

Giles Junior School



Achieving Excellence through Leadership

Teaching and Learning Policy

Document Details	
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Author	Giles Junior School
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Please note that all policies are signed digitally on Governor Hub following ratification at the relevant Committee or Full Governor Body Meeting.

School Mission

At Giles Junior School, teaching and learning underpin our leadership, culture and curriculum. Our mission is to provide an inclusive and nurturing environment where children, staff and the wider community feel welcomed, safe and happy. We deliver high-quality education that enables all children to reach their potential and become life-long learners. We promote leadership skills, good citizenship and emotional and physical wellbeing to equip pupils with the skills they need to thrive beyond school.

Purpose

We offer a wide range of experiences that develop pupils' skills, deepen knowledge and build understanding of the world around them. Our curriculum is designed to be stimulating, enjoyable and inclusive, while meeting individual needs and catering for what we know is relevant to our community.

We want our pupils to succeed both in school and in the wider community. The 7 Habits are taught as transferable skills that support learning, play, relationships and home life, alongside British Values.

Giles Junior School follows the National Curriculum to ensure all pupils have the opportunity to learn and achieve. Our curriculum aims to:

- Encourage strong commitment to learning, promoting excellent progress and high attainment.
 - Provide rich and varied contexts that enable pupils to acquire, develop and apply a broad range of knowledge and skills.
 - Enable pupils to think creatively and critically, solve problems and make positive contributions.
 - Develop creativity, innovation, enterprise and leadership in preparation for future education, work and citizenship.
 - Build physical competence, promote healthy lifestyles and encourage pupils to keep themselves and others safe.
 - Support spiritual, moral, social and cultural development.
 - Promote self-esteem, emotional wellbeing and positive, respectful relationships.
 - Help pupils respond positively to challenge, manage risk and cope with change and adversity.
 - Prepare pupils for their next steps and equip them to make informed choices throughout their lives.
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Related Policies

This policy should be read alongside:

- Positive Relationships Policy
- Assessment, Marking and Feedback Policy
- SEND and Inclusion Policy
- Staff Code of Conduct
- Pupil Premium Policy
- Children Looked After Policy

Subjects

Core subjects: Reading, Writing, Mathematics and Science.

Foundation subjects: Art & Design, Computing, Design & Technology, Geography, History, MFL (Modern Foreign Languages – Spanish), Music, PE (Physical Education), PSHE (Physical, Social and Health Education) and RW (Religious World Views).

Further information can be found at:

www.gov.uk/government/collections/national-curriculum#programmes-of-study-by-subject and on the school [website](#) (yearly overviews and termly topic coverage).

Achievement and Inclusion

Teaching at Giles Junior School is underpinned by an inclusive, dyslexia-friendly approach to learning, recognising that many pupils may experience difficulties with reading, writing, processing and memory. All staff ensure that high-quality adaptive teaching removes barriers to learning through the use of clear, well-structured explanations; chunked and scaffolded instructions; explicit vocabulary teaching; reduced cognitive load; and the use of visual supports and modelling. Pupils are supported through flexible approaches to recording, including the use of technology, scribes or alternative formats where appropriate, and are given sufficient time to process and respond. Teaching incorporates repetition, overlearning and multi-sensory strategies to secure understanding and retention. These approaches form part of Quality First Teaching for all pupils, ensuring that learners with dyslexia and other additional needs can access the full curriculum, make strong progress and experience success. Teachers set high expectations for all pupils, including those working above age-related expectations. Staff analyse pupil data closely and outcomes are monitored alongside the Senior Leadership Team (SLT). Summative assessments take place in February and July.

Disadvantaged and vulnerable pupils:

We identify and address barriers to learning for individuals and groups. See the Pupil Premium and Children Looked After policies.

SEND:

We are an inclusive school where all class teachers are teachers of SEND pupils (this is not the explicit responsibility of the school SENCO). We expect all children to make strong progress from their relative starting points, supported by appropriate reasonable adjustments. We have high aspirations for all pupils and focus on long-term outcomes and the steps needed to achieve them. See the SEND Inclusion Policy for further details.

