



# **Leycroft Academy**

## **Teaching and Learning Policy**

### **2025-2026**

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Signed- Head Teacher	Patrick Jones
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## 1. Introduction

The purpose of this Teaching and Learning Policy is to establish a comprehensive framework for effective teaching and learning practises at Leycroft Academy. Our aim is to ensure that all pupils receive a high-quality education tailored to their individual needs, promoting engagement, and fostering a lifelong love for learning.

## 2. Aims and Objectives

At Leycroft Academy, we are dedicated to meeting the diverse needs of pupils with complex autism. We recognise the importance of various areas of education, including academic, personal, and life skills development. Our vision is to:

***“Enable children to understand the world around them and the talents within them, so they can become fulfilled individuals and active compassionate citizens.”***

We strive to create a nurturing environment where every pupil is encouraged to reach their full potential. Our core values are **SHINE**: *Strengthen, Harness, Invest, Nurture and Empower* and we aim to uphold these across all areas of school life.



### We link our values across the curriculum:

- **Academic Progress:** Enabling and *empowering* pupils to make meaningful academic progress from their starting points, *strengthening* knowledge and understanding that is necessary for success beyond Leycroft Academy. We aim to spot talent not only to *harness* the best out of the "known skills" of children, but also the unknown and underused skills that a child brings.
- **Specialist Support:** Providing tailored support by *nurturing* and *investing* in our pupils through multi-agency collaboration, allowing pupils to access their learning and develop self-regulation tools that will benefit them in their future lives. We work closely with our SALT team and Communication Champion to ensure that Communication targets are met and interventions take place to support our pupils.
- **Development of Life Skills:** Offering a bespoke curriculum that *empowers* pupils to develop transferable skills applicable throughout their lives beyond Leycroft and for preparation for adulthood.

## **We aim to:**

- Provide a safe and stimulating environment where children can explore their interests and reach their potential.
- Deliver an enriched curriculum that promotes independence, exploring the world around them and creative thinking.
- Ensure all teaching practises are inclusive and responsive to the diverse needs of our pupils.
- Foster a love of learning and encourage pupils to communicate in their preferred way to shape their own educational journey.

## **3. Teaching Principles**

Our teaching principles focus on high-quality instruction, adaptation, and assessment for learning, ensuring that every pupil's unique needs are met:



### **Well-Structured Lessons**

Engaging and tailored lessons that meet individual pupil needs.



### **Active Learning Strategies**

Strategies that promote curiosity and deep engagement with the material.



### **Adaptation of Teaching**

Responsive instruction that caters to diverse strengths and needs.



### **Assessment for Learning**

Monitoring progress to inform future teaching and support pupil success.



### **Purposeful Feedback**

Constructive feedback that helps pupils understand their progress.

## **Assessment for Learning**

- Formative and summative assessments will be used to monitor progress and inform future teaching.
- Written feedback will be made on photos and videos uploaded onto Evidence For Learning and will comment on:
  - What a student learnt
  - Why they learnt it
  - How they learnt it (including the support used)
- EHCP Targets will be evaluated annually at an annual review, attended by the pupil, their family, the school and external agencies. Where a student is unable to attend, their views will be sought and represented.
- Where possible, appropriate and relevant, pupils will undertake national tests, including the phonics screening check, multiplication check and SATS.
- Feedback will be purposeful to the children

## Pedagogy Frameworks

### Pedagogy within Seekers

The PWS (pedagogy in Seekers) approach is designed to support autistic learners by providing a child led and play based learning environment. This approach is implemented continuous provision (CP) with a different teacher focus each session on the timetable. The staff will follow a four part interaction (each stage lasting between 30 seconds to 2 mins) with children at their CP Station. This includes an Engage, Model, Demonstrate, and Consolidate stage. Each stage is tailored to meet the unique needs of autistic learners, promoting engagement, comprehension, and retention.

There will always be 4 led CP stations within the classroom, but these may look different depending on the focus either being at a table/ tuff tray or utilising an area of the room such as role play, calm or reading area.

These stations include:

My Communication

My Cognition

My World/My Creativity

Physical Development

There will be an adult floating to facilitate SALT and PSED Targets.

All seekers' classes must have a reading area, a calm area, a role play area linked to topic, and a movement area. Children may take several sessions to visit all stations. For the children's learning to be meaningful and relevant to our children, the team will utilise the everyday opportunities to develop the children's individual SALT, PSED and EHCP targets which can be found on their personalised provision plan.

The four-part interaction will be scaffolded as follows:

- **Engage:** This phase focuses on facilitators (all teaching staff) engaging pupils through motivators and their special interests, capturing their attention.
- **Model:** Facilitators will explicitly teach new skills and concepts that align with the learning objectives for each specific zone, using targeted questioning to model language and provide exposure to new vocabulary.
- **Demonstrate:** Observations will ensure that learning remains child-led, empowering pupils to take charge of their own experiences, fostering independence and confidence. Facilitators will observe exploration, realisation, anticipation, persistence, and initiation.

- **Consolidate:** This phase involves observing pupils in different contexts to assess their ability to apply their learning, promoting self-regulation and sustained attention. Outdoor learning will be integrated into this pathway, providing additional opportunities for exploration.

