

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 a fun and stimulating environment that is inclusive but also considers 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, playing to home life and we promote 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 enjoyment of, and commitment to learning as a means of encouraging and stimulating 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
- To enable pupils to think creatively and critically, to solve problems and to make a difference for the better.
- To give pupil's the opportunity to become creative, innovative, enterprising and capable of leadership to equip them for their future lives as workers and citizens.
- To develop pupil's 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 develop their knowledge, understanding and appreciation of their own and different beliefs and cultures, and how these influence individuals and societies.
- 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.

- To promote extra-curricular activities and wrap around care, for families who need the facility, that will enrich pupils learning outside of lessons and develop the whole child.

Subjects

The Core subjects taught are English, Mathematics and Science. The foundation subjects are Design & Technology, ICT, History, Geography, Modern Foreign Languages, Art & Design, Music, PE 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.

To ensure consistency through Giles in each subject, additional subject guidelines are available for staff on the school network.

Assessment

At Giles Junior School we assess pupils' in order to support learning and to provide information about students' progress using the Herts for Learning guidance. For further information see the assessment policy.

Achievement and inclusion

High Achieving Pupils; 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. This is monitored at the end of each term and every child discussed in regards to expected progress during pupil progress meetings.

Disadvantaged and vulnerable pupils; Giles Junior School aims to respond to pupil's 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. We have named governors for all curriculum areas. The governors liaise with the subject leaders of these areas and monitor the way the school teaches these subjects through governor visits to school.

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 scrutinise, 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 son's/daughter's education. The school also holds opens mornings, inviting parent's in to view the children's books, at least once a 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 Phase/Subject leaders

- There is a designated senior person "on call" every day, this will be on the Staff Board and on the Google Chrome rota. The role of this person is to deal with any issues that arise during that day. This ensures all teachers can continue to teach without disruption.
- SLT is made up of the Headteacher, Deputy headteacher, SENCO (assistant headteacher) and upper and lower Key stage 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 a log of actions taken in relation to their action plan which is updated in line with the School Improvement Plan. Subject leaders are also responsible for creating statements in their subjects (for our yearly reports) linked to: age related, working towards and working above. **(These statements are stored on Google Chrome)**
- Subject leaders will monitor planning, carry out work scrutiny, maintain resources, feedback to governors and be responsible for maintaining a balanced budget.
- NQTs are not expected to take on the responsibility of leading a subject in their first year of teaching.
- A termly Head's report will be written that includes actions carried out by the subject leader and the impact this has on progress.
- 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 (see appendix 6)
- A more detailed role of a Subject Leader can be found on the Subject Leader job description.

Class teachers

General Teaching Responsibilities:

- Be accountable for behaviour and pupil progress for the whole class.
- Maintain and update your Vulnerable Groups file regularly.
- Any incidents, issues or concerns for a child should be logged on CPOMS. This includes minor incidents, poor behaviour and discussions with parents.
- Home-Learning should be set on a weekly basis and must include some that is set using the Virtual Learning Environment.
- 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.
- A wide range of assessment and data analysis will be used to inform teaching. Teachers test pupils prior to maths topics to ensure pitch is correct.
- Teachers will use a wide range of teaching and learning styles which match the learning styles of the group.
- Lessons will be engaging and where possible will be interactive.
- Fun and humour should be used to engage pupils.
- Pace of lessons must ensure all pupils are challenged at all times to keep them focused.
- Targets will be set for pupils who struggle to focus – linked to time, during each lesson e.g. by 10:20, I am expecting to see at least 4 problems have been completed.
- The teacher will take calculated risks to extend pupil learning (this means to carry out lessons which might be unpredictable in terms of outcomes for the pupils e.g. the chairs and tables may be upside down when pupils enter the classroom and the teacher may say that they don't know how this happened; this could upset some pupils and the teacher needs to manage this effectively for pupils who are unable to cope with change in routine).
- Resources will be readily available for use in lessons. Pupils will manage their own resources.
- Teacher models activity- expected outcomes and use a variety of rote and explorative methods.
- Each writing lesson, where ever possible, should start with a "hook" to motivate the learning and should be linked to other subjects eg Diary about "A day in the life of a Roman Soldier" linked to history.
- Teachers must insist that pupils use the correct punctuation in their writing (this is non-negotiable).
- Manipulatives should be used to help pupils in maths lessons on a regular basis, these should be accessible to all pupils during every lesson
- Depth and mastery should be woven into maths lessons, so that pupils are exposed to this several times each week.
- 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.
- Pupils will be encouraged to magpie (take good ideas from others and use them in their own work) through mini-plenaries throughout the lesson.
- Pupils will work in mixed ability pairs and groups; the exception to this is Guided group work, where children will be grouped by ability.
- Washing lines are used to display models which will support pupils in their current learning

