LANGDON

PRIMARY SCHOOL

Teaching and Learning Policy

Reviewed October 2025

Agreed by the Governing Body 16.10.25

Due for review October 2027

Learning & Teaching Policy

Introduction

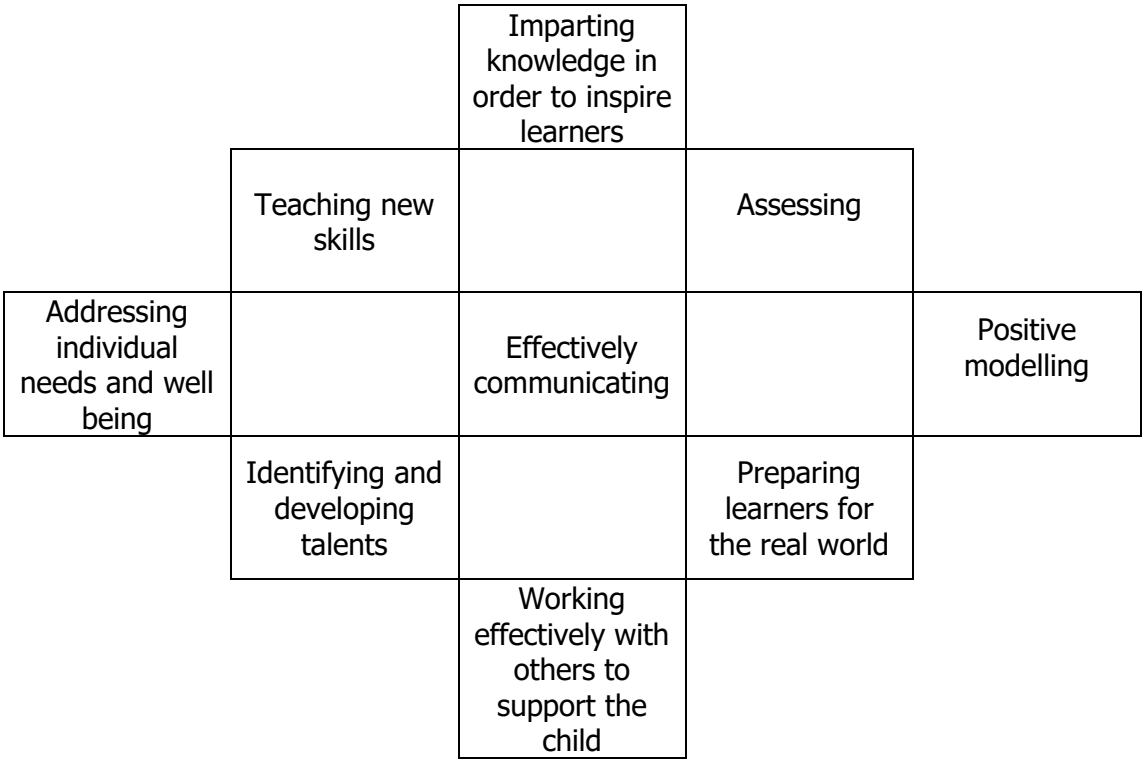
This document is a statement of the aims, principles and strategies for teaching and learning at Langdon Primary School. It lays the foundations for the whole curriculum, both formal and informal.

This policy will be reviewed every two years.

