

GILES JUNIOR SCHOOL



Achieving excellence through leadership

Teaching, Learning and Curriculum Policy

School Mission

At Giles Junior School, teaching and learning applies to leadership, culture and academics. We are committed to delivering our mission statement, “We encourage individuals to reach their potential within a culture of academic excellence. We engage with pupils, families and the wider community to develop outstanding leadership, citizenship and emotional and physical well-being.”

Purpose

Pupils are offered a range of experiences to gain new skills, deepen their knowledge and gain understanding of the world around them. We want our curriculum to be fun, stimulating and inclusive while also considering the needs of individuals. We want our pupils to be successful in our local community as well as in school and we teach our pupils to use the 7 habits in all aspects of life from learning and playing, to home life while promoting British Values. We want to promote a love of learning that is life-long. Giles Junior School follows the National Curriculum in England to provide opportunities for all pupils to learn and to achieve. The aims of our curriculum are:-

- To develop commitment to learning which encourages the best possible progress and the highest attainment for all pupils.
- To provide rich and varied contexts for pupils to acquire, develop and apply a broad range of knowledge, understanding and skills within school and during extra- curricular activities.
- To enable pupils to think creatively and critically, to solve problems and to make a difference for the better.
- To give pupils’ the opportunity to become creative, innovative, enterprising and capable of leadership to equip them for their future lives as workers and citizens.
- To develop pupils’ physical skills and encourage them to recognise the importance of pursuing a healthy lifestyle and keeping themselves and others safe.
- To promote pupils’ spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.
- To promote pupils’ self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.
- To enable pupils to respond positively to opportunities, challenges and responsibilities, to manage risk and to cope with change and adversity.
- To prepare pupils for the next steps in their education, training and employment and equip them to make informed choices at school and throughout their lives, enabling them to appreciate the relevance of their achievements to life and society outside school, including leisure, community engagement and employment.

Additional related policies/documents

This policy should be read in conjunction with:

- Pupil, Behaviour and Discipline Policy
- Assessment, marking and Feedback Policy
- Home Learning Policy
- SEND and Inclusion Policy
- Staff Code of Conduct
- Staff handbook
- Pupil Premium Policy
- Children Looked After Policy

Subjects

The Core subjects taught are Reading, Writing, Mathematics and Science. The foundation subjects are Design & Technology, Computing, History, Geography, Modern Foreign Languages, Art & Design, Music, PE, RE and PSHE.

Further details of the National Curriculum for each subject can be found on www.gov.uk/government/collections/national-curriculum#programmes-of-study-by-subject and the school website for the yearly overview and termly topic coverage for each academic year.

Achievement and inclusion

All children have the right to a broad, balanced and relevant education which provides challenge and progression and takes individual differences into account. At Giles Junior School we aim to provide an environment which encourages all children to maximise their potential or personal achievements. Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. All pupil data is analysed by class teachers and monitored in conjunction with SLT to ensure the best outcomes for every child. Summative assessment points are February and July.

Disadvantaged and vulnerable pupils; Giles Junior School aims to respond to pupils' needs and recognise and respond to barriers for learning for individuals and groups of pupils. For further information see the **Pupil Premium policy** and the **Children Looked after policy**.

SEND pupils; Giles is an inclusive school where we aim to ensure the needs of all children are met effectively to realise ambitious outcomes. All teachers are teachers of all children including those with Special Educational Needs and Disabilities. At Giles, our aim is that all children whatever their individual need or disability, will reach their full potential and reasonable adjustments will be made to ensure this. We have high aspirations of and expectations for all pupils and focus on long term outcomes and the steps to success that are needed to achieve these outcomes. For more information see our SEND Inclusion policy.

