



**Teaching and Learning
Policy
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Teaching and Learning Policy

Rationale

This document is a statement of the aims, principles and strategies for teaching and learning at Langley, the implementation of this policy is the responsibility of all members of Langley School community.

This Teaching and Learning Policy lays the foundations for the whole school, the Explorer and Adventurer pathways and, along with our ethos and values, forms the context in which all our other policy statements should be read.

We see teaching and learning as a process of co-operative team work between pupil, staff, parent/carers relevant professionals and others in the community.

We believe that effective learning takes place when:

- Pupils feel valued as individuals and are actively involved in the learning process
- Classroom relationships are built on tolerance and respect
- Pupils are encouraged by the adults in school and are given opportunities to enjoy a genuine sense of achievement
- There is a common awareness that high standards of behaviour are expected
- The environment in which pupils and teachers are working is stimulating, comfortable and safe
- Pupils are listened to, and their communication needs recognised and supported

Aims

Langley is a school where individuals are valued for themselves and where all are expected to give their best. The Langley CHILD is in the core of everything we do.

<p>C Challenge</p>	<p>Pupils are challenged to reach their full potential because</p> <ul style="list-style-type: none"> • they are set ambitious outcomes • staff have consistently high expectations for all pupils, effort is recognised and pupils are encouraged to try hard • they are encouraged to try new learning experiences • they approach new things with resilience, they see mistakes as opportunities to learn • high quality questioning probes for deeper understanding and reflection • staff demonstrate high levels of subject knowledge • misconceptions are identified quickly and acted upon
<p>H Happiness</p>	<p>The pupils are happy because</p> <ul style="list-style-type: none"> • they are the centre of every action of everyone at all times • they are kept safe at all times • they are never talked over and all adult conversation is about supporting learning of the pupils • staff respect and value each person's individuality, differences and beliefs operating within the school policies and procedures • everyone celebrates the success of others • staff are role models for pupils, they are respectful, courteous and nurturing • behaviour is well managed, with clear rules consistently applied, taking into account individual needs • relationships between them and the adults are very strong
<p>I Independence</p>	<p>Pupils at Langley learn to be as independent as possible because</p> <ul style="list-style-type: none"> • they have positive adult role models at all times • they are encouraged at all times to increase their independence, staff don't do for the pupils things they can do for themselves • they are taught skills that will help them as they grow • reading, writing and communication are embedded across all learning activities, staff model excellent English (spoken language, spelling, grammar) • word books, word mats and dictionaries are used to promote independent learning • mathematical skills are applied and practised at all opportunities • social skills are taught explicitly
<p>L Learning</p>	<p>The pupils at Langley</p> <ul style="list-style-type: none"> • learn in an environment that is appropriate to their needs • work with staff who maximise all moments of the day to support their progress and achievement • work with adults who adhere to all school policies and procedures • learn through a curriculum which is matched to their needs

	<ul style="list-style-type: none"> • have outcomes and staff know what they are and what they need to put into place for the pupils to work towards them • are proud of their achievements • have plentiful opportunities to talk and communicate • have a strong desire to learn; they are curious and interested • have key words introduced, clarified and practised • have lessons that provide an 'irresistible invitation to learn' - interesting, motivating, relevant • are active learners • experience lessons and activities that have been carefully planned for them and have a clear learning objective which is shared appropriately • are encouraged to reflect on their progress in an appropriate way • understand what they are working towards and try hard to get there • understand and act upon feedback • are given next steps and feedback about their learning and respond to this
<p>D Development</p>	<p>Pupils at Langley develop both academically and socially because staff</p> <ul style="list-style-type: none"> • work with parents/carers and other professionals towards common goals • have a can do attitude • always put the pupils in the very centre of everything they do • work hard to develop their own skills, responding to feedback and support to enhance the impact on the pupils development • are positive about each others' strengths and achievements and will help each other to improve constructively • treat pupils, parents and everyone within the school community with respect and value each other • are confidential at all times about our work, our pupils, their families and each other. This includes no direct or indirect comments on social media • seek solutions to any problems positively and professionally • use assessment well in planning, taking account of pupils different starting points to ensure all pupils make progress • demonstrate high levels of expertise around SEND and utilise a range of strategies in their roles in school • support all pupils to succeed, with well-planned learning activities which enable pupils to make progress • provide opportunities for multi-sensory, experiential learning • ensure appropriate resources are used to enable all pupils to access learning • inform parents about how their child is progressing and how they can improve

Equal Opportunities

Staff will support and encourage all children at Langley to reach their full potential irrespective of race, gender, age or ability.

Child Protection

All children have the right to feel safe and learn in a safe environment (see also the Safeguarding and Child Protection Policy).

Classroom Management and Organisation:

An example of a typical school day at Langley.

