



Godalming Junior School

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. If you have any concerns you should contact our Designated Safeguard Leads, Adam Samson, Jonathan Poole or Karen Sutton

TEACHING AND LEARNING POLICY

This policy was reviewed: Spring 2019

This policy will be reviewed next: As required

This policy will be reviewed by: The Learning and Curriculum Committee

Expectations

This Teaching and Learning Policy is a statement on the high quality of teaching and learning expected in our school and sets out the high expectations all staff will have regarding learning, behaviour and work in and around the school. It outlines the methods that are used at Godalming Junior School to facilitate outstanding teaching and learning. The policy is not designed to be an exhaustive list as every child is unique and we strive to match learning to the interests, ability and needs of every individual. There will always be children who need specific and individual programmes and these will be designed in conjunction with SLT and the SENDCo.

It is to be used by all members of staff to help children reach their highest achievements in all areas of learning and development and make *outstanding* progress in all areas of the curriculum and personal development. It is to provide the context for planning, teaching and assessing pupils' learning and sets the school's expectations for curriculum organisation and practice in all classrooms and areas where planned learning takes place. It is to be used by individuals and the school as a tool for continuing self-review and improvement.

In Godalming Junior School, there will be a consistency of approach to children's learning, which shows continuity, progression and breadth. Teaching techniques and organisational strategies will strive to be of the highest quality. Expectations of ourselves, the children and everyone else connected to the school will be high which will ensure continuous challenge and success for all. We aim to teach and develop skills that are applicable in modern life and a solid basis for future developments in their learning and in society which also includes adopting and teaching the children about our school values.

School Aims

The Individual

- Fostering self worth, self esteem and a feeling of well being
- Empowering children to respond positively to challenges and responsibilities
- Encouraging autonomy, independence and resourcefulness
- Recognising individual talents and skills
- Developing an ability to make choices and understand consequences
- To learn about the school values and how we practice them in daily life

Responsible Citizens of The World

- Preparing children to fulfil a positive role in society through understanding their rights and responsibilities
- Encouraging respect for themselves and each other and appreciate the benefits of diversity
- Celebrating and understanding their own culture and traditions and those of others
- Fostering a strong sense of worth in the local and wider community
- Understanding their responsibility for protecting and sustaining the environment

Successful Learning

- Cherishing the enjoyment of learning
- Developing enquiring minds that can process, reason, question and evaluate
- Equipping them with essential knowledge and skills
- Celebrating creativity, resourcefulness, problem solving, perseverance and commitment
- Understanding their own learning

Our Aims for Teaching and Learning

- Develop a responsible and independent attitude towards their school work and towards their role in society.
- Achieve their potential in terms of academic achievement, aesthetic appreciation, physical, moral and spiritual awareness.
- Develop a tolerance and understanding, with due respect for the rights and property of others.
- Look back on their time at school with positive regard to the experiences they received.
- Begin to equip the children with the essential skills required to succeed in life outside the school gates in an ever changing world such as resilience, determination and kindness.
- Appreciate values in themselves, one another and the school in order to provide opportunities to understand why values are so important in life in order to succeed and be a good person.

OUR AGREED CHARACTERISTICS OF WELL MANAGED CLASSROOMS

Planning for Teaching and Learning

- Planning will take place on a number of levels. These will be:
 - **Annual** - ensuring appropriate National Curriculum coverage,
 - **Termly** - overview of activities outlining the knowledge, skills and understanding leading to positive outcomes.
 - **Weekly** - timetable and plans for Maths and English as core subjects.
- Planning will be undertaken collaboratively with Year Group colleagues and will be part of a whole-school scheme aimed at ensuring full coverage of the National Curriculum.
 - **Long Term Curriculum Plans** - will provide the basis for this planning where links with other subject areas are identified.
 - **Medium Term Planning** - will identify the activity to be covered each week. The plans will build towards an outcome, grouping subjects into blocks of lessons. Foundation subjects will be planned in this way and used weekly
 - **Short Term Plans** - will have the learning objectives and possible success criteria for each lesson.
- Planning should identify how particular aspects of children's work will be assessed and how evidence will be gathered in order to measure attainment and progress.
- A variety of activities should be planned to ensure pupils can present and demonstrate their work in a variety of ways.
- An evaluation of each lesson is annotated on the planning. This would then inform the next day/weeks planning if there are adjustments to be made.