### **Pedagogy within Explorers**

The Explorers framework also employs a four-part interaction model with interactions lasting between 1 – 10 minutes. This approach focuses on capturing attention, allowing processing time and it encompasses different ‘zones’ facilitated and lead by teaching staff in the classroom that children will access across the curriculum areas:

1. Teacher-led sessions, which will entail new learning linking to the curriculum area for that timetabled session.
  2. Continuous Provision; linked to the learning objectives for that session.
  3. Movement and sensory circuits; to teach children how to regulate using alerting, organising and calming.
  4. A ‘developing independence’ area; which includes lower demand activities, using visual supports, clear organisation of the environment, and individualised learning strategies to enhance communication and independence.
- **Connect:** Pupils are encouraged to revisit previously acquired skills and knowledge, activating their existing understanding. Facilitators may re-connect throughout the interaction to sustain attention.
  - **Model:** Facilitators explicitly display and teach new skills and concepts aligned with the learning objectives for that zone. They model what they would like the pupil to do, scaffolding learning by explaining, using visuals and physical resources.
  - **Demonstrate:** Pupils are given the opportunity to show their understanding, allowing facilitators to assess the level of support needed and the degree of independent engagement. Facilitators may re-model and use probing questioning to evaluate understanding.
  - **Consolidate:** Facilitators will consolidate learning through various assessment strategies, checking for understanding in the pupil's preferred communication style and celebrating their achievements.

### **Pedagogy within Connectors**

The Connectors framework is structured around collaborative engagement, with interactions lasting between 10 to 20 minutes. Pupils working within this approach may work in 1:1 with an adult, in groups or as a whole class to encourage shared learning and sense of community:

- **Connect:** Pupils recall prior learning and engage in factual, probing, open and closed questions, stimulating critical thinking and reflection. This may be completed as a whole class to promote shared attention, in small groups or 1:1 to reconnect to previously taught skills and knowledge. This also prepares pupils for the next stage of the interaction.
- **Model:** This stage is conducted collectively in groups, fostering effective communication, social interaction and teamwork among pupils. Facilitators introduce new learning linking to the learning objective for the session by modelling using practical resources or “What a good one looks like” (WAGOLL).
- **Demonstrate:** Pupils begin to work more independently with reduced adult support, with facilitators providing scaffolding and guidance. Facilitators use questioning to extend learning and check understanding during this stage of the interaction.
- **Consolidate:** A variety of assessment strategies will be employed, including questioning techniques and mini-games to reinforce understanding and gauge pupil progress.

#### 4. Communication

- We adopt a Total Communication approach to support the diverse communication needs of our pupils. This includes Makaton, symbols, photographs, objects of reference, Aided Language Displays (ALDs), Communication Books, and Augmentative and Alternative Communication (AAC) devices (where appropriate).
- Each child's provision, as identified in Section E and F of their Education, Health and Care Plan (EHCP), is fully integrated into our teaching and learning practises.
- We are committed to collaborating with Speech and Language Therapists (SALT) and implementing their targeted programmes to enhance our pupils' communication skills and overall learning experience.

(See Communication Policy)

#### 5. Learning Environment

- Classroom environments are conducive to learning and supportive to all student's needs. Visual timetables will be used, along with now and next boards to support pupils with transitions.
- Classrooms will be organised to promote a positive and safe learning atmosphere, outlining clear sections of the classroom, including a movement area, reading/book area and workstations. There will be clear routes around the classroom and distractions to learning will be reduced and minimised.

- Resources will be accessible and relevant to the curriculum, enabling pupils to engage fully in their learning experiences, including sensory resources where applicable.
- Workstations and areas of the classroom will tidy and will be labelled with relevant symbols, photographs and text, where appropriate.

## **6. Professional Development**

- We will prioritise Continuous Professional Development (CPD) to enhance the expertise of our staff and alleviate workload pressures. This commitment ensures that educators are well-equipped with the latest pedagogical strategies and knowledge, enabling them to effectively meet the diverse needs of our pupils.
- We will foster a culture of collaboration among staff by encouraging the sharing of best practises and engaging in reflective practice. This collaborative approach will not only enhance teaching outcomes but also promote a supportive environment where educators can learn from one another, thereby improving overall instructional quality.

## **7. Parental Engagement**

- We will actively engage with families to support children's learning both in school and at home, recognising the critical role that parental involvement plays in educational and personal success. We will provide resources and workshops to empower parents to contribute effectively to their children's learning journeys.
- We will maintain consistent communication with parents to discuss their children's achievements, well-being, and any concerns that may arise. This will include regular updates through newsletters, parents' evenings, and digital platforms to ensure parents are informed and involved in their child's education.

## **8. Monitoring and Evaluation**

- The effectiveness of our teaching and learning practises will be systematically reviewed through robust quality assurance processes. This will involve classroom observations, feedback from pupils and staff, and analysis of pupil outcomes to ensure that we are continually refining our provision.
- Adjustments to this policy will be made based on ongoing evaluations and feedback from all stakeholders, ensuring that it remains responsive to the evolving needs of our school community and effectively supports our educational objectives.

## **9. Conclusion**

This Teaching and Learning Policy is a dynamic document that embodies our commitment to providing an inclusive, engaging, and high-quality education for all pupils at Leycroft Academy. We believe that through collaboration, mutual respect, and a focus on individual needs, we can empower every child to excel and thrive in their educational journey.

## **Implementation and Review**

This policy will undergo an annual review to ensure its relevance and effectiveness in meeting the needs of our school community. Feedback from staff, pupils, and parents will be integral to this process, allowing us to adapt and enhance our teaching and learning strategies continually.