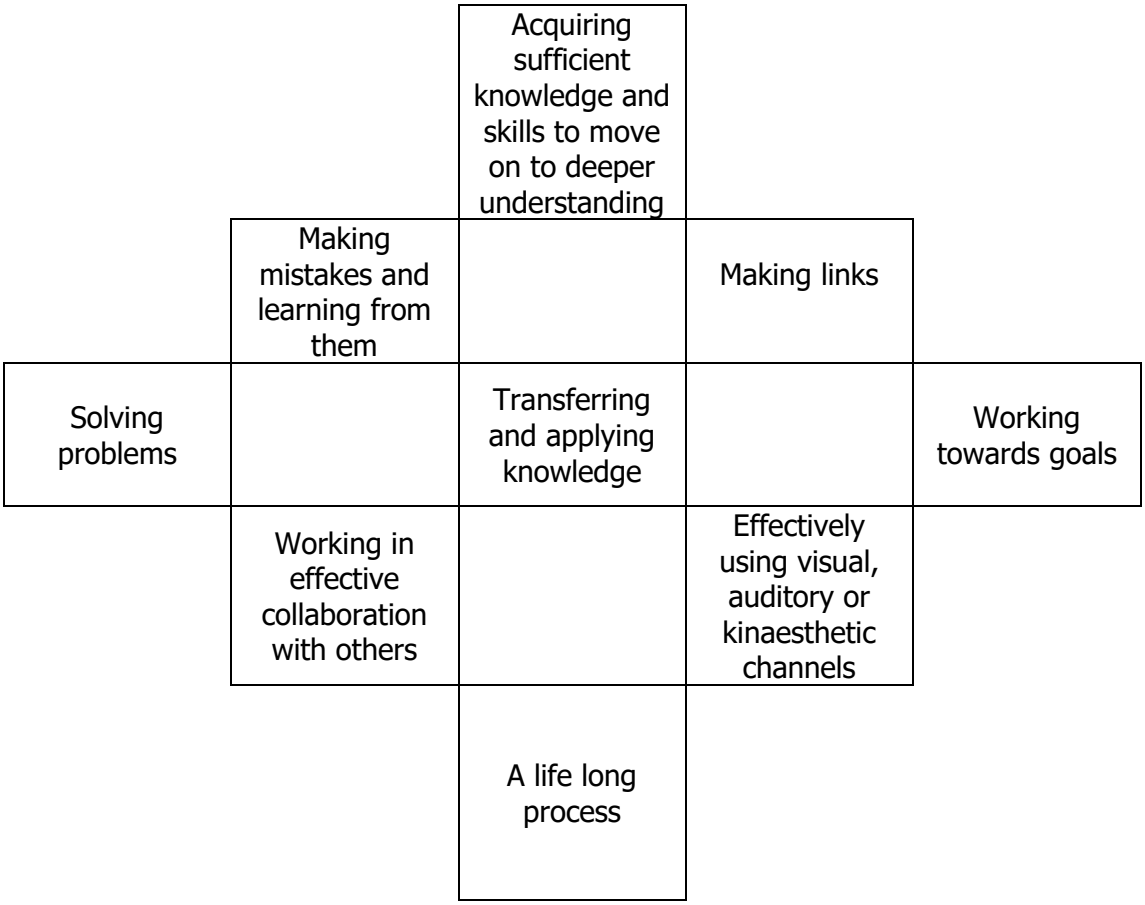
What is Teaching and Learning?

Learning through teaching is the core purpose of our school. Teaching is the principle method through which we offer a curriculum which is broad and balanced and meets the requirements of our curriculum which includes the Early Years Foundation Stage Curriculum, National Curriculum and the Kent Religious Education and Collective Worship guidance.

In this school the following are important elements in our understanding of what constitutes impactful teaching:



And, the following are important elements in our understanding of what constitutes learning:



Information about our curriculum can be found at *Curriculum Statement – Appendix A.*

Aims

Our aims when teaching and facilitating learning for our pupils is to:

- thoroughly prepare every child for the next stage of their learning journey and through life, understanding that there are no limits to what they can achieve;
- foster, facilitate and inspire a life-long love of learning and an ambition to aim high;
- make a positive impact on the life chances of every child preparing them to be active participants and contributors to the society in which they live.

In line with our agreed school core values we aim for all pupils to:

- develop as motivated, confident and independent learners;
- develop a responsible and resilient attitude towards life, work and their role in society.

Roles and Responsibilities

All stakeholders are involved in the process of meeting these aims in teaching and learning. We have determined the following minimum conditions for promotion of learning at Langdon School:

Children will learn best when the ethos of the school:

- is safe, secure, caring, friendly and happy;
- is focused on the positives of what we can do and achieve;
- is inclusive and challenging, purposeful and focused on learning;
- celebrates achievements and learning that occurs both inside and out of school;
- is free of judgement, allowing children to be themselves, in order to flourish;
- promotes partnership working with all areas of the school, local and wider community;
- promotes independence, resilience, respect and focuses on developing skills for life.

Children will learn best when the curriculum in the school:

- is interesting and engaging;
- is diverse, broad and balanced;
- shows progression, building on prior learning into order to consolidate and embed learning;
- is relevant to the interests and experiences of the learners, taking account of the needs of their generation;
- is inclusive and challenging, tailored to the needs of the individual;
- provides a solid grounding in the basic skills and application of reading, writing and mathematics;
- utilizes technology to develop and promote new ways of learning;
- prepares for future challenges promoting independence, motivation and resilience.