Marking

- Teachers are expected to mark all work ready for the next lesson.
- More details on marking can be found in the Marking, Feedback and Assessment policy.
- Targets are set in reading, writing and maths on a regular basis; these can be found in the Leadership files. These take the form of Wildly Important Goals. Pupils will set their WIG at the start of each term and be responsible for meeting their own personal target by the end of the term

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 read the weekly plans (with the class teacher) which are shared during the Monday morning meeting, to help prepare for the week ahead.
- TAs are expected to work with children of all abilities during each working week. Allocation of time for TA should be varied so that different groups receive a range of adult support throughout the week.
- TAs will be directed to lead interventions through pupil progress reviews. These will be timetabled outside of English and Maths sessions.
- Some children will receive support from other adults within the school. Some Teaching Assistants have designated roles to lead interventions; these are not based in a class.
- Some teaching assistants and Higher Level Teaching Assistants employed to support disadvantaged pupils.

Expectations of adult language, linked to the 7 Habits during lessons.

Adults model the language of the 7 Habits through praise e.g. well done for synergising, beginning with the end in mind etc.

Indirect teaching of the habits is expected through a range of subjects e.g. science work and synergising as part of a group or through a story that reflects the habits.

At the start of each session, where a learning objective is shared, adults should say “Beginning with the end in mind the LO is ...” this can be indicated on notebook slides or verbally.

When pupils are working with learning partners, or in groups, adults are expected to remind pupils to “Seek first to understand then to be understood” and draw attention to what has been said by another child in talk partners or in groups. Pupils are expected to practise empathic listening eg listen with the intent to understand, and then paraphrase what has been said to ensure full understanding. Adults need to identify and use the emotional bank account to help pupils to identify when they are listening with the intent to understand. Emotional bank accounts must be used several times per week by all members of the school community.

Adults are expected to overtly teach Learning Behaviours - using the 7 habits language for example, putting first things first, encouraging pupils to always be at the top level of learning behaviour.

Draw attention to Sharpening the saw through making reference to learning and improving our minds through reading and exercise, e.g. “Who has sharpened their saw by reading last night?”

Expectations of Adult behaviour, linked to the 7 Habits (From Staff Code of Conduct):

- use the 7 habits and be proactive
- always be on time for lessons and be there to help us line up well
- be very organised and tidy and make our classroom neater
- smile and look happy to see us, say hello and hold the door open for us
- shake our hand and welcome us at the beginning of the day
- be kind and helpful
- seek first to understand then to be understood – always listen to our point of view first
- look for the gift in everyone – find out what each pupil is amazing at and celebrate this
- show respect for us and other members of staff
- think win – win when we are having problems
- do the right thing even though no-one is watching
- tell us when we are doing well and how we can do even better
- help us to be leaders in our classroom by giving us leadership roles
- have line monitors, chair monitors and cloak room monitors
- use tokens to encourage us to do well in all areas
- have a behaviour contract for the class to make sure we know what is expected

Expectations of behaviour from pupils during lessons:

- It is expected that all pupils will be on task and involved during lesson time. Low level interruptions to learning are not acceptable.
- Pupils who interfere with the learning for other pupils will be subject to procedures outlined in the Behaviour Policy eg, focus on pupils who are doing well and give lots of praise and use the language of the habits to praise pupils. For those who do not conform, they will need to work in another class for a short period of time and will lose 5 minutes golden time.

Skills and Qualities of Outstanding Teachers

The class teacher secures an atmosphere of mutual respect where children feel safe and valued. The outstanding practitioner serves as a role model, embodying the 7 Habits for the children to learn from. Pupils' self-esteem is given high priority with the encouragement of a positive growth mind-set - evidenced in the pride children take in their work.