Monitoring and Review

The Curriculum and Standards Committee monitors curriculum implementation. Governors attend Hertfordshire Improvement Partner (HIP) visits and review associated reports in addition to assessment data (external and internal).

Subject leaders provide updates through the Headteacher's Report, supporting governor oversight of curriculum development.

The Headteacher oversees daily organisation of the curriculum, supported by SLT and subject leaders through planning reviews, book scrutiny, observations and pupil voice.

Subject leaders monitor planning and teaching in their subjects and ensure staff have the resources and guidance they need.

Home / School Partnership

We actively promote strong relationships with parents. Formal meetings take place in autumn and spring, with written reports issued in summer. Parents are encouraged to speak with staff at any time if they need clarification or support.

Open mornings are held at least termly for parents to view pupils' work. For SEND pupils, autumn and spring consultations are replaced with termly SEND Review meetings.

Roles and Responsibilities

Governors and Headteacher

Governors ensure policies provide clear guidance for staff. The Headteacher ensures policies are implemented effectively and updated when needed.

SLT (Senior Leadership Team) and Subject Leaders

- SLT includes the Headteacher, Deputy Headteacher, SENCO (Assistant Headteacher), supported by Year Group Leaders.
 - SLT and subject leaders ensure key skills are taught and progress is monitored.
 - Subject leaders oversee assessment, complete actions linked to the School Development Plan and review impact termly.
 - ECTs are not expected to lead subjects in their first year.
 - A monitoring schedule supports subject leaders in carrying out their responsibilities.
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Class Teachers

At Giles Junior School, highly effective teaching is guided by evidence-based principles that support pupils in knowing more and remembering more. The developed Toolkit can be seen at Appendix 1.

General Responsibilities

Teachers are expected to demonstrate high professional standards at all times, including punctuality, preparedness, positive relationships with pupils, and proactive behaviour management

- Follow Behaviour and Discipline Policy to ensure a calm and productive learning environment.
- Measure and be accountable for pupil progress within your class.
- Meet the Teachers' Standards and Appraisal Policy requirements.
- Model the 7 Habits.

Planning Expectations

Long-term

Yearly overviews set out how the curriculum will be delivered (Appendix 2). These can be found [here](#)

Medium-term

Subject-specific plans on the school website outline lesson content and key vocabulary. Cross-curricular lessons must remain rooted in the primary subject objective. The link above will take you to the main curriculum page where each subject has up to date medium term plans.

Weekly Planning

- A typical timetable will contain the following lessons: Maths × 4, English × 4, Guided Reading × 5, Maths Fluency, Spelling × 3, Science × 1 (90 minutes), foundation subjects, and explicit Leader in Me sessions (Appendix 3 – Class Timetable).
- Maths uses HfL Essentials planning (supplemented by White Rose resources); English uses *The Write Stuff* (Jane Considine).
- Maths and English planning is adapted to suit the needs of each class but is overseen by one member of the year group.
- Foundation subjects include “leaves” (Appendix 4) identifying key content.
- Lesson slides scaffold learning and clarify key information to aid consistency in the delivery of content across all three classes.
- Planning is adapted in response to assessment and is documented via teacher slides (Notebook or PowerPoint).
- Slide backgrounds should be pale and accessible, using Comic Sans or Sassoon Primary font.

Teaching Expectations

We recognise the importance of managing cognitive load. Teaching resources and classroom displays are purposeful, uncluttered and designed to support learning. See Appendix 5

- Have high expectations on [pupils' presentation](#) in books supporting pupils to apply a consistent approach to presentation
- [Adaptive Teaching](#) that supports all learners, with gradual removal of support over time

- Use a range of [formative assessment](#) techniques to gather information to inform future planning
 - Offer a well resourced, uncluttered and calm learning environment to reduce sensory overload
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Presentation

Teachers will ensure pupils:

- Record and underline the date and learning objective
 - Present work neatly according to school handwriting and layout guidance
 - Respond to feedback where required (with a purple editing pen)
 - Organise work clearly so progress is evident over time
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Lesson Delivery/Adaptive Teaching

While lesson structures may vary according to subject need, highly effective lessons (See Appendix 5) at Giles typically include:

- A clear learning objective and shared purpose
 - Activation of prior knowledge
 - Explicit teaching with modelling (writing by hand using visualiser, flipchart or physical modelling)
 - Opportunities for guided practice
 - Application tasks to deepen learning
 - Deliberate practice to build fluency
 - A short review or reflection linked to the “learning objective”
 - Adjust explanations, models and scaffolds
 - Anticipate common misconceptions
 - Provide structured support which reduces over time
 - Use flexible grouping
 - Opportunities for pupils to rehearse verbally during partner talk
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Assessment for Learning

Assessment for learning is integral to teaching. Assessment is used to inform planning and adapt teaching accordingly. Further detail on the purposes and use of formative and summative assessment can be found in the Assessment and Feedback Policy. Feedback is timely, specific and moves learning forward. It is proportionate and focuses on the learning objective. Teachers use a balance of verbal, live and written feedback. We encourage pupils to reflect on their learning, set goals and evaluate their progress. Teachers support pupils in developing metacognitive strategies that help them plan, monitor and review their learning.

Teachers use:

- Live marking and verbal feedback

- Mini whiteboards for rapid diagnosis
 - Retrieval tasks to identify gaps
 - Low-stakes quizzes and exit tickets
 - Targeted questioning to assess understanding
 - Pupil self- and peer-assessment where appropriate
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Teaching Assistants (TAs)

- Giving their attention and focus to the pupils whilst the teacher is giving instruction and offering support to pupils who require a different explanation or support with focus.
 - TAs contribute to behaviour, learning and progress across the class.
 - They work under the direction of the Class Teacher to help them achieve the above.
 - They support pupils of all abilities across the week.
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Positive Learning Environment and Transition

Classrooms should be well cared for and reflect high expectations. Class mission statements, behaviour contracts and learning behaviours are written during transition sessions.

Transition includes three planned sessions to meet new staff, contribute to class missions and build confidence. Leadership Days are held at the beginning of the Spring and Summer term and serve as an opportunity to reinforce personal skills relating to Leader in Me. The “First 8 Days” from Leader in Me support routines in September.

Resource Management

- Make sure pupils have access to essential equipment, including a mini whiteboard
 - Check visualisers are fully functioning for modelling and sharing work.
 - Ensure resources are accessible, clearly labelled and shared across teams.
 - Labels follow the SENCO-approved style (T:\Classroom Set Up)
 - Teachers report damaged or missing resources promptly.
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CPD

CPD is offered to all staff and is based on research, school priorities and pupil outcomes. Staff share good practice and participate in opportunities to share good practise. All staff receive training in the 7 Habits.

Developing and Monitoring Teaching

We expect all teaching to be highly effective. Monitoring includes:

- Coaching
- Observations
- Learning walks
- Work scrutiny
- Planning monitoring
- Classroom environment reviews
- Pupil voice

Subject leaders monitor their subjects across the year and report outcomes to governors at the end of each term. Subject Leaders gather relevant summative assessment information for their subject to build a clear picture of the progress pupils are making across the curriculum and are able to articulate what progress looks like across their subject. Teachers may require additional support in key subjects to make sure their teaching aligns with the highly effective model teacher's will have an assigned mentor who will support them. A support plan is a short-term (approximately 6 week long) plan where agreed objectives will be set and relevant support to achieve these will be clarified. Teachers have a responsibility to promote safeguarding through the curriculum, ensuring opportunities for teaching about healthy relationships, online safety, risk management and personal wellbeing. Subject Leaders will review their curriculum as part of their annual monitoring to make sure this meets the needs of our local community.

Home Learning

A key focus on basic numerical fluency, including multiplication tables and core number facts, can be further supported at home through recommended websites and platforms, which are shared with parents at the start of the year.