Monitoring and Review

Our Governing body's Curriculum and Standards Committee is responsible for monitoring the way the school curriculum is implemented. Governors are invited to attend visits from our Hertfordshire

Improvement Partner (HIP) and are given the opportunity to review the reports. Subject leader action plans are viewed at Full Governing Body meetings so that they are able to oversee changes and adaptations to the curriculum. The Headteacher is responsible for the day to day organisation of the curriculum. The Headteacher, along with the Curriculum Subject Leaders and Senior Leadership Team, monitors the curriculum through planning, book scrutinies, classroom observation and pupil voice. Subject leaders monitor the way their subject is taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject leaders have responsibility for monitoring standards and ensuring that teachers have the skills and resources they need.

Home/School Partnership

We actively promote parents working in partnership. Parents are formally invited into school in the autumn and spring term to meet with the class teacher in order to be kept informed of their child's progress. In the summer term parents are given a written report and the opportunity to come in and discuss it with the class teacher. The school encourages parents to talk with staff, including the Head, at any time if they need clarification or support on any matter relating to their child's education. The school also holds open mornings, inviting parents in to view the children's books, at least once a term. For pupils with SEND, autumn and spring consultations are replaced by a longer SEND Review meeting which takes place each term.

Roles and Responsibilities

Governors and Headteacher

The governors ensure there is a policy that helps staff to structure teaching and learning. This is done through monitoring of outcomes in a range of books and through regularly updating the Teaching and Learning Policy.

Senior Leadership Team and Subject leaders

- SLT is made up of the headteacher, Deputy headteacher, SENCO (assistant headteacher) and upper and lower KS leaders
- The SLT and subject leaders, along with the head teacher, are responsible for the effectiveness of this policy. They will ensure key skills are taught and progress is monitored.
- All subject leaders are responsible for assessments being carried out in their subject. Subject Leaders complete directed actions based on the School Development Plan. This is documented during their subject leadership time and shared with SLT weekly. A sample of these actions plans are shared with Governors across the year to inform them of curriculum developments in specific subjects
- The School Development Plan is a working document and will contain necessary actions to achieve set goals within a set time frame – the impact of these actions are reviewed at the end of each term to enable future actions to be set as needed
- ECTs are not expected to take on the responsibility of leading a subject in their first year of teaching.
- To ensure that the whole curriculum is monitored as part of the school improvement cycle there is a monitoring schedule to support subject leaders in managing their key monitoring periods which can be supported by SLT

Class teachers

General Teaching Responsibilities:

- Follow the Pupil, Disciplines and Behaviour Policies
- Be accountable for pupils progress within your class
- Apply the relevant Teaching Standards as outlined in the Appraisal Policy
- Adults should model the 7 Habits to children and remind them of learning behaviour expectations throughout the day.

Main Teaching:

- Teachers should use the language of the habits throughout their lessons.
- Adhere to the Assessment, Marking and Feedback Policy
- Use a wide range of pedagogical approaches and resources to suit the content being taught to aid understanding and retention
- Teachers should adhere to any relevant subject specific guidance for all subjects as outlined by the subject leader
- Pace of lessons must ensure all pupils are challenged at all times to keep them focused.
- Learning Partners should be changed regularly; the frequency of this is to be decided at the Teacher's discretion but must be no less than every half term.
- Washing lines/working walls are used to display models which will support pupils in their current learning
- Teachers and TAs will model handwriting consistent with the school's handwriting scheme.

Skills and Qualities of Outstanding Teachers

Teachers have secure, in-depth subject knowledge. Teaching and learning activities enthuse, engage and motivate children to learn as well as fostering their curiosity and enthusiasm for learning. These activities are well-planned, ensuring progress in the short, medium and long-term.

Expectations are high for all pupils within lessons, which are thoughtfully planned; common misconceptions are identified through careful, targeted questioning and effective intervention during the teaching process.

Our adults work as a community to develop an inclusive learning culture which is extended beyond the pupils to parents, governors and the wider community.

Teaching Assistants:

- Teaching Assistants (TAs) are accountable for behaviour and pupil progress for the whole class.
- TAs will be directed by the Class Teacher on a day-to-day basis.
- TAs are expected to work with children of all abilities during each working week.