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.

Behaviour is consistently outstanding, arising from the clarity and application of the 7 habits and learning behaviours underpinning the school philosophy. Staff also make good use of body language, eye contact and managing voice control in class management, whilst systematic reward systems recognise and encourage both effort and achievement.

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. All marking should be well presented, using the school handwriting scheme (Sassoon Penpals) and phrased so that children can access it, enabling them to deepen their knowledge, understanding and skills through the completion of 'Next Steps' in accordance with the school assessment and marking policy. Pupils are expected to complete one next step piece of marking in writing and one in maths each week.

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.

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.

6B's (6 Behaviours for independent learning) and e-Safety contracts are shared through direct lessons and the e-Safety contract and behaviour contracts must be signed by staff and pupils in each class.

Conduct around the school

All pupils are expected to walk around the school sensibly – staff are asked to challenge pupils if this is not the case. Positive phrasing is used consistently by all adults to remind pupils to make the right choice e.g. "Walking please." Staff need to ask pupils, "Are you make the right choice?" Give pupils time to respond and then ask them to walk sensibly if they have not already suggested they do this.

Discuss with pupils other important things to help keep school tidy. Discuss putting litter in the bin regularly and keeping cloakrooms tidy – not stepping over coats etc.

Ethos greeting pupils.

It is expected that all staff will smile at pupils and shake their hand to welcome them each morning. It is expected that classroom doors will be open from 8:50am and children can then "drift" into the classroom to be ready for the start of the day. For children who come in late, they still need to be greeted at the door with a smile and handshake (classroom greeters can do this).

Pupils line up after break sessions (in register order) in two lines. It is important to ensure pupils are facing forward and are listening to the line leaders at the end of break and at the end of the assembly.

Cloakrooms need to be supervised in years 5 and 6 to ensure pupils are behaving sensibly. Children in Year 3, during the autumn and spring terms, are allowed to come into class at 8:45am.

Learning Environment

- Children will generate expectations for behaviour using the learning behaviour format, class contract and mission statement. These will be displayed, used daily and consistently reinforced.
- Teachers and TAs will model handwriting consistent with the school's handwriting scheme.
- Each class will use a washing line as well as maths and English learning walls displaying models of good examples to scaffold their learning. (WAGOLL – What A Good One Looks Like). All writing must have a teacher model.
- Each class will use and display the 6 B's
- Any writing displayed by the teacher/teaching assistant must be of a high standard following the handwriting scheme. Letters must be of a consistent size.
- Children will select good examples of their own work to display on the Pegs of Pride and these must be changed every term.
- Inclusive visual resources will be displayed in all classes for example: alphabet, visual timetable and months and seasons.

- There will be a 7 habits display in each class, along with a leadership folder for each child – this display will include a 7 habits tree designed by each class (labelling a description of what each habit means) and an emotional bank account.
- Children will sit with learning partners of differing abilities, which will be changed at least half-termly.
- Class teacher will model good examples of learning objectives, which are then displayed on the learning wall. For example using different colours on flip-chart to highlight the objective learnt.
- Adults encourage a healthy learning environment by: ventilating rooms. Hygiene habits displayed in toilets. Sharpening your saw reminders in class. During hot spells, class teachers must use the fan provided to ensure pupils stay cool and open windows (doors must also be opened between 9:15am and 3pm in extreme hot weather).
- All classrooms and working areas will be tidy and well cared for.
- Teacher cupboards and desks will be tidy and well maintained at all times.
- All blinds must be closed and opened by a member of staff (staff must also close blinds when children are getting ready to change for PE for safeguarding purposes).
- Children regularly record and monitor their own progress in their Leadership Folders. These are shared with parents each term before Parent's evening.
- Adults will ensure pupils have resources ready for the day, using manipulatives as a regular feature of maths lessons; ensuring depth and mastery are taught in maths on a regular basis.
- All resources should be ready before the children come into class.
- Teachers must have an early work activity ready for children to start as soon as they come in on a daily basis.
- Pupils must practise the class mission on a daily basis. Pupils must know the whole school mission.
- Adults will create a calm learning environment by using strategies such as playing calming music when the pupils come in to the classroom in the mornings.

