

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 2026
Implementation Date:	Autumn 2026
Designated Person (as appropriate):	Assistant Headteacher
Committee with Remit (as appropriate):	Governing Body
Review Date:	Summer 2027

Version History

Version	Approval Date	Summary of Changes
1	30 th June 2026	Fully revised

Teaching and Learning Policy



The Langley Lesson for Inclusive Teaching provides staff with a clear framework of how we want teaching and learning to look in lessons here at LPGS. The strategy is grounded in the principles of good teaching and supported by educational research and best bets for our setting from Rosenshine, Sweller, Hattie, Ebbighaus, Quigley, Wiliam, EEF reviews and Ambition Institutes Inclusive Teaching Framework.

The 3 foundational principles underpinning the strategy and to ensure inclusivity are:

- Run the routines
- Engaging all learners
- Creating a supportive environment.

Our 6 key LESSON features are:

- Link and Launch
- Explicit explanations and instructions
- Show, scaffold and stretch
- Structured deliberate practice
- Ongoing assessment and feedback
- Notice and Respond

This approach ensures lessons are designed and delivered in a way that reduces cognitive load, makes learning goals clear, and ensures every student can access, practise, and succeed. Lessons begin with predictable routines and retrieval to activate prior knowledge, move into explicit teaching and vocabulary instruction, then modelling and scaffolding so all learners can attempt appropriately challenging work. Students are given deliberate, varied practice to build mastery, supported by ongoing assessment and responsive feedback, while teachers continually notice and adapt through reasonable adjustments, targeted support, and effective use of additional adults — so all students feel motivated, included, and able to participate fully.

Continuing Professional Development (CPD)

Our intent is that every member of our staff is given the opportunity to develop and progress in their career. 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 are maintained and national Teachers' Standards are met.

CPD falls into 4 strands:

1. Centralised:
 - Our centralised CPD offer and Professional Growth approach is available to all staff through calendared sessions. These may be delivered in-house or via carefully selected external speakers. Topics range from pedagogy to pastoral and equality to knowledge enhancement. We also have a staff CPD section in our school library where staff can access academic texts. We have developed a bespoke LPGA professional development curriculum on StepLab. This provides staff with a library of videos and research on key pedagogical strategies to refer to as directed or through their own exploration. All strategies with our PD curriculum link to a feature of LESSON. Furthermore, fortnightly T+L briefings support teacher development and ensure a regular and responsive focus on teaching - strategies are showcased and modelled live or demonstrated (via recordings).
2. Bespoke:
 - Staff are encouraged to seek opportunities to enhance their practice and requests for bespoke training courses are encouraged. Staff may attend bespoke training in a variety of themes including: safeguarding, SEND, teaching and learning, First Aid, curriculum.
3. Leadership:
 - All staff whether current or aspiring leaders are offered opportunities to develop their leadership. This may range from middle leaders training course and NPQs to mentoring/coaching and collaborative opportunities within the trust.
4. Trust:
 - We see being part of Impact trust as an invaluable source of development. Through trust meetings, curriculum leads, peer reviews, working with Challenge Partners and the ECT cluster, our staff are part of a much wider community looking to support and develop its people at all levels.

Monitoring and Review

To gain an assurance that the curriculum is well taught once a half term we strategically schedule a mini review window following SLT and ELT discussion on next steps, CPD input for staff to support development in these areas and department time to hone practice.

We use the development platform StepLab where all drop ins are recorded and automatically shared with subject leaders.

As a result of the findings in these drop ins, CPD is responsive in order to meet the areas of improvements highlighted in whole school and department sessions.

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