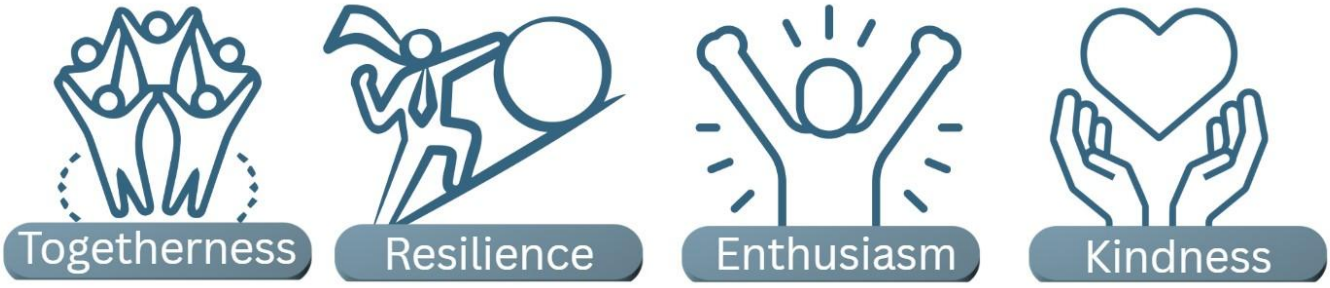
Teaching and Learning Policy



Reviewed by:	Headteacher
Review due:	October 2027
Review cycle:	Annual

1. Introduction

The Wymering School is a community that "learns creatively to become knowledgeable, self-aware, independent and happy." Our students have significant social communication differences including ASD, ADHD and associated mental-health needs. Many arrive with gaps in learning, low confidence, and previous educational trauma. Teaching and learning therefore prioritise emotional safety, personalised learning pathways and therapeutic support.

This policy aligns directly with the Wymering Curriculum Statement (2025) and reflects our values of Togetherness, Resilience, Enthusiasm, and Kindness (TREK).

2. Qualifications at Wymering

The Wymering School offers a range of academic and vocational qualifications in line with our students needs which are aligned with local colleges to ensure continuity for our students. Please see The Wymering School Assessment Policy for details on the qualifications offered.

3. Our Intent: High Expectations, Personalised Progress

Every pupil has the right to be successful and the ability to achieve.

Teaching and learning at Wymering aims to:

- Provide a personalised, blended, therapeutic and ambitious learning experience for all students regardless of start point.

- Close gaps in learning while supporting emotional, social and communication needs.

- Build confidence, resilience and independence.

- Ensure students develop the knowledge and skills that prepare them for life beyond Wymering.

4. Closing Gaps in Learning

Students at The Wymering School usually arrive with us working 3-4 years behind age related expectation with spiky profiles. In order to close gaps, Every pupil needs to know where they are, what they are aiming for and how to improve.

In order to do this, teachers will:

• Use baselining, EHCP outcomes and pupil profiles in order to plan inspiring and challenging lesson

• Set challenging but realistic targets to ensure that all students make the most progress they are capable of, in relation to the support they need in managing their mental health.

• Clearly differentiate objectives and adapt teaching activities to meet all student needs.

• Apply the Assess–Plan–Do–Review cycle to ensure that progress and interventions for all students are regularly monitored to maximise impact

• Use Assessment for Learning to inform planning and delivery of lessons

• Collaborate with Support staff, therapy staff and families to provide each student with a holistic experience which develops them as a rounded individual.

• Address emotional or behavioural barriers promptly, using relational and restorative, trauma informed practice and bringing in support from the therapy and pastoral teams where required.

• Engage reluctant learners using play based learning, personal interests, practical tasks, offsite visits and real-world links.

5. Providing High-Quality, Diverse Learning Experiences

Teaching at The Wymering School is rooted in practical, creative and experience-led learning, including but not limited to:

• Play-based and thematic learning.

• Real-world and community-based experiences including Adventure Learning

• Holistic planning across curriculum areas in order to deepen understanding and support students to see the links between subjects

• Integration of therapeutic practice into every day leaning.

• Use of special interests to enhance motivation

• Use of flexible seating to support engagement and learning

• A work reward system which encourages completion of tasks to the highest quality possible

• Access to regular movement and sensory breaks to allow for regulation

• Strong relationships with class teams in order to build trust and allow students to accept challenge

6. Responsibility for Learning and Welfare

At The Wymering School, we know that our students often have very low self esteem surrounding themselves as learners and to lean need to feel happy and safe. In order to achieve this teams will:

• Prioritise emotional safety in order for all students to access learning

• Know students well enough to be able to read subtle signals to know when to add challenge, when to apply support and when to reduce demand.

• Model TREK values towards all staff and students

• Promote and model positive social communication and emotional literacy.

• Use positive reinforcement.

• Maintain consistent routines and expectations.

• Communicate concerns early to their phase and pastoral team.

7. Responsibility for Academic Challenge

When our students feel happy and safe and their emotional and mental health needs are being met, then the academic challenge can increase. In order to support academic challenge, teachers will:

• Use the long and medium term plans to create lesson ideas to be shared on the phase topic web.

•Plan high quality, carefully sequenced learning that is personalised to the individuals in their class to maximise progress and engagement.

• Adapt learning activities to ensure that students can all access the learning and make progress at their own optimum rate

• Ensure that students are academically challenged while always maintaining an awareness of their social, emotional and mental health needs and the careful balance that needs to be maintained

• Collaborate with their class team to ensure that all students are getting the input, challenge and support that they need when they need it.

8. Professional Growth of Staff

At The Wymering School we understand the importance of developing our staff as skilled SEND practitioners. Teachers and support staff will:

• Reflect on their own practice and be able to highlight areas of strength and areas for development.

• Engage in coaching and weekly targetted CPD to support their own progress and that of others.

• Stay informed of current SEND and trauma-informed pedagogy.

• Participate in monitoring activities and progress meetings.

• Collaborate on curriculum development.

9. Alignment with the Wymering Curriculum

Teaching and learning across all areas supports the curriculum's five priority area holistically:

1. Learning Skills

2. Mental and Physical Health

3. Careers and Future Focus

4. Community and the Wider World

5. Skills for Independence

10. Leadership

In order to support the delivery of high quality teaching. Leadership will;

- Create a culture of emotional and psychological safety so staff feel valued, supported and able to reflect openly and safely.
- Provide regular CPD and coaching focused on SEND, trauma-informed practice and adaptive teaching.
- Put in place consistent, school-wide systems and routines to help staff work in predictable and safe environments.
- Protect planning and assessment time wherever possible, so staff can personalise learning effectively.
- Encourage and support strong multi-disciplinary teamwork across teaching, support, therapy and pastoral teams.
- Provide monitoring that is developmental, offering supportive feedback rather than punitive judgment.
- Provide staff with easy access to EHCPs, student profiles, curriculum planning and weekly planning time as a team to reduce workload.
- Actively model and celebrate TREK values to strengthen school culture.
- Support staff concerns around behaviour or emotional needs through coaching, reflection and advice as appropriate.

10. Monitoring and Review

Teaching quality is monitored through:

- Learning walks
- Progress meetings
- Triangulation of planning, delivery and progress
- Pupil voice
- Academic, behavioural and emotional data
- The Assess–Plan–Do–Review cycle