Organisation and Grouping of Pupils:

Classroom routines and ground rules are established with all pupils and adults within the classroom.

- Children are seated in mixed ability pairs for whole class teaching.
- Groupings are flexible for guided sessions based on AfL.
- Children have access to appropriate resources to enable them to work as independent learners.
- Where appropriate, children are grouped by ability to accelerate learning.

Key Tasks and Deadlines

There are a range of tasks which might happen at the beginning, during or the end of each term. Class teachers are expected to ensure these are completed as part of the annual academic cycle. This will be monitored by Phase Leaders. Many of these tasks relate to 7 Habits, assessment or monitoring tasks. See **appendix 5** for a table of these tasks.

Summer Transition

Session 1

During the transition sessions for all years the first session will be **predominantly** used to set up a behaviour contract and to decide what outstanding learning behaviours look like. The new class teacher will have a lesson with their current TA in their current classroom. Teachers will deliver some form of activity with the class to get to know them – this might take the form of writing, drawing or filling in information to help the new teacher get to know them.

Session 2

Pupils are asked to given 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 new classroom with their new TA. Pupils will need to bring their pencil case to this session.

Session 3

This third session involves all children, including the new year 3 starters. This will be held in the teachers new classroom, with the new TA. The Class Mission should be completed and reviewed so it is ready for display on the outside doors in September. Teachers may allocate leadership roles, clarify expectations for September and do further activities to make sure the children are feeling ready for September. A whole school assembly will be held by the headteacher on transition which all teachers will attend with their new class.

Planning:

- Topics should be launched with a 'hook' such as a trip or event in school.
- All teachers are requested to plan outings for the year at least a term in advance.
- Wherever possible, children should have some input into planning.
- Cross-curricular links will be indicated on planning where appropriate English skills must be focused on in all lessons - attention to grammar and spelling is also expected during any writing sessions.
- Activities planned should maximise the potential of all pupils.
- Teachers should plan engaging and well-structured lessons that lead to pupil progressing and should be based on prior learning.
- Planning needs to provide evidence for subject leaders to monitor teaching and learning of their subject throughout the school.
- The plans should be uploaded to the school shared server (RM Staff) by Monday morning. The server can be accessed remotely from home.
- All lessons should have a clear skills based Learning Objective. This will be accompanied by a context. This should be shared with the children at the beginning of each lesson.
- Plans remain a working document and need to be amended in light of day-to-day assessment and evaluations.
- Pupils' initials need to be on planning to show differentiation. Pupil Premium and higher attainers pupils should be identified on plans. Specific individuals may be indicated specifically on planning e.g, SEN/EAL
- 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).
- Planning will indicate whether pupils are self-selecting activities or given specific tasks
- Staff should follow the agreed planning formats (see appendices) to ensure consistency of approach across the school and ensure continuity and progression for all pupils.
- Teachers will provide Teaching Assistants with copies of lesson plans for core subjects. This should be discussed during designated planning time during a Monday morning assembly.
- The HfL Essentials Planning is used for Mathematics. The sequence of learning should include a cover sheet which outlines the differentiated activities to ensure challenge – a wide range of activities can be used to enhance this planning and ensure all pupils are able to access learning. See appendix 1 for a sample of a cover sheet. This should be contained on one piece of A4 paper to reduce staff workload. This can be clipped to the front of the sequence where more details on teaching techniques can be found.

Long term planning

- The whole school long term plans for Literacy, Maths, Computing, R.E and Science follows the Herts Schemes of Work. This must be posted on the website in September of each year. Subject leaders must check their subject before it is posted to ensure all skills are being covered. (Appendix 2)
- The Head teacher and Deputy Head teacher are responsible for ensuring the website is updated on a regular basis (once a term).
- Art is taken from Art Express and Music is taken from Music Express. French uses the Toute-Le-Monde scheme of work.
- For D&T, History and Geography the long term plans have been compiled using the National Curriculum.
- Long term plans can be found in staff resources/planning/website.