Children will learn best when the learning environment:

- is safe and secure whilst encouraging children to take considered risks;
- is supportive and stimulating, encouraging independence and active engagement with their learning;
- is child centred and responsive to the needs of the learner and the content of the curriculum;
- reflects and promotes learning;
- uses the wider surroundings of the school and locality to enhance learning;
- is organised and accessible
- effectively makes use of IT to enable access to teaching and the curriculum whether at home or in school;
- is appropriately structured to allow for good quality, safe and impactful staff-student interaction.

Children will learn best when assessment:

- is on-going and formative;
- is robust and consistent across the school and procedures are part of a whole school cyclical approach to improving outcomes;
- informs individuals about attainment and progress;
- is used to inform teaching for cohorts and groups;

- is used to address the needs of individual learners in order to bring about good progress;
- is sensitively shared with pupils, parents and carers;
- positively supports pupil learning and well-being.

Children will learn best when staff:

- are dedicated and committed to what they do and to their learners;
- have good subject knowledge for teaching;
- are life long learners who update their own learning in order to inform, adapt and improve their teaching;
- are approachable and understanding, good communicators and good listeners;
- know each individual child well, both emotionally and academically;
- are understanding, patient, sensitive, respectful and flexible to the needs of the child;
- have good classroom management skills;
- are team players who support one another;
- are well planned and organised in all aspects of classroom management, teaching, and assessment;
- involve their pupils in the process of planning so that they have genuine in what they are being taught;
- are appreciated by leaders and parents for their work to improve the outcomes for learners.

Children will learn best when parents:

- have good relationships with and work in partnership with the school and their child's classroom-based staff;
- understand and appreciate the work of the school, how it functions and the outcomes it expects for their child;
- are supportive and encouraging of their child's learning;
- ensure that their child is ready for school, in terms of basic life skills, at the point of entry to Year R;
- ensure that their child is appropriately prepared and equipped for the school day;
- enable their child to develop independence and take responsibility for themselves, their equipment and their learning;
- communicate with the school where there are concerns or worries that may impact on their child's learning or well-being;
- have adequate information about their child's learning and progress.

Children will learn best when they:

- feel valued, happy, safe and secure, knowing that they belong to the school community;
- are respectful of the school and the school community and show this in a positive working attitude and good behaviour distinguishing accurately between right and wrong;
- have a clear understanding of the expectations their teachers have of them and work hard, with confidence, giving their best;
- have a say in what and how they learn;
- are self-motivated, independent and enthusiastic;
- take on responsibility for their own learning and development, demonstrate resilience, take risks and problem solve in order to improve;

- are curious, ask questions, make links and self assess;
- are organised, prepared and well equipped for the school day;
- receive acknowledgement, praise or reward for their achievements.

Strategies for Teaching and Learning

The emphasis of our teaching and learning policy is on first hand experience and we encourage children increasingly to take control of their own learning. In each phase we use a range of teaching strategies to support learning and encourage the development of independence. The following table gives examples of the sorts of strategies that may be used by each phase:

Year R	**Year 1/2**
Consistent routines Thorough, relevant planning Modelling Scaffolding Questioning Visual prompts Revisiting and repetition Magpie-ing Giving immediate feedback Sharing good work Peer evaluation Use of talk partners Use of small steps One to one engagement/teaching Pre-teaching Team around the child approach	Consistent routines Thorough, relevant planning Modelling Demonstration Scaffolding Questioning Success criteria Revisiting and repetition Magpie-ing Giving immediate feedback Sharing good work Use of talk partners Use of small steps Differentiation of task/support Small group support/intervention Pre-teaching
Year 3/4	**Year 5/6**
Consistent routines Calm, quiet environment Thorough, relevant planning Cross curricular links Modelling Scaffolding Questioning Success Criteria Revisiting prior learning Magpie-ing Feedback in the moment Use of talk partners Small, manageable steps Differentiation of task/support Small group support/intervention Pre-teaching Use of music and visual cues Adaptations for inclusivity	Consistent routines Calm, quiet environment Thorough, relevant planning Cross curricular links Modelling Demonstration Scaffolding Questioning Success criteria Revisiting prior learning Magpie-ing Feedback in the moment Use of talk partners/groups Self and peer assessment Small, manageable steps Use of engaging texts Adaptations for inclusivity Small group support/intervention Pre-teaching Use of IT

Our curriculum is carefully organised to ensure consistency, pace and progression for all our pupils. Teaching will include opportunities for whole class, group, pair and individual working. Within this structure:

- groups are sometimes of mixed ability and sometimes set;
- The work undertaken should always be designed to challenge our pupils' thinking and develop their capabilities;
- relevant discussion is encouraged, although some periods of the day are set aside for silent work.