Creating a Positive Learning Environment:

Classroom/school Organisation and Management

A well cared-for classroom can make pupils feel that what they achieve and how they themselves are perceived is important. At Giles, we strive to ensure the whole school is well cared-for and each classroom reflects this.

The class mission statement, behaviour contracts and learning behaviours are written during the summer term, prior to children entering the next year group. Time is taken during transition sessions to write up each section.

Summer Transition

Session 1 – End of June (Year 2 to 3 only)

During the first transition session year 2 will be visited by their soon to be year 3 teachers. They will observe an informal lesson in their own classroom.

Session 2 – Beginning of July

All classes will have a session taught by their new class teacher in their current classroom. Pupils are asked to give guidance as to what might be in the class mission statement. The aim is to begin to formulate a class mission which they want to achieve to make their classroom productive and nurturing where everyone can learn. It is important that pupils take an active role when forming this as a group so they can take ownership of this collectively. Guidance from the Leader in Me books can support the writing of this. This session will be held in their current classroom with their current TA.

Session 3 – Second week in July

This session involves all children, including the new year 3 starters. This will be held in the teacher's new classroom, with their new TA. A fun and engaging get to know you activity will take place in this session.

September start

"The First 8 Days", from the Leader in Me programme, are used as appropriate which supports the children in the use of relevant leadership skills which are conducive to a positive learning environment. The Class Mission should be completed and reviewed so it is ready for display on the outside doors in early September. Teachers will allocate leadership roles, clarify expectations in September and do further activities to make sure the children are in a positive frame of mind for their new academic year.

Long term planning

- All year groups produce a yearly overview which indicates how the curriculum will be taught – subjects may be blocked (see appendix 1)

Medium term planning

- Subject specific plans and content are available on the school website – these outline what the lesson content will be, in addition to key vocabulary required as part of the teaching sequence
- Where cross-curricular lessons are taught, the objective must relate to the primary subject e.g. a science lesson would have a science objective but might be written as a report to highlight skills taught in English.

Weekly Planning:

- Each class will have a timetable consisting of 4 Maths and English lessons, 5 guided reading sessions, maths fluency sessions, 3 spelling lessons, 1 science lesson (90 minutes) and foundation subject time (see appendix 2)
- Maths planning is based on essential HfL Planning.
- English planning is based on the Jane Considine approach "The Write Stuff"

- All foundation subjects have “leaves”. This is key content identified by the subject leader which the teachers need to ensure pupils “leave” the lesson with.
- The leaves are stuck in at the start of the lesson and contain a Learning Objective which is discussed with the children.
- All teachers are requested to plan trips as appropriate which enrich the curriculum
- and provide an opportunity for teachers to consider whether each child in their class has acquired this knowledge or future teaching needs amendment
- All teachers are requested to plan trips as appropriate which enrich the curriculum
- Planning for each lesson is provided in the form of slides on PowerPoint or Smart Notebook. The slides should provide relevant information to scaffold learning and clarify the key content to be learnt in the lesson
- All lessons should have a clear Learning Objective which may be shared with the children at the beginning of each lesson.
- Plans (in the form of the slides used within the lesson) remain a working document and need to be amended in light of day-to-day assessment and evaluations.
- Notebook slides should be inclusive by having a pale block colour background (pale yellow, green etc.)
- Either Comic Sans or Sassoon Primary Joined should be used as fonts for all resources and presentations.
- Planning should be differentiated and scaffolds used to be inclusive for all learners of all levels (We use tricky, trickier and trickiest but there may be times when pupils self-select or teachers direct pupils to start at the same point and accelerate through the levels of learning at a faster pace).