Differentiation

Differentiation is vital to ensure every pupil and group of pupils make good progress in individual lessons, over the school year and across the key stage.

Every lesson will be differentiated a minimum of **four** ways using a variety of strategies including Bloom's Taxonomy.

Evaluation
Synthesis
Analysis
Application
Comprehension
Knowledge

It is expected that the **core** (**should**) group achieve the learning objective of the lesson and complete the task set and in the long term, achieve the end of year expectations. This learning objective will be skills based and identified through the title of the work. The **support** (**must**) group will achieve or work towards achieving the learning objective and complete the task set with support from specific resources, writing frames, apparatus etc. In the long term these children will be working towards the end of year expectations. The **extension** (**could**) group will achieve the learning objective but their learning will be extended through tasks which allow deeper learning of Blooms' Taxonomy such as analysis and synthesis. Again, in the long term, these children will be exceeding and developing a mastery in the end of year expectations.

The **vulnerable** (**highlighted**) group will be set work bespoke to the needs of the child as they are likely to be working below the year expectations. These will also receive focussed support for each English and Maths session by either CT or LSA.

An example of this might be...

Learning Objective

Can I write an informal letter?

Core: Write a letter from Barry to his grandmother about a boy called Sam he thinks is an alien

Support: Use a writing frame and planning sheet to write a letter from Barry to his grandmother about a boy called Sam he thinks is an alien. This may also include further support from other adults (Learning Support Assistants)

Vulnerable: As above but more bespoke and broken down to ensure there is the correct level of challenge and support. There could also be a scribe present.

Extension: Write a letter from Sam to the police about Barry always watching him.

Language of Learning

It is important that the correct language of learning is used during every lesson. Phrases such as “Today we are learning...”, “What did you find difficult about today’s learning?” and “Explain why your method has helped with your learning” will help focus the pupils to identify their progress in learning and support the teacher in identifying misconceptions.

Questioning

Questioning during the lesson is an important tool in drawing out information from individuals and groups within the class. A variety of styles of questioning should be used but questions should be differentiated using Bloom’s Taxonomy. Questioning should take place during the teacher input, after active learning on the carpet, during analytical plenaries and during the evaluative plenary at the end of the lesson.

The choice of using Name Sticks or hands up questioning is made by the teacher and is dependant on the lesson but a Name Sticks should be used when asking for feedback from a pair or group active learning task but never ignore a child or group who may have some extra information to share.

Questioning during mini plenaries should be used to draw out misconceptions and misapprehensions and to evaluate examples of good quality work the pupils wish to share. I should also give pupils opportunities to explain their ideas and why they have chosen specific methods, words or actions.

Questioning during the end plenary should evaluate the learning of the group and individuals. It should give opportunities for the pupils to evaluate their success against the Learning intention and “Can I...” Title as well as the agreed success criteria, explain how they could apply their learning and what aspect of the learning they found difficult and how they overcame this and/or what their possible next steps could be. This is also a good opportunity to possibly **extend** the learning by additional challenge.

Working Walls

Working Walls should contain reference and resource material the pupils should use to complete and improve their work. This material should change regularly and be updated as the unit of work advances. The Working Wall should be referred to at the beginning of a lesson, putting the learning into context and relating to previous learning and during both analytical and evaluative plenary sessions.

Carpet Input

Wherever possible, during the input to every lesson, pupils should sit on the carpet facing the teacher with visual access to the Interactive Whiteboard and other resources needed for active learning. If an LSA is available then a group of pupils should sit at a table with the LSA to support their understanding and learning during this session.

The length of time for these carpet input sessions should be limited to approximately no more than chronological age plus one minute. If there is a need to have a longer session then a Brain Gym exercise should be undertaken at an appropriate moment.