All teachers teach all subjects to their classes. For some subjects it is appropriate for the school to employ 'specialist teachers' eg. Music, Physical Education.

Resources for Teaching and Learning:

Teaching Assistants

Teaching Assistants work under the line management of the Class Teacher and SENCo. They support learning for children with a range of abilities under the direction of the Class Teacher. In some cases they are predominantly employed to support children with specified complex or severe Special Educational Needs.

Volunteers

Volunteer helpers work in classrooms with the agreement of the Head Teacher and Class Teacher:

- volunteer helpers assist in the classroom, in sports activities, on outings and visits and in providing other help, such as developing contacts with the world of work and places of interest;
- secondary school pupils and students on work experience are welcomed and encouraged in school.

Classroom resources

There is a range of appropriate and accessible resources from which pupils can select materials suitable to the task in hand. Children are encouraged to act independently in choosing, collecting and returning resources. Staff ensure that resources are well maintained, organized, labelled and accessible.

Central resources

Resources are bought on the basis of subject enhancement in line with the School Improvement Plan and curriculum demands rather than as a response to clever marketing.

Time

This is a resource that we value. In all year groups teachers organize and plan lessons that allow for maximum participation all of the time. Lessons are well paced

and challenging and time wasting is actively discouraged through the use of prompts and routines, such as displayed Success Criteria and well-established routines for what to do in between activities or when a child finishes a task quickly.

Information and Communications Technology

This is a major resource which is used across the whole curriculum to support learning. When required IT can be made available for pupils who are unable to attend school so that they can continue to access a full broad and balanced curriculum and so that they can access periods of quality first teaching.

Additional Educational Needs

Pupils with additional needs are sometimes withdrawn for extra support provided by the SENCo, intervention teacher and/or teaching assistants or may receive extra support in the classroom from the teacher, teaching assistants and voluntary helpers. However, pupils with additional needs still receive a full, broad, balanced curriculum over time in order to ensure their full entitlement to the curriculum. As far as possible, pupils with additional needs access quality first teaching within their usual classroom in order that they can access learning opportunities appropriate to their age. There is a commitment to ensure that no pupil is 'held back' in their learning. Quality first teaching may be supplemented with individual and/or group work if necessary in order to ensure progression.

The role of homework:

Homework is considered to be a valuable element of the learning and teaching process therefore:

- children are encouraged to work at home on a regular basis;
- it is expected that all children will read at home and share a book with their parents;
- children will have multiplication tables and spellings to learn at home;
- children who have made insufficient effort during class time may be asked to complete work at home;
- extra homework tasks will be given to children in Years 5 and 6 to help prepare them for life at secondary school;
- further practice in basic skills (eg mathematics, English and handwriting tasks) may be set at the discretion of class teachers.

Whilst we value homework as a tool for preparation for future learning, for consolidation of previous learning and as a method of preparation for older learners for the demands of the secondary phase, we believe that the most effective learning takes place in the classroom. We will still encourage children to do homework but time will not be unduly wasted on following up homework for those who persistently fail to complete it – we believe this time is better used for in-class teaching. For those students who do fail to complete homework on a regular basis, a conversation with parents about how to support their child at home will occur. Alternative homework strategies, including a homework 'club', led by school staff, will also be offered as an alternative venue for completing homework for those who find working at home difficult.

Pupils in Key Stage One will have homework sent home as learning challenges that may be done over a weekend or longer period of time. When complete, these can be sent into school or photographed and added to the school's communication app SeeSaw for staff to see.