Resource Management

- It is suggested that pupil whiteboards are used in most lessons to promote individual thinking and to enable adults to assess pupils’ learning.
- Visualisers are available in every classroom to allow additional modelling to take place by adults but also to share pupils work.
- Effective resources will be shared across year groups, making sure they are differentiated.
- Resources should be easily accessible and visually labelled to enable children to be independent learners.
- All classes use the same font and labels for resources as provided by the SENCO
- Class teachers (not pupils) are responsible for informing subject leaders of any damaged or missing equipment and returning all resources to the relevant storage area.

Continual Professional Development (CPD)

CPD is not confined to teaching staff; all staff are included in courses which develop and deepen their professional knowledge. Within the school, good practice is shared as a matter of course. Lesson studies are implemented as ongoing professional development. Needs are identified based upon current research, data results and inspection evidence as well as individual areas identified by observation and request. Requirements are met through training opportunities, whilst training needs are prioritised around the need to improve pupils’ attainment and our understanding of their needs in order for us to be able to raise standards further. All staff attend training based around the promotion of the 7 Habits (the head mentors new staff).

Developing and monitoring teaching

At Giles, we are committed to making sure every teacher is at least good or outstanding. The following guidance outlines the ways we believe are most effective to achieving this aim. We conduct a range of formal observations, monitoring and coaching designed to improve teaching and learning:

- Coaching by leaders and with peers
- Formal observations and Lesson Studies

- Learning walks
- Work scrutiny
- Classroom environment scrutiny
- Monitoring planning documents
- General observation (e.g. the HT or member of senior staff member walking through a room)
- Discussions with children (formal and informal)

The aim is to ensure that we get an accurate view of teacher performance over time. Coaching observations seek to ensure all teachers are performing to a consistently good standard or get the necessary advice to enable them to do so.

We are committed to sharing good practice and all teachers are given regular opportunities to observe good and outstanding practice of more experienced practitioners within the school.

All subject leaders observe lessons and look at children's work within the subject throughout the year: the outcomes are reported to the governing body, along with the main strengths and areas for development, throughout the year as previously referenced.

Home-learning:

- Daily reading should be encouraged throughout the week and children have reading records which are monitored by staff and by reading leaders.
- TT Rockstars allows teachers to set relevant learning of multiplication facts – the frequency and expectations in regards to the length of time expected will be established by each individual class teacher and communicated to parents.
- Spelling Shed is an online resource and relevant spellings will be set by the class teacher for the pupils to rehearse as appropriate.
- If a child is not completing home-learning, the class teacher should speak to the parent to try and understand the issue. They will agree a suitable way to improve the completion of home-learning which suits their family circumstances.

Date for review

June 2023

Distribution:-

A copy of this procedure will be issued to:-

- a) all school governors
- b) all teaching staff (as required)
- c) Clerk to the Governing Body

Approved _____ Date _____

Appendix (1) Sample Annual overview



Year 3 Distance Learning Map 2021-2022

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	Essential Maths					
English	Traditional Tales – Jack and the Beanstalk Instructions	Adventure story – Anansi and Tiger Explanation texts – How beans grow	Traditional Tale – The Magic Paintbrush	Narrative story – Monkeys and Hats	Non-chronological report – All about Witches Narrative story – The Eagle who thought he was a chicken	Persuasion – Buy my honey
Science	Animals including humans	Forces and Magnets		Light	Rocks and fossils	Living things – plants
Geography	Geography The UK				Geography Rivers and mountains	
History		History Ancient Egypt		History Stone Age		
RE Key religions		RE Christianity – Christmas	RE Christianity	RE Christianity - Easter	RE Hinduism	RE Hinduism
D&T – food and nutrition				Food and nutrition		
D&T – product			Pneumatics <i>Unable to complete as distance learning</i>			Photo frames <i>Unable to complete as distance learning</i>
Art		Drawing			Painting	Printmaking
Computing	My online life <i>Unable to complete as distance learning</i>		Scratch and Turtle <i>Unable to complete as distance learning</i>			Online detectives <i>Unable to complete as distance learning</i>
PSHE Taught weekly	Me, you and us	All around me	Keeping safe	Eat well, live well	Our world	Money matters