Modelling

Children should see high quality examples of work before they attempt a task. These models may be examples taken from real life, examples written by the teacher (modelled writing) or the class and teacher model the process together (shared writing). These models should have explicit links to Working Walls (Learning Journeys), Success Criteria and the Learning Intention and “Can I...” title of the work. Where appropriate, visualisers should be used to showcase models and good work and to model activities such as editing and re drafting.

Success Criteria

Success criteria should be shared with the pupils during the lesson. It should be specific to the skills needed to make progress in their learning and not a checklist of basic skills. These success criteria should be referred to throughout the lesson during analytical plenaries and during the evaluative plenary at the end of the lesson. There may be occasions for the children themselves to suggest what the success criteria is in order to further involve them in the learning process.

Active Learning

Active learning must form the basis of every task the pupils undertake. The pupils should not be passive during the lesson. Teacher talk **MUST** be mixed with activities such as talk partners with feedback opportunities, whiteboard activities and use of apparatus such as number fans and dice. During the main learning activity pupils must have an opportunity to work independently especially in writing.

Assessment for Learning

Throughout the lesson there must be planned opportunities for peer and self assessment against the Learning Intention and “Can I...” title as well as the success criteria that have been shared with the children.

At the beginning of most lessons there should be a recap of prior learning and how it supports the learning happening that day. It is also good practice to **ASK** the children at what stage their knowledge of the particular area is. This can then be assessed and checked at the end of the lesson using AfL strategies such as ‘fist of five’ or ‘thumbs up/down’ to gauge the success of the lesson. At the end of every lesson pupils will identify their success against the Learning Intention and “Can I...” title by drawing a smiling, straight or sad mouthed face inside the ‘O’ of the OLI (Our Learning Intention).

Brain Gym

When pupils have been sitting for a period of time or there is a change of lesson or activity, a short Brain Gym session should be planned for. Brain Gym should be undertaken standing up with enough room to safely move.

Plenaries

During the lesson there should be planned opportunities for the teacher to stop the activity and conduct an analytical plenary. During these the teacher should identify and

remedy misconceptions, showcase high quality work and analyse the reasons this work is high quality allowing the pupils to synthesise the methods or words in their own work. During these plenaries the teacher should refer to Working Walls and Success Criteria. This however should not interrupt any learning or work going on. The teacher will use their professional judgement to decide whether a 'mini plenary' is necessary.

At the end of every lesson, an evaluative plenary **MUST** be conducted for approximately 10 minutes. This plenary evaluates the learning of the group and individuals and forms a major part of the assessment process of the lesson. The focus of this plenary may be moving on and preparing ready for next lesson, consolidation of learning, extension or problem solving.

Evaluation

All lessons should have an evaluation of their success. This is not assessment of the learning of the pupils but of the planning and delivery of the lesson. This must be used to make changes to other lessons and future planning.

Feedback and Marking

During the planning process opportunities must be identified to give high quality feedback which focuses on

- what the pupil has achieved against the Learning Intention and "Can I..." title,
- support to secure and embed the knowledge,
- strategies to extended understanding,
- progress against individual targets

This developmental feedback must be given at appropriate times during every unit of work and the pupils given time for these developmental points to be actioned. When developmental feedback is not planned for an acknowledgment of the pupils learning will happen.

The feedback and marking should (on at least 3 occasions in the week in English) be in the form of up to '3★ 's and a wish'. They should make direct reference to learning intention, success criteria, children's targets and/or end of year expectations. The teacher finds 2/3 strengths within the piece of work the child has done well (the stars) and a developmental point (the wish) to try and achieve next time. The principle of this developmental feedback should be evident in **ALL** subjects e.g. strengths recognised and celebrated and then additional challenge/correction/reminder given in addition.