In Key Stage Two, pupils will have a mathematics or English task set each week and sometimes, both. Weekly homework that has been set by teachers, should be given out on a Friday and returned to school by the following Wednesday. Parents are encouraged to 'mark' and feedback to their child when the task is completed at home. Because staff need to commit full attention to planning, supporting and assessing learning that happens in school, they will not undertake in-depth marking of homework but will look at homework and identify gaps in understanding for individuals, groups or cohorts in order to inform future teaching. Homework will not however, routinely be used as a tool for assessment since it is not a reliant indicator for staff in that it is impossible to ensure that the conditions under which tasks are completed are consistent across all homes and families. Pupils will always receive positive acknowledgement of their efforts.

From time to time pupils produce work that is over and above the homework expected of them. Staff will acknowledge the child's motivation and praise and reward children for their efforts.

Valuing Pupil Achievement:

Excellent performance and achievement is celebrated through a range of means including displays of work within the school environment; use of stickers and 'Golden Pennies'; inclusion in the school Achievement Book or on the Star Gallery; letters home to parents, etc. Achievements outside the school are also celebrated in order to celebrate wider successes and promote children's involvement with a wider learning experience.

Strategies for Ensuring Progress and Continuity:

Planning at the school is a process in which all teachers are involved. In our school staff work collaboratively in order to ensure that subjects are adequately covered and that they planned to offer progression according age and/or level of development building on strong prior learning. At times, staff may take a lead role for subject review, evaluation, development or implementation. As such they may:

- take the lead in policy development and the production of schemes of work designed to ensure progression and continuity in their subject throughout the school;
- support colleagues in their development of detailed work plans and implementation of the scheme of work, and in assessment and record keeping activities;
- monitor progress in subjects and advise the Head Teacher on action needed;
- take responsibility for the purchase and organisation of central resources for the teaching of subjects;
- be given release time to allow them to support colleagues in the classroom;
- keep up-to-date through professional development including active research, reading and attending relevant training courses.

Cross phase continuity is ensured by:

- visits to secondary schools by Year 6 pupils;
- transfer of pupil records of progress and summative assessment results;
- close monitoring of pupils between Key Stages 1 and 2;
- careful evaluation and baseline assessment of pupils entering the school by the means outlined in our Early Years Policy.

Strategies for Recording and Reporting:

Records of progress kept for each child are:

- updated at least three times per year by class teachers;
- available to class teachers at the start of each academic year as they prepare for a new class;
- retained throughout the child's time at the school and passed on to other schools when pupils leave.

Reporting to parents is done on a termly basis through interviews, written continuous assessment reports and through an annual report. Parents are made aware that:

- parents' interviews are held during the day, twilight periods and early evenings to be as convenient as possible to parents yet still allow teachers to operate effectively on behalf of their children;
- they may meet their child's teacher by appointment at any other time, to discuss particular concerns.

Formal summative assessment is carried out during Year R through the use of baseline assessments, in Year 6 via SATs and teacher assessments, in Year 1 through the phonics check and in Year 4 through the multiplication check. These processes are moderated by the local authority. On completion of this activity:

- results of individual pupil's assessments are made available to the parents;
- the overall statistical profile (but not individual results) is made available to parents, governors, LA, Ofsted and national government.

SAT type material is also used at each year within the Key Stage. This enables us to monitor pupil progress and highlight areas of strength and concern for both individual pupils and overall school performance and to act upon this in the best way possible for the child or cohort in order to ensure good learning outcomes.

Appendix A – Curriculum Statement: The Langdon Curriculum 2021 (for website publication)

The Langdon Curriculum

What we do:

At Langdon, we teach the statutory and some non-statutory elements of the National Curriculum as well as knowledge and skills that we believe are essential for a full, broad and rounded education.

We ensure that our learners gain knowledge in stimulating lessons and activities; that they are able to generate real and relevant links in their knowledge in order to apply it independently and that they build webs of transferrable knowledge in order to ensure deep learning in all subjects. This will include using the skills of analysis, evaluation, problem solving, creativity and independence.

At Langdon, we mainly organise our teaching of subjects through themes or topics in Integrated Learning lessons. However, some subjects are taught discretely most of the time, either because we believe they are important subjects that need a specific focus (eg. Mathematics) or because we wish to teach in meaningful linked lessons rather than make tenuous links to themes or topics. Throughout the year, we also teach subjects through themed weeks where there is a more intense focus on a subject discipline or on specific knowledge or skills.

The curriculum is enhanced with wider learning opportunities such as the use of clubs, visits, visitors and residential trips.

