 for Teacher Support Programme)

Observers will support colleagues to reflect on practice, review pupil targets and performance, make accurate self-evaluation, review personal performance targets and recent CPD activities.

Opportunities for future professional development requirements to develop new skills or pedagogy may also be identified during these discussions.

Leigh Academy Milestone recognises that a developmental approach to lesson observations can have the potential to be the most effective form of professional development. The range of opportunities may include peer to peer observations and observations based on action research, along with observations from a range of middle and senior leaders. Teachers may request a colleague to observe them to share their good practice, through Joint Practice Development groups or seek the guidance of a critical friend to problem solve when pupil progress is not as expected.

The Senior Leadership Team reports to a range of stakeholders including LAT leaders, the Local Governing Body and others on the outcomes of the quality of learning and teaching on a regular basis. The Principal is regularly updated on the quality of learning and teaching within the Academy. Leigh Academy Milestone works with families and other agencies to ensure the best possible learning outcomes for every pupil at home, in school and the community, recognising the key transition points on the journey to adulthood.

Support for Teachers

Trainee and Early Career teachers are supported by the Senior Leadership Team, Satellite Directors and Phase Leaders responsible for such teachers. Trainee teachers follow the KMT programme alongside their school based mentors. The academy works with TGTSH and EDT for the early career teachers induction years. As part of their induction, all teachers new to Leigh Academy Milestone are assigned a mentor to support their professional development. All teachers are supported by all levels of staff working with them. They are supported by a talented team of Teaching Assistants who are highly skilled following extensive training. All staff undertake a wide range of training which is of a very high standard and leads to exceptional outcomes. Teachers are also supported by all Phase and subject middle leaders, senior leaders, the therapy team and external agencies such as the Specialist Teaching and Learning Service for pupils with VI and/or HI.

Training for teachers is through in-house programmes, LAT training, Ksent training or planned external courses.

Appendix 1: Teacher Support Programme

The Teacher Support Programme will be implemented for every teacher who has a lesson graded as 'Requires Improvement' (RI) following an observation which may follow a learning walk. The Teacher Support Programme aims to provide the teacher with the strategies required to make rapid progress in their teaching and to deliver lessons that are consistently graded as 'Good' or 'Outstanding' within a four week period. The four week support programme is as follows:

Week 1

- The teacher will be assigned a Mentor or Coach who is an outstanding practitioner, usually a Phase Leader/Satellite Director
- The Mentor or Coach will work with the teacher to produce a timetable for interventions that will focus on key areas for development as identified in the first observation. The Mentor or Coach will keep a log of meetings as a record of formalised support and agreed interventions. Interventions will include collaborative planning, informal observations of the teacher by the Mentor and observations by the teacher of their Mentor and other teachers who deliver outstanding lessons

Week 2

- The teacher will be formally re-observed by the same member of the Middle or Senior Leadership Team who completed the first observation and a Phase Leader/Satellite Director/Subject Leader, but not the Principal.
- The Mentor or Coach will continue to support the teacher working on areas for development from the second observation. The Mentor or Coach will continue to keep a formal log of each meeting, agreed interventions and impact.

Week 3

- The Mentor or Coach will continue to support the teacher working on agreed interventions and their impact. Informal observations and peer observations will also continue

Week 4

- The teacher will be re-observed by the same member of the Middle or Senior Leadership Team and a different Phase Leader/Satellite Director/Subject Leader, but not the Principal.


If both re-observations in weeks 2 and 4 are graded as 'Requires Improvement' the member of the middle or senior leadership team who has observed each of the lessons will inform the Principal. The Principal will then meet with the teacher to discuss the way forward which is Capability.


If either of the two re-observations is graded as 'Requires Improvement' the Mentor will continue for a further two weeks with a final observation that must be graded as 'Good' or 'Outstanding'.


The teacher will revert to the normal pattern of learning walks if both re-observations are graded as 'Good' or 'Outstanding'.


Appendix 2: Phase “Minimum Standards”

The following are related to expectations regarding the environment and strategies to be used with regards to teaching and learning

 Phase 1 Minimum Standard

 Phase 2 minimum standard

 Phase 3 Minimum Standards

 Phase 4 Environment