(See Feedback and Marking Policy)

Example: year 3 writing



Good and correct spelling of pronouns



Direct speech punctuation used correctly



Consistent use of first person



To develop your knowledge of commas in lists



Godalming Junior School

A learning "Health Check"

Structure for a lesson to be seen in planning and during lesson

1. Give the big picture include links with previous learning.
2. Tell them explicitly what they are going to learn and how it relates to a real life context and specific links to other subjects wherever possible - Learning Journey.
3. Introduction which involves the pupils through active learning activities (teacher and children using interactive IWB, talk partners, lolly sticks, paired work, little whiteboards). Generate Success Criteria (must not be a basic skills checklist e.g. full stops, capital letters)
4. Differentiated active learning with high expectations (3-4 levels of ability taken from previous assessment) which is generally not by outcome to include analytical or informative plenary (reference to working wall and/or success criteria/Learning Journey) throughout.
5. Evaluative plenary (10minutes) regarding how successful the learning has been through peer, self assessment and other AfL techniques.
6. Next learning steps

Questions to think about while planning, demonstrated during lesson and to be discussed with children

- Why are we learning this? - audience and purpose
- Where does it fit in? - topic, unit of work, other subjects
- What is the learning? - not the task, the learning objective
- How do you know? - evidence of success (or not) to inform planning

Resources to be used

- Bloom's Taxonomy questions and activity resource sheets
- Moving a lesson from satisfactory to good (or better) see Excellence in Pedagogy Guide

Other things to use

- Working Wall
- Specific vocabulary of learning (Today you are learning about... & now you are going to learn to... etc)

Godalming Junior School Best Practice:

- Year overview document is completed by year teams.
- Weekly planning updated and in place before the beginning of the week. They must also be available online. All planning should be kept in Planning Folders (binders) that each member of staff keep.
- An evaluation for each lesson/unit is written by CT.

THE LEARNING ENVIRONMENT

Classrooms and shared teaching rooms

A tidy and ordered classroom that ‘**respects learning**’ is essential to ensure availability of equipment and facilitation of learning for every child. At Godalming Junior School, desks are arranged in small groups to develop collaborative learning and talk to learn strategies. A space is always available for carpet work which will begin lessons although some classes may have to move tables to give more space during this time. Parts of the classroom are designated for specific purposes and the layout of classroom furniture is varied to meet the requirements of the particular learning needs of the class or individuals e.g. children with visual impairment, left handed children, dyslexic children. Writing equipment will be available on every group of desks and all other resources will be in labelled trays or other appropriate storage.

At the end of every day, every classroom will be left tidy with equipment stored neatly, chairs stacked and in correct places. It is every one’s responsibility to ensure children use resources appropriately and keep the whole school tidy.

After every lesson in a shared teaching room, it is the responsibility of the adults leaving the room to ensure all equipment and resources are stored correctly and the room is left tidily. This includes designated learning space such as the kitchen, music room and art studio.

All adults are responsible for the tidiness of all corridors and locker areas. Although each year group has a specific locker area which they will monitor, all adults are responsible for all locker and shared areas across the school.

Please leave all rooms as you would wish to find them.

Godalming Junior School Best Practice:

- Space is available at the front of every classroom for carpet work
- Classrooms are arranged with groups of tables
- Classrooms, shared teaching rooms, corridors are to be left tidy at the end of every day.

RESOURCES

- Resources must be easily accessible for teachers and pupils alike; they must be stored tidily and are clearly labelled. Care is taken to ensure that equipment is cared for and that pupils are responsible for obtaining and clearing away resources.

CLASSROOM DISPLAYS

- Displays are used to stimulate work in progress and to celebrate children’s work.
- Displays may also be provided for information to support the learning in the class.
- All work will be carefully mounted, named and stapled/blu-tacked to the wall.
- Where possible, every child’s work will be displayed.

- Every classroom will have a “Working Wall” that demonstrates methods and ideas relevant to the current work. These will be linked to units of work being covered in maths and English and will contain Learning Journeys. These must be updated with every new unit covered.