Medium term planning

- At the start of the term, a curriculum map should be completed, which provides more detail, indicating the key objectives/skills that may be covered to ensure skills progression. This must be shared with parents in the second week of the Autumn term as a class presentation. In spring and summer terms, curriculum plans will be shared via the website/Parent mail and via a hard copy. Teachers then produce a more detailed plan that acts like a weekly lesson plan for each foundation subject and science.
- Teachers should ensure cross-curricular coverage where possible.
- It is the responsibility of the class teacher, at the start of each term, to complete a curriculum letter to be sent out to parents. (this can be found in staff resources, curriculum letters, Autumn 2017) This must be sent by the end of the second week of term.
- Medium term planning for foundation subjects can be found in Staff Resources/Planning/Planning2018-9 and then through the relevant year group and subject heading.
- Teachers will seek the opinions of children to guide them with their planning, this can be done in class or through the learning platform.
- 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 literacy. Teachers may wish to include a separate literacy outcome.

Weekly Planning

Staff are expected to produce weekly plans for writing, maths, reading and spellings. These can be found in Staff Resources, Planning, Planning 2018-2019, Year X, Autumn term.

Resource Management

- It is suggested that white boards are used in most lessons to promote individual thinking and to enable adults to assess pupils' learning.
- 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 Inclusion leader.
- At the beginning of each new academic year, all pupils should be shown where everything is in their new class to ensure they can be independent. All children should know where everything is in their classroom.
- Adults will model how to use resources and manipulatives effectively and how to clear them away and store them.
- Scaffolds for learning will always be available for all children as they need them.
- Resource leaders should be proactively carrying out their roles within the classroom.
- Additional adults will be well used and managed to promote the learning of specific knowledge and skills and keep children on tasks.
- Class teachers are responsible for informing subject leaders of any damaged or missing equipment and returning all resources to the relevant storage area. Please do not allow pupils to return resources without adult supervision to any of the cupboards outside of their classrooms.

Children with Special Needs, including Higher Attainers and Talented

All members of the teaching staff are responsible for the teaching, learning and progress of all children (including SEN, higher attainers or talented and EAL) providing quality first teaching, making reasonable adjustments and maximising potential for all needs. We comply with requirements set out in the SEN code of practice in providing for children with special needs and how we do this is detailed fully in our SEN information report and our SEN policy.

Vulnerable group folders store records of individual and group information, learning, progress and impact. Higher attainers or talented children will be stretched and challenged using different strategies within the classroom and will have various opportunities outside of school to extend their learning.

Time Management.

All staff are required to ensure all resources are ready at the start of the lesson and arranged appropriately. Staff must be on the school premises by 8.30am and be ready to open doors and greet the children by 8.45am. Teaching staff are required to be prompt with the start of session timings and ensure lesson do not run into break or lunchtime. Classes are expected to be ready in the hall for assembly to start at the designated time. Children should be released at 3.15pm, when the bell is rung.

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. The continuing development of Computing is addressed through ongoing staff training. All staff attend training based around the promotion of the 7 Habits (the head mentors new staff).

Communicating with Parents/Guardians/Carers

If parents want an appointment to discuss an issue, adults must ensure they make an appointment for something that will take more than a minute to discuss.

Likewise, if staff have any concerns about issues regarding behaviour or lack of progress, then the parent must be contacted at some point in that week. A member of Senior Leadership can attend these meetings if there is a need for further support. **There should be no discussion of inappropriate behaviour during Parents' Evening.** Parents are invited in before each Parent's Evening to look at pupils work and discuss their targets and progress. Pupil notebooks are also on display during this time.

We invite parents to support learning in class and on trips and visits. We also invite parents to comment on learning and ideas through a suggestion box in the lobby and through the Virtual Learning Platform.

We also invite parents to attend Merit assemblies and will, on occasion, call home to congratulate pupils in relation to their conduct or learning.

CPOMs

The school uses CPOMs to record any inappropriate behaviour or issues linked to parents. Information is passed on to Senior Leaders and other relevant staff. Actions may arise and information will be shared with a range of staff that may need to support pupils or parents concerned.

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
- Other strategies include:
 - 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 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 co-ordinators 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, once a year in the Curriculum Evaluation Report.

Computing

Computers and iPads are used to enhance learning throughout the curriculum. Evidence of this can be found in subject leader folders. Teachers are expected to use "FROG" the virtual learning platform to deliver home-learning from time to time.