Rehearsal of phonics and spellings is also encouraged at home. Information about the sounds, spelling patterns, prefixes or suffixes being taught is shared with parents to support additional practice beyond the classroom.

We also share log in details for Language Angels – which is a scheme we use to teach our chosen Modern Foreign Language, which is Spanish. This is an optional tool for pupils who wish to continue learning at home.

We are always happy to work in partnership with parents who would like further guidance on how to support their child at home. Our approach remains flexible and supportive, avoiding punitive measures for non-completion and instead recognising and celebrating engagement with home learning.

Additional projects may also be set throughout the year, often linked to specific areas of the curriculum such as science, art or wider foundation subjects. These provide opportunities for pupils to explore learning creatively at home, often alongside family members, and to share their ideas back in school as part of further discussion and learning.

Appendix (1) Good Teaching at Giles

Good Teaching at Giles Junior School

Upon walking into any lesson at Giles Junior School, you'll discover a purposeful working environment where learning thrives. Our classrooms are thoughtfully organised, enabling learners to access resources independently whilst maintaining calm, focused workspaces—standards consistently modelled by our teaching staff.

The learning environment showcases helpful working walls that are kept current and relevant. These display subject-specific vocabulary and exemplar models to support ongoing learning across various subjects, serving as an additional scaffold for all pupils.

Lessons are meticulously planned to maximise opportunities for overlearning, retention, clarification, and new concept introduction—all whilst carefully managing cognitive load. Throughout each lesson, all adults actively gather formative assessment data, supporting pupils in addressing misconceptions and deepening understanding through carefully designed questioning and collaborative dialogue.

BEFORE

READY!



Routines

Pupils understand lesson expectations through well-rehearsed key components: using whiteboards and pens effectively, engaging with talk partners, and maintaining high presentation standards. Established routines ensure productive lesson time and minimise low-level disruption.



Subject Knowledge

Teachers synthesise all relevant curriculum documentation, creating clearly sequenced slides that present information logically. Lessons are adapted based on prior assessment, building schema across previous learning and within individual sessions. KEY questions are pre-planned to support in-the-moment formative assessment.



Resources

Everything is prepared and organised before the lesson begins. Pupils know how to access resources through established routines, ensuring swift and effective use. Scaffolds for all learners are ready. The tidy classroom models expectations that pupils maintain organised workspaces.

Appendix (1)
Good Teaching
at Giles
Appendix (1)
Good Teaching
at Giles

DURING

GO!

Teaching Techniques in Every Lesson

Talk Partners

Punctuate teaching with short, focused rehearsals. Keep talk time brief with clear countdowns to finish.

Formative Assessment

Use whiteboards and pens to collect information quickly: multiple choice responses, one-word answers. Adults actively review and use this data.

All Pupils Engage

Avoid one-word answers or small groups dominating. Use kind calling, cold calling, agree/disagree, and multiple choice. Allow processing time. Prevent pupils from opting out.

Live Modelling

Articulate your thought process whilst modelling using a visualiser, flipchart, or IWB to support layout expectations.

Adults Circulating

Collect information, note misconceptions, and address these immediately with individuals or groups. Collate findings for subsequent lessons.

Build on Prior Learning

Use retrieval practice and games to establish what children already know from previous lessons.

Concrete Experiences

Provide hands-on opportunities for pupils to make stronger connections with abstract ideas and facts.

☐ We Will Avoid:

Large chunks of teacher talk at the front. Consider cognitive load by teaching new information in small steps with pupil practice after each step.

AFTER

STOP

Review Learning

Examining work produced by pupils provides essential information for planning the next lesson effectively.



Recording & Sorting

In core subjects, books may be sorted for swift same-day or next-day intervention. Note absent pupils for catch-up teaching. For foundation subjects, complete assessment sheets during or after the lesson.



Modify Planning

Update slides to address whole-group misconceptions, recap learning, and clarify concepts. Plan explicit teaching for individuals or smaller groups before or within the next lesson.