Godalming Junior School Best Practice:

- Displays are to be changed at the end of every term and stimulating displays are to be put up before the children start a new topic at the start of term.
- All work will be carefully mounted and named.
- Where possible, every child’s work will be displayed.
- Displayed work will be titled with a blurb giving the observer a context.
- Where possible, subject leaders will display work from their subject responsibility
- Where possible, there will be a VALUES display board
- Children’s writing, from any topic area, should be displayed and celebrated
- Children’s maths work e.g. investigation work should also be displayed

BEHAVIOUR, RELATIONSHIPS AND ATTITUDES

- All adults will build, maintain and rebuild, if necessary, appropriate and effective relationships with pupils.
- All adults will have **high expectations** for behaviour at all times. All adults will follow the school’s **Behaviour and Restorative Justice Policy**.
- All learning sessions and classes will have clearly understood routines and procedures related to ways of working.
- All adults are encouraged to make good use of posture, eye contact and voice modulation to maintain, control and stimulate learning.
- Pupils are encouraged to demonstrate positive attitudes to their work and show a keenness to complete tasks to a high standard. They will sometimes be able to make choices about work to be undertaken having discussed this with the teacher.
- Groups will sometimes be organised to give pupils experience of leadership and responsibility by helping others less skilled or knowledgeable than themselves. They will be well-briefed and supported by the class teacher.
- Teachers will liaise closely with other adults in the classroom (LSA’s, parent helpers and supply staff) defining tasks to complement and enhance the teaching which is taking place.

Godalming Junior School Best Practice:

- All adults are responsible for maintaining relationships in school
- All adults will follow the school’s Behaviour and Restorative Justice Policy
- All adults will challenge and address ALL inappropriate behaviour

VISITS

The school will offer opportunities for fieldwork (day and residential) and visits to places of educational interest to support the children’s curriculum studies.

ORGANISATIONAL STRATEGIES

- The date will be written on the board in both long and short forms (Long for English based tasks and Short for mathematical and scientific tasks)
- Adults will use a variety of groupings, based upon the nature of the subject matter and/or the learning needs of the pupils concerned. These groupings may be: whole class, ability groups, friendship or interest groups, pairs or individual pupils. At all times, co-operation and collaboration will be encouraged.

- Some subjects are taught to ability groups - others are more often taught to mixed ability groups. The decision to organise these groups is left entirely to the teacher's professional judgement.
- Differentiating work for pupils in the class is seen as a vital and essential part of ensuring high quality learning experiences and outstanding progress.
- Where teachers have to give extended attention to a particular group or individual, other pupils will be given tasks that allow them to work largely unsupervised for this time.
- The organisation, management of the classroom and the preparation of teaching materials are directly linked to the learning that is to take place and is the responsibility of the teacher.
- Technology is to be deployed in ways which support the teaching which is taking place in the classroom. It will be used efficiently and managed effectively.

Godalming Junior School Best Practice:

- The date is written in both long and short forms.
- A variety of groupings will be used
- Teachers and/or LSA will support a focus group which varies from day to day while other children are engaged in an appropriate learning activity.
- All learning experiences will be differentiated according to learning needs of groups and/or individuals
- The most vulnerable will be supported at all times

EFFECTIVE TEACHING

- Teachers will share learning objectives and success criteria with the children, which will give very clear instructions as to what is expected of them and what they are expected to achieve by the end of the session. Teaching points will be made prior to children starting work, while work is in progress and at the conclusion of the lesson if relevant.
- Teachers will use both direct and indirect teaching techniques to support children's learning. A variety of tasks may be set - some will require instruction, others will require pupils to solve, investigate and explore specific problems.
- Where relevant, demonstrations or modelling by the teacher or pupils may be used to illustrate and reinforce particular teaching points at various times during the lesson.
- Striking a balance between instruction, explanation, discussion, different kinds of questioning, listening to answers, setting tasks, organising and assessing is seen to be crucial to the success of any teaching session.
- Teachers will be monitoring all the work being undertaken in their classrooms - knowing when to intervene and when to allow the pupils to work on their own.
- Planned for, specific developmental feedback will be given to children so that they understand how they can improve.

Godalming Junior School Best Practice:

- The learning intention will be shared with the children at the start of each lesson
- Success criteria can be negotiated with the children and displayed in the classroom
- Children will receive differentiated learning experiences
- The children will assess their own learning and success against the "Can I..." title and the success criteria wherever possible.
- Adults will give developmental feedback to work in line with planned opportunities and at all other times acknowledge work with a tick.

