



# Teaching and Learning Policy

Langley School

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## 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 Roots (Pre-Formal), Branches (Semi-Formal) and Leaves (Formal) 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 teamwork 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

### A Langley Child Thrives



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Thrives

Happy

Respectful

Independent

Valued

Empowered

Safe

## 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

8:50 – 9:05	Buses & Child initiated play
9:05 – 9:30	Breakfast & SaLT Targets
9:30 - 10.00	Greetings, Songs and daily timetable
10.00 – 10:20	Outside Play
10.20-11.35	Communication & Language
11.35-1:00	Lunch and independent play
1:00 – 1:15	Independent skills – dressing and undressing
1.15 - 2.25	Physical Development
2.25 – 2:50	Tuck & outside play
2.50-3.10	Bucket time and home time

### Roots Pathway

8:50 – 9:15	Arrival
9:15 – 9:35	Sensory greetings and sensory story
9:35-10:15	Learning and problem solving (Literacy focus), sensory regulation and TEACCH
10.15-10.20	Mindfulness
10.20-10.55	1:1 reading and phonics
11.10-11.50	PE
11.50-11.55	Number songs and rhymes
11.55-12.00	Mindfulness
12.00-1.30	Lunch, playskills, outside play
1.30-1.45	Sensology
1.45-2.15	PSHE, sensory regulation, Listening with Lola
2.15-2.30	Social Communication
2.30-2.35	Mindfulness
2.35-3.00	Social communication and SaLT targets

### Branches 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

## Leaves 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:

- Whole group teaching
- Group work, organised according to appropriate criteria (i.e. Ability, mixed ability, interest etc.)
- One to one teaching

- Collaborative learning in pairs or groups
- 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**

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

## **Adaptation**

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. Adaptation, however, still remains crucial particularly to ensure more able students are suitably challenged.

Teachers will differentiate the curriculum by:

- Task
- Resources
- Levels of support

Consideration needs to be given to the following areas:

- Differing methods of communication
- Different physical needs

- Positioning students within the teaching environment
- Differentiated resources i.e. large print books
- Medical needs

Learning objectives will be specified for all planned activities.

## **Evidence and assessment**

Regular assessments of pupils' work are conducted to establish the levels of attainment and to inform future planning. English (including Speaking and Listening) and Maths are assessed and recorded three times at the end of each term using Evidence for Learning. Assessments can be updated at any time to reflect individual progress.

When pupils first join Langley, they undergo baseline assessments in these subjects, which are subsequently reviewed at the end of the term. Evidence of progress is documented through tasks completed by pupils and through observations recorded in Evidence for Learning. Additionally, where appropriate, pupils are assessed using the Engagement Profile within the Evidence for Learning system.

## **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 and EVC 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
- Strategies to support behaviour for learning (e.g. Sensory Circuits, Bucket Time)
- 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 Skills
- 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

At Langley, we recognise the importance of maintaining a careful balance when it comes to homework expectations for our pupils and their families. For many of our children, the school day already presents significant academic challenge, with small teaching groups and high levels of adult support. As such, school is often seen as a place for structured learning, while home is associated with relaxation and personal time. We acknowledge that children need space after school to pursue their own interests, hobbies, and play, and families often report that engaging their children in formal learning activities at home can be challenging.

We are also sensitive to the needs of our students, who may resist adult assistance in favour of developing independence and self-esteem. In such cases, homework may be set selectively, with the aim of reinforcing skills, extending classroom learning, or promoting independent working. Importantly, meaningful learning can also occur through everyday experiences—such as shopping, helping at home, or engaging in the community—which support personal, social, and independence skills. Homework at Langley is not designed to simply occupy time after school, but rather to offer purposeful opportunities for development. Where parents or carers have concerns or questions about supporting their child outside of school, the school will work in partnership with them to provide appropriate guidance. Reading books may be sent home to enjoy together, and further advice on how to support reading at home is always available 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;

- encourage and facilitate independence
- 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:

- Responding to all offers of support as far as it is able
- Respecting all information given in confidence
- Giving clear information on the aims and objectives of the curriculum and school procedures
- Giving reasonable / appropriate access to teaching staff
- 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.

## Monitoring arrangements

This policy is a working document and therefore is open to change as and when the need arises and will be formally reviewed annually by a member of the senior leadership team. At every review, it will be approved by the headteacher.

## Reviewed

Approval Date:	
Approved by:	
Last Reviewed:	April 2025
Reviewed by:	Amie Oliver
Review Frequency:	Annually
Next Review Date:	April 2026

Policy Version	Date	Amended by	Comments:
V1	September 2023	Toni McCarroll	September 2024 – no changes
V2	April 2025	Amie Oliver	Updated school vision Updated pathways Updated timetables