Pupils are encouraged to contribute to our curriculum at the planning stage for themes or topics or in 'in the moment' opportunities. This is so that they are able to investigate areas of interest to them and to engender their feeling of ownership over their learning. We believe that this fosters good engagement in learning.

For some pupils, we may tailor the curriculum to individual needs – either through differentiation of provision or support; through challenge opportunities or through timely intervention to address slower progress or gaps in knowledge or understanding.

We use a range of resources to teach and support the curriculum including technology, written materials, collaboration workshops, tournaments and events, visitors, outside professionals - sports coaches for example - and visits to suitable learning environments linked to the topics taught. All pupils are given homework tasks, suitable to age and/or need, in order to continue their learning at home.

Our curriculum is monitored by governors, staff, collaboration colleagues and the Local Authority in order that there is a constant focus on the quality of learning and teaching and on the impact that this has on outcomes for groups and individuals. The curriculum is not static but is constantly changing and adapting in order to meet the current needs of the learners at Langdon in order to secure high outcomes for them.

Why we do it

Our curriculum has been designed in order to promote the development of pupils' knowledge, understanding and skills through teaching of the Early Years Foundation Stage and National Curricula and teaching that is specific and special to the context of our school.

Our curriculum aims to encourage pupils to engage in a journey of life-long learning. We ensure that pupils embark on a clear pathway of progression of knowledge and skills for each subject which is taught through high quality, stimulating teaching activities and assessed for impact. We will ensure that pupils have access to as much of the National Curriculum as possible and are able to transfer knowledge across disciplines or subjects in order to ensure deep and sustained understanding. Our curriculum, with its focus on academic learning, practical skills and personal and social opportunities helps our pupils become well rounded individuals who are knowledgeable across subjects, who show their talents and who, at times, shine.

We aim to develop independent and confident learners who are motivated to learn, have a thirst for knowledge, are creative and resilient when needed and willing to take risks. The curriculum will help to engender high personal expectations and ambitions and this will be evident in our subject outcomes.

Our pupils learn to be sociable, caring and understanding of each other, demonstrate and develop good relationships with others and are prepared to contribute to society.

Our curriculum will be broad and balanced but we believe that some skills are important for success in future life, in learning and in the world of work. For this reason, the basic skills in reading, writing and mathematics are given priority in our curriculum. Every child will be as well prepared as possible for the next stage of their education in these subjects and these core subjects will be extensively used to support or to demonstrate learning in other subjects.

Every child will have full access to the curriculum, regardless of need. Every child matters at Langdon, and we have high expectations for them, so our pupils will be challenged to master the curriculum at their own level and will be encouraged to achieve well and attain success from individual starting points.

Subjects that we teach

These core subjects will be extensively used to support or to demonstrate learning in other subjects. They may be taught through integrated topics or discretely:

- Reading
- Writing
- Mathematics

These subjects will be taught mainly through topics where knowledge is integrated into one theme in order to allow for strong links to be made across subjects:

- History
- Geography
- Art and Design
- Design and Technology

These subjects are mainly taught discretely, although they may be included into the topics if there is a strong enough link to do so:

- Science
- Physical Education and Sport
- Religious Education
- Music
- Foreign Languages (at Langdon, our chosen language is Spanish)

Themes that we may teach subjects through:

Our integrated learning lessons allow us to teach through themes or topics. Examples of the topics we use are as follows:

- Ourselves
- Plants
- Animals
- Space
- The Stone Age
- Ancient China
- The Great Fire of London
- Florence Nightingale
- Crime and Punishment
- Antarctica
- The Rainforest
- Wild Weather
- The Environment
- Light and Colour
- Famous artists

Other additional activities to support learning:

In order to ensure that our curriculum is broad and allows for personal learning and development, we teach additional activities and lessons outside of the usual lessons in the classroom. Examples of these are:

- After school clubs
- Use of visits to other environments or places more suited to learning about a subject such as a cathedral, the seaside, a castle or a gallery
- Use of visitors who are experts in their subject
- Use of outside professionals such as coaches or music teachers eg. Dover Gym Club, DancExtreme, peripatetic music teachers
- Residential trips – Year 2 (outdoor adventurous activities and forest school; Year 3 and 4 outdoor adventurous activities such as high and low ropes; Year 5 and 6 outdoor adventurous activities such as water sports and sailing)
- Collaboration events, workshops and tournaments
- Forest School