ASSESSMENT STRATEGIES

Assessment is seen as central and integral to Teaching and Learning. Information gathered about pupils' attainment and progress feeds directly into the planning process to shape future work. Teachers will need to obtain and use accurate assessment information from time to time. Groups of children or individuals will therefore be specifically targeted for assessment purposes. Assessment information will be used to identify those pupils requiring specialised or additional help in school. Staff will provide regular opportunities for learners to give feedback about their learning experiences and will be prepared to modify their practice in response to children's views. In addition to teacher feedback pupils' completed work or work in progress, opportunities will be provided to encourage pupils to evaluate and assess their own work.

Formative and Summative Assessment

Formative Assessment: This will be used to guide the progress of individual pupils. It involves the teacher looking at the child's progress in each area of the curriculum, determining what each child has learned and what therefore should be the next stage in his or her learning. Suitable tasks for assessment include:

- Non verbal reasoning test when the children enter Year 3
- Short written tests throughout the year, eg. Surrey PIPS tests, Reading Progress tests, and SWST standardised tests and the annual year group tests
- "Can I..." title related to learning objectives which is assessed by child and teacher.
- Specific assignments for groups and individual pupils,
- Individual discussions where the child is encouraged to appraise their own work and progress.



Godalming Junior School

Summative Assessment

This is carried out at the end of each year using standardised assessments in years 3, 4 and 5. These assessments are in reading and maths and assess to what extent children have achieved their intended end-of-year expectation. The information from these assessments assist the teachers in making judgements. **They are not** to be used solely to make this judgement as the assessment is another tool to use in collaboration with the ongoing formative assessment methods they have been using all year. At the end of Key Stage 2 (Year 6), the children take their statutory assessments through the use of National Standardised Testing and Teacher Assessment in the core subjects of the National Curriculum. For maths, reading and SPAG they are marked externally with the writing being a teacher assessment score using a portfolio of work they have amassed over their time at the school. Results of individual pupil's assessments are made available to the parents concerned and the overall statistical profile (not individual results) is made available to parents, governors, the LA and the DfE. The Governors also discuss progress and attainment data each term.

Godalming Junior School Best Practice:

- A formal reading and spelling assessment will take place when they enter school
- Maths and writing assessments will be ongoing throughout the year through investigations and BIG Writes - not formal assessments
- Non statutory NFER standardised tests will be administered at mid points and end of the year initially.
- Half termly teacher assessments for writing, reading and maths will be given
- Children will assess own learning against "I can..." statements
- Teachers will give feedback against "I can..." statements
- AfL practices will take place appropriately
- All children to have personalised targets in reading, writing and maths that are updated half termly at the latest.

CONTRIBUTIONS TO EFFECTIVE LEARNING

These expectations will be communicated to both pupils and parents in written and verbal form - regularly in school, in our school prospectus, newsletters and at appropriate meetings.

Pupils aim to -

- Attend regularly, be punctual for school and lessons, ready to begin on time.
- Conduct themselves in an orderly manner in and around the school take care of any other school property
- Have a positive attitude towards their learning.
- Be self motivated and therefore working towards taking responsibility for their own learning
- Be prepared to work co-operatively with, and listen to views and opinions of, other children in the school.
- Be organised! Have the necessary daily equipment to hand which is labelled or named. (e.g. Writing instruments, PE Kit.)
- Eat healthily every day
- Take and enjoy exercise every week
- Get a full night's sleep every night
- Take school letters home promptly.
- Read each night for a minimum of 15minutes
- Bring their homework back to school on time.

Godalming Junior School Best Practice

- Attend school and be punctual
- Contribute to and follow school and class rules
- Have a positive attitude towards their learning
- Support and work well with others
- Complete homework on time and to the best possible standard

PARENTS' CONTRIBUTIONS TO TEACHING AND LEARNING

These points will be communicated to parents in written and verbal form, via our school prospectus, website, newsletters, home/school agreement and at appropriate meetings.

Parents can greatly assist their child's learning by -

- Offering encouragement and praise regularly.
- Ensuring that their child attends school regularly (95%+) and is punctual.
- Providing support for the discipline and expectations within the school.
- Making early contact with the school to discuss matters which may affect their child's happiness, progress and behaviour.
- Assisting in their child's learning by hearing reading, learning multiplication tables and patterns, discussing and practising spellings.