Home-learning:

- Home-Learning should be set on a weekly basis and might include support resources being placed on the Virtual Learning Environment eg Espresso, Mathletics, Top Marks or a range of videos and resources with a direct link. It may be set on paper, in the home-learning book and on the Virtual Learning Environment, including the use of Google Classroom. The school will provide a home-learning support session, using chrome books, on a weekly basis.
- Weekly home-learning must include an English piece, a maths piece and spelling. Where possible cross-curricular links should be made.
- Each class must have a 'wall' placed on their homepage allowing pupils the opportunity to comment on areas as a class.
- Daily reading should be encouraged throughout the week and children have reading records which are monitored by staff and by reading leaders.
- If a child is not completing home-learning, the class teacher should speak to the parent to try and understand the issue. If they are unable to complete this at home, they must attend home-learning club.

Date for review

June 2021

Distribution:-

A copy of this procedure will be issued to:-

- a) all school governors
- b) all teaching staff and Teaching Assistants
- c) Clerk to the Governing Body

Approved _____ Date: 12th July 2019

Appendix (1) Sample of Maths Planning cover sheet

Maths Planning Year 5

Week Beginning: 7th January 2019



National Curriculum Focus:

Multiply numbers up to 4 digits by a one or two-digit number using a formal written method, including long multiplication for two-digit numbers

Phase	Sequence & step	LO/SC	Tricky	Trickier	Trickiest
1	5LS11 Step 1&2	<p>Use formal written method for a 2 digit number by a 1-digit number</p> <ul style="list-style-type: none"> ➤ Recall known facts ➤ Explain the digits movement as to increasing by a power of ten ➤ Estimate answers 	<p>Rehearse 2 digit by 1 digit multiplication where there is no need to regroup the numbers when adding.</p> <p>Day 1 2 digit x 1 digit all levels</p>	<p>Rehearse 2 digit by 1 digit multiplication where there is a need to regroup the numbers.</p> <p>Day 1 2 digit x 1 digit all levels</p>	<p>Rehearse 2 digit by 1 digit multiplication where there is a need to regroup the numbers, include some calculations where you would expect them to use a mental strategy rather than the formal written method.</p> <p>Day 1 2 digit x 1 digit all levels</p>
2	5LS11 Step 2 for those children needing to regroup	<p>Use short multiplication of a 3 or 4 digit number by a 1 digit number</p> <ul style="list-style-type: none"> ➤ Recall known facts ➤ Explain the digits movement as to increasing by a power of ten ➤ Estimate answers 	<p>Use the previous days' work to move children on to trickier so they have an opportunity to use formal method with regrouping.</p> <p>Rehearse 2 digit by 1 digit multiplication where there is a need to regroup the numbers.</p> <p>Day 1 2 digit x 1 digit all levels</p>	<p>Again, move tricky children onto trickiest with multiple regroups. Rehearse 2 digit by 1 digit multiplication where there is a need to regroup the numbers, include some calculations where you would expect them to use a mental strategy rather than the formal written method.</p> <p>Day 1 2 digit x 1 digit all levels</p>	<p>Those pupils who are secure can broaden and deepen their understanding, see</p> <p>handout_5LS11_step 2_missing_digits</p>
BUFFER ZONE					
Children needing further consolidation at this point should have further time to secure this skill.					
3	5LS11 Step 3	<p>Use long multiplication for a 3 digit number by a 2 digit number</p> <ul style="list-style-type: none"> ➤ Recall known facts ➤ Explain the digits movement 	<p>Pupils will multiply by number in the 2 and 5 times table to gain confidence with this strategy.</p> <p>Day 3 Long multiplication All levels</p>	<p>Pupils will multiply by a range of numbers as appropriate.</p> <p>Day 3 Long multiplication All levels</p>	<p>Adult led</p> <p>Pupils might move on to consider how they can reduce to a more compact method if they are secure with long multiplication and</p>