Further Support

Provide additional modelling to clarify misconceptions—perhaps delivered differently or incorporating concrete experiences. Plan hinge questions or multiple choice to check understanding.

Appendix (2) Yearly Overview

Year 3 Long term overview 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	Place value and number, Rounding Calculation – mental and written Fact Families, Written addition, Subtraction		Multiplication and division facts Fractions, Time, Decimal numbers		Multiplication and Division, Problem solving with 4 operations, Measures Geometry – 3D shape, Statistics	
English	Instructions- My Strong Mind Traditional Tales – The True Story of the Three Little Pigs Trip to Library	Historical fiction - Inside the pyramid Narrative – The Boy, the Horse, The Mole and The Fox. Instructions – The Santa Trap	Narrative - The Blue Umbrella Environmental awareness - The Secret of Black Rock	Poetry – The New Guy- Link to The Secret of Black Rock Non-chronological report – Skeletons and Muscles	Persuasion – Holiday Brochure – Link to Lee Valley	Adventure story – Stone Age Boy Instructions- How to Wash a Woolly Mammoth Poetry – Boy who cannot see
Science Taught weekly 5 per year	Animals including humans	Forces and Magnets	Light		Rocks and fossils	Living things – plants
Geography 2 topics per year	Geography The UK Guided reading link (comp ninjas - UK)	Guided reading link (Reading ex. Loch Ness)			Geography Rivers and mountains Trip to Lee Valley Writing link – persuasive leaflet	
History 2 topics per year		History Ancient Egypt Workshop link Writing link – Tad the Explorer		History Stone Age Celtic Harmony trip in Spring 2 English/reading link (stone Age boy) Writing link - recount		
RW Key religions	RW Hinduism	RW Christianity – Christmas	RW Christianity Reading link – miracle story	RW Christianity - Easter Walk to Church trip.	RW Hinduism	RW Hinduism Trip to Hindu temple

Appendix (3) Sample of Class Timetable

Year 3 Sweden timetable – 2025-2026

Year 5 Sweden timetable – 2023-2020												
Sweden	9:0-5 – 9:30 9:30-10:15		10:15 - 10:30	10:30 – 10:50	10:50 – 11:55	12:00 - 12:45	1:00-3:00					
Mon EMW: Place value fluency	Assembly LIM TA Prep	English	B	English	Maths	L	Mindfulness / LIM 1 and 2 12:50-1:00	1:00-1:30 Guided Reading Lessons 1 and 2	1:30-2:45 Science	2:45-3:00 Handwriting - Penpals	Speaking and Listening (Show and Tell)	
Tues Handwriting	Phonics and Spelling	English	R	English	Maths	U	Mindfulness/ 1:00-1:20 Spanish	1:30-2:30 Art		2:40 Singing assembly		
Wed EMW: Times Tables	Phonics and Spelling	English	E	English	Maths	N	Mindfulness	1:00-3:00 PE + RW				
Thurs EMW: Spelling /handwritin g	Phonics and Spelling	English	A	English	Maths	C	Mindfulness/ 12:55-1:15 Guided Reading 3	1:20-2:20 Computing		2:30 Leadership assembly TA prep		
Fri EMW: Reading	9:00 PE+ Handwriting		K	10:15- 11:15 PE + Handwriting	Guided Reading 4 11:15-11:55	H	Mindfulness 12:50-1:10 LIM Sand 4 EBA	1:10-1:30 Maths Fluency	1:30-2:40 Geography		Guided Reading Love to read	