EYFS

KS1 and Explorers Pathway

8:50 – 9:15	Arrival and assembly
9:15 – 9:45	Sensory Circuits and OT
9:45 - 10.30	Pre-reading and writing (including Phonics)
10.30 – 11:00	Snack, Communication and OT programmes
11:00 - 11.15	outside
11.10 - 12.00	Early maths
12 - 1	Lunch time
1:00 – 1:15	Reading
1.15 - 2.15	Foundation subjects
1:50 – 2:00	Sensology
2.15 - 3:00	Foundation subjects
3:00 - 3.10	Home time routine

Adventurers Pathway

8:50 – 9:15	Arrival and assembly
9:15 – 9:45	Phonics
9:45 - 10.40	English
10.40 - 11:00	Playtime
11:00 – 11:15	Snack time
11.15 - 12.00	Maths
12 - 1	Lunch time
1:00 – 1:15	Reading

1.15 - 3:00	Foundation subjects
3:00 - 3.10	Home time routine

Time Allocation

Allocation of time to individual subjects is in line with DfE guidance. Teachers will follow the agreed Schemes of Work to ensure that programmes of study are effectively covered. At Langley we are committed to deliver a broad, balanced and relevant curriculum to the pupils at all stages of their education.

Management

The learning environment will be managed in such a way as to facilitate different styles of learning, and different needs:

- ④ Whole group teaching
- ④ Group work, organised according to appropriate criteria (i.e. Ability, mixed ability, interest etc.)
- ④ One to one teaching
- ④ Collaborative learning in pairs or groups
- ④ Independent learning

Ensuring appropriate levels of noise and other sensory stimulation, we acknowledge that reference to the learning environment is included in EHCPs and therefore take this into account when planning the effective and suitable use and layout of the classrooms and other learning areas.

All areas of the learning environment will be planned for, including, where appropriate, the outside areas, in order to ensure opportunities for a range of practical activities, which will develop appropriate skills, concepts and knowledge.

Behaviour Management

Langley has a Behaviour Management policy which is reviewed regularly.

The teaching environment

- ④ The teaching environment will reflect the pupil's needs.
- ④ Teaching environment will adopt additional (visual) reinforcement strategies to supplement verbal instruction
- ④ Each teaching room will be organised to facilitate learning and the development of independence.
- ④ Work stations which facilitate students working independently and with minimal distraction are provided as and when needed.
- ④ Height adjustable furniture is available in rooms where needed.
- ④ The physical environment should not be a barrier to access and learning
- ④ A reading corner that is used effectively to develop the love of reading

Planning

Units of work including topics taught and experienced by the pupils are reviewed and updated regularly by the individual subject leaders. Staff attending courses must leave work for staff covering their timetable. Examples of plans are provided for performance management, internal monitoring by subject leaders and the Senior Leadership Team (through an agreed cycle of monitoring) and for Ofsted.

Differentiation

Langley caters for a broad range of abilities. Pupils are organised into teaching groups with children working within a similar ability range, accessing a curriculum that is relevant to their learning needs. Differentiation, however, stills remains crucial particularly to ensure more able students are suitably challenged.

Teachers will differentiate the curriculum by:

- ④ Task
- ④ Resources
- ④ Levels of support

Consideration needs to be given to the following areas:

- ④ Differing methods of communication
- ④ Different physical needs
- ④ Positioning students within the teaching environment
- ④ Differentiated resources i.e. large print books
- ④ Medical needs

Learning objectives will be specified for all planned activities.

Evidence and assessment

Regular assessments are made of pupils' work in order to establish the level of attainment, and to inform future planning. English (including Speaking and Listening), Maths and PSD are assessed and recorded three times at the end of each term though can be updated at any time to record individual progress. When children start at Langley they are baseline assessed in these areas and this is reviewed after 6 weeks. Evidence is recorded through tasks completed by pupils or by observations being recorded. Where appropriate pupils are also assessed using the Engagement Profile.

Educational visits

Educational visits provide a wide range of learning opportunities which both directly support the curriculum and the development of individual skills. All pupils have access to educational visits where a risk assessment shows that it is safe for them to do so. A charging policy describes how educational visits are financed. All educational visits are approved by the head on an 'educational visits' form, which must be accompanied by a risk assessment.

Teaching strategies

In order to ensure equality of access, and effective matching of tasks to needs, teachers will employ a variety of strategies:

- Regular and close contact between parent, child and class team.
- The involvement of subject leaders in the development of individual curriculum areas, in order to ensure continuity and progression between all Key Stages and curriculums.
- Discussion and questioning (open and closed as appropriate)
- Previewing and reviewing work
- Interactive teaching
- Listening
- Mind mapping
- Providing opportunities for reflection by pupils
- Demonstrating high expectations
- Providing opportunities for repetition / reinforcement
- Providing encouragement, positive reinforcement and praise
- Making judgements and responding to individual need
- Intervening, as appropriate, in the learning process in order to encourage development
- Provide all children with opportunities for success
- Use a range of communication strategies - verbal and non-verbal, as appropriate to the individual
- Use of sensory curriculum where appropriate
- Use of technology where it is to enhance rather than replace communication
- Reinforcement through practical activities

Resources

Each classroom will be equipped with a set of resources and books appropriate to the age range and needs of the students using the room. Specialist resources will be stored in the appropriate curriculum resource cupboard / area, and will be regularly audited by the relevant subject leader. Consumables will be ordered as per the budget area.