		<p>as to increasing by a power of ten</p> <p>➤ Estimate answers</p>			<p>recall facts quickly and easily.</p> <p>Day 3 Long multiplication All levels</p>
4	5LS11 Step 4	<p>Evaluate the effectiveness of written methods</p> <p>Compare two different calculation methods</p> <p>Reason as to which is most effective</p> <p>Explain benefits and drawback of different methods</p>	<p>Children will explore short multiplication by two digits. The numbers will centre around table facts they feel secure with e.g. 2, 5 10.</p> <p>Day 4 short multiplication all levels</p>	<p>Children will explore short multiplication by two digits.</p> <p>Day 4 short multiplication all levels</p>	<p>Children will explore short multiplication by two digits, in addition to evaluating which strategy is most effective and why.</p> <p>Day 4 short multiplication all levels</p>

Appendix (2) Sample of Medium Term Planning

Subject: R.E Topic: Christianity Year Group: 5 - Medium Term Planning - Term: Autumn



Objectives/Success Criteria	Lesson activities	Assessment notes
<p><u>Lesson 1:</u></p> <p><u>LO:</u> Understand what commitment is.</p> <p><u>Context:</u> Christianity.</p> <p><u>Success Criteria:</u></p> <ul style="list-style-type: none"> • Describe commitments of others (L3) • Make a link between a religious idea and commitment of mine (L3) • Show that I understand examples of religious commitments (L4) • Apply ideas like commitments, influence or hypocrisy for myself (L4) • Explain the impact of religious commitments on other people's lives (L5) • Explain the impact of my commitments on myself and my family (L5) 	<p><u>Main Teaching:</u></p> <ul style="list-style-type: none"> • Introduce the children to concept of commitment, and play a game with the children to assess their own feelings about things in their life which they are committed to. • Play a board game with a list of various commitments e.g. doing my homework, being a better dancer etc. then ask them to take it in turns to pick a card, and place on the board in one of three categories: very committed, not sure, or not committed at all, encourage the children to reason their choices to the rest of the group, this is good opportunity for the children to do some S&L with other peers. • Allow the children to move cards if they feel a stronger priority takes place. • Discuss some of the choices from the different groups which have been put at the top, bottom etc. get a feel for similarities and differences between opinions. • Ask the children to prioritise their "top five" commitments and explain why they are committed to these things and how they show it, they can record this on a table if desired. • Ask the children what qualities they need to show to be committed to something, create a class definition of commitment, or ask the children to write their own one underneath their top 5 in their books. <p><u>Main Activity:</u> Children write their top five commitments in their RE book.</p>	<p>Resources:</p> <ul style="list-style-type: none"> • Commitments game boards, set of 5, one for each table • Top 5 commitments worksheet • Smart notebook file "Commitments"

Appendix (3) Sample of Planning Map

<p>Maths</p> <p>The focus this term will be: fractions, time, decimals and measurement involving money.</p> <p>Children will have the opportunity to use concrete objects to help develop their understanding. They will also develop pictorial representations to reason and solve problems.</p>	<p>English</p> <p>This term in English we will be covering persuasive writing and discussions.</p> <p>In addition, we will also learn how to describe story settings and explore play scripts before writing our own.</p>	<p>Science</p> <p>In Science this term, we will be learning more about humans and animals, investigating skeletons, digestive systems, nutrition and teeth.</p> <p>Computing: Accuracy Counts</p> <p>We will be using google sheets and formatting data within this form of spreadsheet. We will choose appropriate graphs/charts to represent</p>
<p>P-S-H-E</p> <p>Introduction to the 7 Habits - Mastering the personal victory.</p> <p>Living in the wider world, thinking about budgets and understanding how to become a responsible citizen.</p> <p>R-E</p> <p>We will be learning about Sikhism and what it means to belong to a religion.</p>	 <p>Stiles Year 4 Spring Term 2017</p>	<p>Art & Design</p> <p>In Art we will be focusing on printing and linking this to our Roman topic.</p> <p>Design & Technology</p> <p>Within D & T we will make, create and evaluate a volcano.</p>
<p>P-E</p> <p>We will have PE once a week which will be taught by Mr Mendes where we will be taking part in basketball and tennis to develop our skills. Please ensure PE kits are in school on a Monday. The children will have Swimming on a Wednesday.</p> <p>Modern Foreign Languages - French</p> <p>Pronunciation, Animals and pets, Counting, Days of the week. Months of the year.</p>	<p>Home Learning</p> <p>Maths and Literacy home learning will be given out weekly.</p> <p>Spelling and reading will go home every night and there is an expectation that children will read daily and practise spellings at least 3 times a week. They</p>	<p>Topic</p> <p>Our history topic this term will be based on the Romans and the impact they have had on us. In geography we will be looking at geographical similarities and differences through the study of human and physical geography with a focus on volcanoes, earthquakes and mountains.</p> <p>Music</p> <p>We will be exploring time and sound in music and 4 Australia will be having violin lessons.</p>

