

## Appleton Wiske Community Primary School Teaching and Learning Policy

At Appleton Wiske Community Primary School we believe in the concept of lifelong learning and in the idea that adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about important things. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives. At Appleton Wiske Community Primary School we value all learning experiences which contribute positively to the rounded development and achievements of our pupils. Through a process of self-evaluation, monitoring and support, we strive to improve the quality of our teaching and learning. Everything we do is focussed on improving pupils' standards to enable them to achieve their full potential for learning and living.

### Aims

We recognise that people learn in different ways. At our school, we provide a rich and varied learning environment that allows all children to develop their skills and abilities to their full potential. Through our teaching we aim to:

- enable children to become confident, resourceful, enquiring and independent learners
- increase pupils' understanding by facilitating the acquisition of new knowledge, skills, concepts and attitudes
- motivate pupils to work to the best of their abilities
- develop independent learning strategies and provide opportunities for pupils to lead their learning
- foster children's self-esteem and help them to build positive relationships with other people
- develop children's self-respect, encourage them to understand the ideas, attitudes and values of others and teach them to respect other people's feelings
- show respect for a diverse range of cultures and to promote positive attitudes towards other people
- enable children to understand their community and help them to feel valued
- help children grow into reliable, independent and positive citizens
- raise standards of achievement in all National Curriculum areas by providing children with access and appropriate challenges
- deploy Pupil Premium, Sports Premium and SEND funding effectively to promote learning and progress

### Effective Teaching and Learning

We focus on motivating all children to achieve and succeed. We plan our lessons, using the National Curriculum, as part of a creative curriculum with clear learning objectives and opportunities for personalised learning. We plan for a range of different learning styles such as visual, auditory and kinaesthetic. We develop a positive atmosphere and encourage challenge through independent learning. We embrace learning-theory which tells us to:

- connect concepts with previous and future learning
- give learners the 'big picture' of the whole lesson
- explain the learning objectives and success criteria and why the lesson is important
- review what has been learnt
- provide feedback, celebrating success and providing next steps
- develop positive relationships with the children, treating them with kindness and respect
- treat children fairly and give them equal opportunity to take part in class activities
- praise children for their efforts and build positive attitudes towards school and learning
- demonstrate good subject knowledge and understanding of the EYFS and National Curriculum
- challenge and inspire pupils so as to deepen their knowledge and understanding
- use time, support staff and other resources effectively in order to maximise learning opportunities
- assess pupils' work thoroughly and use assessment to help and encourage them to progress
- use assessment evidence to plan effectively, setting appropriate targets that pupils understand (AfL)

### Learning Environment

We believe that an organised, tidy and stimulating environment sets the climate for learning. An exciting and attractive classroom promotes independent use of resources and high quality work by the children. We change displays and working walls regularly to ensure that the classroom reflects the topics being studied.

### Learning Opportunities

We encourage children to take responsibility for their own learning, to be involved as far as possible in planning and reviewing the way they learn and to reflect on how they learn, identifying what helps them to learn and what makes it difficult for them to learn. Teaching assistants and other adult helpers are highly valued in the classroom and have an effective role in terms of supporting learning in school. Staff strive to teach outstanding lessons and offer a wide variety of learning opportunities which include:

- investigation and problem-solving; research and discovery
- independent, paired, group or whole-class work
- asking and answering questions
- the use of ICT and multimedia
- fieldwork and visits to places of educational interest
- creative activities
- discussions, debates, role-plays and oral presentations
- participation in athletic or physical activity

### Subject Leadership

The above criteria form the basis for evaluating the effectiveness of teaching and learning in the school. We recognise that teaching should always be evaluated in terms of its impact on pupils' learning and that learning should only be evaluated as effective when it secures good progress for all pupils. The school broadly organises subject leadership into seven areas of learning: Communication, Language and Literacy; Mathematical Development; Understanding the World; Personal, Social and Emotional Development; Expressive Arts and Design; Physical Development and Religious Education. Teaching and learning will be evaluated through:

- work and planning scrutinies
- classroom observations
- learning walks
- peer conferencing
- assessment records, data analysis and the school's tracking system

Good teaching and learning are at the heart of an effective school. Information gathered through our evaluation will be used to improve the school by:

- providing feedback to staff on their performance and setting targets for further developments
- securing appropriate professional development opportunities in line with the staff and school's needs
- providing support, guidance and resources to pupils and teachers
- sharing good practice
- influencing the school's strategic plan for improvement and informing curriculum planning and design

### The Role of the Governing Body

Our governors support the school's approach to teaching and learning. They liaise with subject leaders to discuss action plans, policies and pupil progress. Governors monitor the effectiveness of the school's teaching and learning approaches through monitoring visits and the school's self-review processes, which includes reports from subject leaders and the Head Teacher's report to the Governing Body. The Governing Body will:

- support the use of appropriate teaching strategies by allocating resources effectively
- ensure the school building and premises are best used to support successful teaching and learning
- monitor teaching strategies in the light of health and safety regulations
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment
- ensure that staff development and performance management policies promote good quality teaching
- monitor the effectiveness of the school's teaching and learning policies

### The Role of Parents

Parents have a fundamental role to play in helping their children to learn. We inform parents about what and how their children are learning by:

- holding curriculum information evenings
- sharing information with parents which outlines the topics that the children will be studying
- holding parent consultation evenings
- sending reports in which we explain the progress made by each child and how they can improve further
- explaining to parents how they can support their children with their learning
- communicating via the child's planner

