

Safeguarding Statement

Langley Park School for Girls is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Equality & Diversity Statement

Langley Park School for Girls is committed to valuing and celebrating diversity and promoting equality of opportunity for all its staff and students. We are working to create a learning and working environment which is free from prejudice, discrimination, intimidation and all forms of harassment including bullying. Respect for rights is at the heart of our planning, policies, practice and ethos and we expect all members of our school community to model this in their behaviour and relationships.

TEACHING AND LEARNING POLICY

Approval Body:	Governing Body
Approval Date:	Summer 2024
Implementation Date:	October 2022
Designated Person (as appropriate):	Deputy Headteacher
Committee with Remit (as appropriate):	Governing Body
Review Date:	Summer 2026

Version History

Version	Approval Date	Summary of Changes

Teaching and Learning Policy

Intent

We aim to empower young people to transform their lives and those of others. All students follow an ambitious, broad and balanced curriculum acquiring knowledge, skills and cultural capital in a planned, cumulative way as a preparation for future learning and employment.

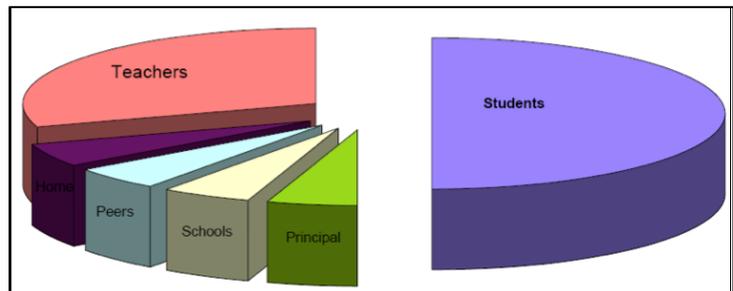
All teachers are expected to deliver high quality engaging lessons in which all students are supported and challenged to make progress. The stimulating learning environment promotes positive attitudes to learning and supports the progress of all students.

We teach in specialist teaching areas and, where possible, teachers have their own classrooms.

All teachers are also learners and as such are committed to the development of a learning culture in which we are all striving for excellence. It is through a collegiate approach that we will be more than the subtotal of our individual parts.

Teachers Matter

Teachers make the biggest difference in any school. Professor John Hattie's meta-analysis of over 800 international research studies into what does, and does not, have an impact on students' learning and outcomes clearly shows that after the students themselves, the biggest impact comes from teachers.



Pedagogy

Through department meetings, learning walks and CPD, we constantly review teaching and learning practices. We value professional development and collaborations, as such modelled in our Professional Growth policy and practice.

We strive to decrease the in school variation of classroom experience whilst trusting subject experts to apply the specific subject pedagogy which supports the effective delivery of their curriculum. This starts with our [classroom consistencies](#).

At LPGS our lessons are collaboratively planned within departments and adjusted by teachers to meet the needs of their class. This is to ensure schemes of work reflect best practice and reduce in-school variation whilst also supporting teacher workload. As a minimum standard lessons at LPGS include:

- Explicit explanations/direct instruction
- Effective AfL: no hand ups questions, cold calling, mini whiteboards.
- Adaptive teaching/mastery (support and challenge)
- Modelling
- Deliberate practice
- Praise and celebration
- Retrieval practice and recall opportunities
- Formative feedback in multiple forms (verbal; live written)
- Students' work shows they respond to teacher feedback

Behaviour for Learning

To promote high levels of engagement all teachers make use of the following strategies:

- Ready to Learn: [SLANT expectations](#)
- The register is taken in the first 5 minutes of the lesson
- Sharp starts mean the lesson begins promptly and students have a 'Do It Now Langley' task to complete on arrival
- Teachers make use of the LPGS Rewards and Behaviour Tariff displayed in every classroom
- Homework is recorded on Firefly
- High expectations in commitment to learning

Continuing Professional Development (CPD)

We value professional development and collaborations therefore time is provided in order for this to take place. Teachers have a responsibility to reflect on their practice, enhance and update their professional knowledge and skills, to ensure that consistently high standards of teaching and learning

Reading Policy

are maintained and national Teachers' Standards are met. Our CPD programme provides opportunities for staff to participate in a variety of activities in order to support the individual professional needs of staff and build whole school capacity. A detailed programme is available in the Staff Handbook and on our Virtual Learning Environment, Firefly.

Monitoring and Review

Senior and Middle Leaders ensure they monitor and review the quality of teaching and learning on a regular basis and in a number of ways.

- Focus and Review Days
- Work scrutinies
- Data analysis (SEND/ reading age/ PP/ attainment/ C2L)
- Learning Walks
- Surveys and dialogue with staff/students/parents
- Examination reviews and progress checks

The outcomes of monitoring and reviews are shared with staff. Where standards of teaching and/or learning fall below expectations, appropriate support will be provided and future monitoring will take place as appropriate. If concerns continue, further action will be taken in line with the Teacher Appraisal and Capability Policy.

This policy should be read in conjunction with the following policies and guidance:

- Curriculum Policy
- Feedback Policy
- Home Learning Policy
- Numeracy Policy
- Reading Policy
- Equality Policy
- Educational Visits Policy
- SEND Policy