Appendix 4 Sample of English Planning

Year 5 English Planning



Term: Autumn Week: 6 Date: 10.10.16 Unit of work: Traditional Tales: Norse Gods

C.T support

T.A support

More Able

Resources

Day/date	LO, Context & Success Criteria	Whole Class	Activity	Plenary	AfL
1.	<p><u>LO: To use an ellipsis in writing</u></p> <p><u>Context: Big write session; one-off lesson before new unit starts after Leadership Day tomorrow. Focus - what kind of imaginative story</u></p>	<p>www.youtube.com/watch?v=OHV1RVK4j6c</p> <p>What effect do these sounds have? What mood do they create? What is another word for mood? Atmosphere - we're going to create an atmosphere of mystery and suspense in our writing today; check understanding of meaning: secret, hidden or inexplicable; anxious uncertainty or expectation.</p> <p>How could we create those sound effects in writing? Use of an ellipsis - stress 3 dots, no more, to show an omission of words needed to finish the sentence...The sentence is unfinished, creating mystery and expectation.</p>	<p>Big write i.e. on lined paper, not in books: children write a story involving an ellipsis - must create a build-up to precede it.</p> <p>Where is it set? Discuss a variety of suitably scary locations: woods, castles, mountains, lakeside, cliff etc. Does it take place in the past or the present? MAKE A DECISION AND KEEP TENSE CONSISTENT.</p> <p>What is the threat? Another character, real or unreal: evil person, or monster / witch? Natural disaster? Loss?</p> <p>Use your senses - what can you hear, see, smell, touch, taste?</p> <p>Are you going to resolve it or reveal a conclusion? What happens?</p>	Share and evaluate work against success criteria.	

Appendix 5

Giles Junior Annual Key Tasks and Deadlines

	Autumn Term	Spring Term	Summer Term
<u>Start</u> of Term	<ul style="list-style-type: none"> • Set up maths WIG. • Set up English WIG. • Curriculum letter ready to go out to parents by end of first full week - send to Sarah Boe to go on website. • Rising Stars - Spelling Punctuation and Grammar base-line tests. Logged on Chrome. 		
<u>During</u> the term	<ul style="list-style-type: none"> • Rising Star Comprehension Tests - every two weeks - results logged on chrome. • Appraisals for all staff • SEN Reviews 		
		<ul style="list-style-type: none"> • Mid-Point Appraisals 	<ul style="list-style-type: none"> • Report Writing • Sports Day
<u>End of Term</u>	<ul style="list-style-type: none"> • Diagnostic Maths Test year 3, 4 and 5 - completed after HfL terms plan has been completed - may not be at the end of term • Assessment results on system - leaving 2 full weeks after results on • Parent Consultations • Pupil progress Meetings • Rising Stars - Spelling Punctuation and Grammar Progress test. Logged on Chrome. • Collect results of percentage of Personal WIG targets 		
<u>Consistent Staff Meetings</u>	<ul style="list-style-type: none"> • Class handover provision map from previous term • Parent Consultations • Data inputting time/Pupil progress prep 	<ul style="list-style-type: none"> □ Parent Consultations □ Data inputting time/Pupil progress prep 	<ul style="list-style-type: none"> □ Data inputting time/Pupil progress prep

Monitoring Schedule 2019-21

Maths, English and SENd will have a monitoring activity each term, this will be arranged by the subject leaders to make sure that information is triangulated.

2019-20

Autumn		Spring		Summer	
Maths/English/ SENd	History/ Geography	Science	RE	PSHE	MFL

2020-21

Autumn		Spring		Summer	
Maths/English/ SENd	Art/D&T	Music	PE	Science	Computing