Appendix (4) Sample of half term whole school monitoring information



Termly overview Spring 1 2026

Week beginning	Staff meeting Wednesday	Extra information Deadlines Fundraising	Assembly Lighthouse Team/Leader in Me	Monitoring Subject Leaders
5th Jan	Subject Leader Feedback – Finland	Monday 5 th – INSET Day Tues 6 th – pupils back – Leadership day in class Wed 7 th Jan – Swimming starts for France class	Module 15 – The 4 Disciplines of Execution – Goal Achievement	Computing – assessment sheets reviewed PSHE – floor book looks
12th Jan	Science – Ross Australia	Tues 14 th SEN -book look/pupil voice Weds 14 th Yr4/5 VR workshop Thurs 15 th – SH ELSA supervision AM (hosted at Giles) Fri 16 th – Dodgeball at Martins Wood (Year 3)	Module 16 – The 4 Disciplines of Execution – Achieving my Goals	DT – Pupil voice-unit projects. RW – Planning review & pupil voice
19th Jan	NO STAFF MEETING	SEN Deep Dives Weds 21 st LW NPQEL Masterclass 3:30–5:30 Fri 23 rd – Dodgeball Martins Wood (Year 5)	Module 17 – Accountability Partners	Science – planner meeting, book looks and assessment review
26th Jan	Monday 26 th – Writing Moderation for all Year Groups at the Leys Weds 28 th Dyslexia Training – Germany	SEN Deep Dives 26th–30th Jan Faith Week Tuesday 27 th Jan Bridge Builders assembly 2:40 (Ross to introduce) Tuesday 27 th – Finland Pizza Express AM Fri 30 th – Dodgeball at Martins Wood (Year 4)	Module 18 – Emotional Bank Accounts – Cultivate Trust	Maths – meet year groups – look at data English – writing lesson learning walks and book looks
2nd Feb	Pupil Progress – Wales	Year 6 Assessment Week Tuesday 3 rd Feb–Turkey Pizza Express AM Fri 6 th – Dodgeball/cube at Martins Wood (Scotland/NZ)	Module 19 Building relationship trust	Spanish-lesson drop ins/ book look
9th Feb	Assessment Data Input (no room allocated – time to input data)	Friday 12 th –Art competition–MM Tuesday 10 th – Yr5 Mr Singh RW visit Deadline for data on Arbor by Friday 13th Friday 13 th – Sports house reward 1:45–2:45pm	Module 20 – Extending Trust	Curriculum-support with government updates SEND – Deep Dives – book looks, learning walk and pupil voice
Half term (starts Monday 16th February)				

Effective Teaching Practices

 Resources prepared and accessible Ensure resources are prepared and accessible in a calm, de-cluttered learning environment before the lesson. All staff know resource locations.	 Clear learning objective shared A clear learning objective is shared, displayed, and recorded at the start of the lesson using consistent strategies (e.g., call and response).	 Links to prior learning and real-life contexts Connect new learning to prior knowledge and real-life contexts, helping pupils understand relevance and build connections for long-term memory.	 Explicit teaching and modelling Utilize explicit teaching and modelling, including visual aids and presentation skills, to clarify expectations and success criteria.
 Adults stand and circulate Adults stand when teaching and circulate during student work to ensure visibility, promote engagement, and enable immediate feedback.	 Prior knowledge activated Activate prior knowledge via mini-quizzes, whiteboards, talk partners, key vocabulary introduction, and working wall references. Subject-specific vocabulary is displayed and used.	 Talk partners used purposefully Purposefully use talk partners to rehearse learning and understanding. Partners are selected carefully, talk is time-limited and focused, followed by targeted questioning.	 Universal gestures and signals Consistently use universal gestures and signals (e.g., my turn/your turn, thumbs up/down) to maintain pace, reduce disruption, and support routines.
 Targeted questioning Direct targeted questions to individuals selected by the teacher. Encourage pupils to stand when giving longer explanations to promote confidence and high expectations. (where pace will not be affected).	 Live feedback and modelling Provide live feedback and modelling during tasks. Pupils use purple pens for adult feedback and their own for self-correction, promoting responsibility.	 Learning objective reviewed at end Review the learning objective at the necessary points during the lesson. Teachers reflect and make notes to inform future planning and teaching.	

Appendix (6) Sample of key learning for a typical lesson

Physical and human features of North America

Objectives:

- I can compare human and physical features.
- I can begin to understand the importance of trade and natural resources in North America.
- I can identify at least 4 human and 4 physical features of North America.