Resources should:

Reflect the range of learning needs

Be reviewed regularly in terms of value for money

Be deployed to have the maximum impact on pupil learning

Be readily accessible

Subject leaders are responsible for researching and reviewing new resources

Pupils will be taught how to use all resources correctly and safely, with care and respect; and with regard for Health and Safety and waste. Care will be taken to ensure that resources reflect the cultural, linguistic and family diversity of our society, and that all pupils have equality of access.

Health and Safety

Staff have a joint responsibility for the health and safety of pupils in school.

Homework

There is a delicate balance to be maintained. For the majority of our children the school day provides sufficient academic challenge. Teaching groups are small and children are closely directed by adults. Children need their own time and space after school to pursue their own interests, hobbies and play. There is a need to be sensitive to the feelings of older students who do not always welcome "help" from adults but need to feel independent in order to develop their self-esteem. For some pupils, homework will be set in order to offer opportunities to practise skills or independently extend aspects of a lesson. Many routine activities in the home and community can be beneficial such as involving children in shopping trips. Homework can also include personal, independence and social skills. Homework is not intended as a device to occupy the child out of school. The school will endeavour to support parents/carers where they have concerns regarding constructive use of time outside of school.

Reading books may be sent home with individual pupils for them to share with someone at home, more guidance for supporting reading at home can be sought from the class teacher.

Learning Processes

Children enter school at different stages of development. Children learn in different ways and at different rates of progress. In the course of learning, children develop their skills through a variety of processes. These include:

- Investigation
- Experimentation
- Experiencing
- Listening
- Observation
- Becoming aware of
- Talking and discussion
- Asking questions
- Practical exploration and role play
- Retrieving information
- Imagining
- Repetition
- Problem-solving
- Making choices and decision-making

At Langley opportunities are organised to allow pupils access to these processes, and for them to develop their own strategies to gain knowledge and skills.

Learning Styles

Children learn in a variety of ways, and for this reason it is necessary to ensure that planning incorporates as many styles as possible. These styles include:

- Individual learning
- Collaborative learning in small groups, or pairs
- One to one learning with an adult, or more able pupil
- Whole class
- Independent learning
- Multi-sensory

- Experiential
- Experimental
- Self motivated
- Self supported
- Repetition and consolidation
- Revision and recapping

Governors' Role

It is the Governors' role to monitor and review the policy and its practise through:

- Visits to school, meeting with staff and pupils, discussion with subject leaders, teachers and leadership team
- Reporting to the Full Governing Body

Parents/Carers' Role

Parents/Carers are recognised as the pupils prime educator and partner in supporting their child's learning by:

- Ensuring that their child comes to school feeling confident and positive
- Ensuring that their child arrives at school punctually and regularly
- Sharing with the teacher any problems in school that their child is experiencing
- Supporting their child by attending Open Evenings/Days and other meetings
- Supporting their child and the teacher by being actively involved in the process of progress meeting, and the Annual review
- Ensuring that all contact addresses and telephone numbers are up to date and correct
- Ensuring that their child arrives at school wearing the correct uniform and bringing the correct P.E. kit
- Agreeing to, and supporting, the school's homework procedures
- Attending all medicals when invited
- Responding to letters sent home from school
- Informing the school of reasons for their child's absence
- Informing the school of any significant matters at home, which may affect their child's progress, happiness or behaviour
- Supporting extra-curricular activities, such as visitors to school, concerts, visits and fairs
- Sharing with the school their child's success and achievements

Support Staff

Support staff should be involved in:

- planning, policy making and the development of Schemes of Work
- assessment, recording and reporting
- working with a range of group sizes
- in service training and performance management processes

In addition they should;

- ④ encourage and facilitate independence
- ④ foster high expectations of pupil behaviour

The School's Role (including other professionals)

In relation to each of the above areas the school will reciprocate by:

- ④ Responding to all offers of support as far as it is able
- ④ Respecting all information given in confidence
- ④ Giving clear information on the aims and objectives of the curriculum and school procedures
- ④ Giving reasonable / appropriate access to teaching staff
- ④ Working in partnership with parents and guardians to ensure the success of their child, and encouraging parental involvement in working out the way forward for their child's educational future

Review

This policy is a working document and therefore is open to change as and when the need arises and will be formally reviewed annually.

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