Appendix (2) Sample of Class Timetable

3 Italy timetable - Spring term 2021

School day - 9am - 2:50pm									
	9:00-9:05	9:05-10:00	10:00-10:15	10:20-11:30	11:30-12:00	12:00-12:45	12:45-1:30		
Mon	Register and early work dojo rewards	9:00-9:30 Assembly	9:45-10:00 B	10:00-11:00 11:00-12:00 PE/Spanish		L	12:45-1:30 Guided Reading	1:30-1:45 Maths fluency	1:45-2:45 Foundation Class reader
Tues	Register and early work	English	R	Maths	Guided Reading	U	12:45-1:30 Spelling	1:30-1:45 Maths fluency	1:45-2:45 Foundation Class reader
Wed	Register and early work	English	E	Maths	Guided Reading	N	12:45-1:00 Class reader	1:00-3:00 PE/Music	
Thurs	Register and early work	English	A	Maths	Guided Reading	C	12:45-1:30 Spelling	1:30-2:45 Science	Class reader
Fri	Register and early work	English	K	Maths	Guided Reading	H	12:45-1:30 Spelling	1:30-2:30 PSHE	2:30 Leadership assembly

Appendix (3) Sample of half term whole school monitoring information

Summer 2021 Information


Week beginning	Staff meeting Wed	Monitoring/Extra Info	Assembly	Extra information/7 Habits
07/06/2021	09/06/2021 Foundation curriculum – feedback on the leaves to report back to subject leaders	07/06/2021 INSET day – report writing time SLT – Scotland planning	PSHE Changing Me	
14/06/2021	16/06/2021 Subject leader time – review feedback from staff and amend curriculum if necessary for September	Guided Reading planning review and lesson drop ins (all years) SLT - Safeguarding audit	Find Your Voice	Explore Habit 8 – Find My Voice with your class.
21/06/2021	23/06/2021 Handover meetings / Transition	22/06/2021 Year 6 Camping activities on field all day 24/06/2021 Transition 1 Year 3 teachers to Infant School Informal Visit 1:30-2:30 SLT – Year 3 WTS maths	Doing your best - Quality Work	
28/06/2021	30/06/2021 Data input - to be put on SIMS by 02/07/2021	01/07/2021 Transition 2 Year 3 teachers teaching their new class & teachers to teach new class in their current classroom (1:30-2:30) SLT – Year 4 WTS maths	Dealing with Change	
05/07/2021	07/07/2021 The Write Stuff training 1:30-4:30	Monday 5 th Sports Day practise Year 3/4 AM year 5/6 pm Wednesday 7 th HIP visit 9-12 Thurs 8 th Transition day 9:15-12:00 meet new class 09/07/2021 Maths diagnostic tests completed SLT – Year 5 WTS maths	Embracing Change	Monitoring - Guided reading/spelling pupil voice (all years)
12/07/2021	14/07/2021 The Write Stuff training 1:30-4:30	Monday 12 th Sports Day Year 3 and 4 AM year 5 and 6 pm Friday 16 th Deadline to hand over maths diagnostic profiling to next year's teacher for planning Friday 16 th Reports out SLT SDP Planning	Emotional Intelligence	No "normal PE lessons" 12/07/2021 Deadline to complete reports ready for printing 15/07/2021 Reports printed
19/07/2021	21/07/2021 Handover meetings	Weds 21 st Year 6 Bowling 10:30-2:00 Thurs 22 nd End of term 2pm	End of Year Assembly - Year 6 Leavers	Begin compiling books to be sent home on Monday (so any children who forget can send them home the following day)

Appendix (4) Sample of leaves for the start of each lesson

Phase 1 – Artefacts and what they tell us

Leaves


- What is an artefact?
- Who finds artefacts?
- What can we find out from artefacts?
- What artefacts were found from Ancient Egypt?



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