- Allowing their child to take increasing responsibility for organising themselves as they progress through the school.
- Providing their child with the appropriate named classroom equipment and P.E. kit and keeping a regular check on the condition of these items.
- Attend Parents' Evenings
- Giving due importance to homework, providing time and space for this to be completed properly.
- Offer their time and expertise in volunteering at the school either on a regular basis or for individual activities e.g. day trips, residential trips or theme days

Godalming Junior School Best Practice:

- Ensure children attend school and are punctual
- Support the discipline and expectations of the school
- Actively listen to reading and help with homework and out of school learning
- Attend Parents' Evenings
- Discuss concerns with appropriate members of staff
- Provide appropriate named classroom equipment and PE Kit.

Parents are always encouraged to become involved in all aspects of school life. Examples include helping in the classroom, around the school, on school visits and with the PTA, who support the life and work of the school.

CELEBRATING CHILDREN'S ACHIEVEMENTS

The teaching staff will always try to ensure that:

- Praise, house points, marbles and Certificates of Achievement are awarded for good effort and attainment.
- Sustained effort, including drafting and re-working will be encouraged to enhance standards.
- Pupils will be encouraged to believe that any exhibited work (display or performance) should represent their highest standard of personal achievement.
- Each child will be given an opportunity to have work of a high standard displayed during the school year.

Godalming Junior School Best Practice:

- Praise will be used appropriately and regularly
- High standards of learning, behaviour and work should be actively encouraged and praised regularly
- Encouragement will support children during their learning
- Displays will showcase high quality work which will be changed regularly.

Events outside the classroom, such as concerts, drama, assembly presentations and sport should be seen as opportunities for all pupils to demonstrate their own best performance.

Curriculum

ART & DESIGN

Through art children develop their creativity and imagination by exploring the visual, tactile and sensory qualities of materials and processes. They experiment with colour, shape and space, pattern and texture using these to represent their ideas and feelings. They understand how art is used in different times and cultures and develop an appreciation of art and how it is subjective in its form.

COMPUTING

Through Computing children gain the skills and confidence to use a wider range of ICT tools and information sources to support their work in other subjects. They develop their research skills and decide what information is appropriate for their work. They begin to question the plausibility and quality of information. They learn how to amend their work and present it in a way that suits its audience. They also develop key explicit skills such as graphic modelling, web/game design and programming.

DESIGN TECHNOLOGY (DT)

Children will have the opportunity to explore materials and resources, design, make and evaluate their designs and use them in practical situations.

ENGLISH

Through the English curriculum, children develop skills and knowledge that will enable them to communicate effectively and creatively with the world at large. English is divided into three key areas: Reading, Writing and Speaking and Listening. English is part of every learning opportunity and is taught explicitly as a daily Literacy lesson.

Reading:

Children are taught how to read and are given the opportunity to gain a love and appreciation of literature.

Children read from an adopted scheme in year 3 and the non-banded class library books once they are ready to progress onto 'free reading' books.

Spelling:

Children learn and practice new spelling patterns each week. They look at phonics, visual patterns and a range of strategies adapted to individual needs.

Writing:

Children are exposed to a wide variety of writing experiences to enable them to write fluently with confidence and creativity. We develop an understanding of writing for a purpose and for pleasure. Being able to write in pen is celebrated by receiving a Pen Licence in Year 4 and a Golden Pen Licence in Year 6.

Speaking and Listening:

Opportunities to develop speaking and listening skills are used throughout the curriculum through discussions, arguments, debates and presentations.

GEOGRAPHY

Children gain a wide range of practical geographical skills such as map reading, fieldwork and recording techniques. We help pupils develop a sense of identity through learning about our locality, the United Kingdom and other countries and to understand that we have a responsibility to look after our world. We also give children the opportunities to be fascinated by the ever changing landscapes and the physical geography of the world and our impact as a society on it in the form of human geography.

HISTORY

This enables the children to learn about times, people, events from both Britain and the wider world. They use different sources of information to help them investigate the past and times and how views and opinions have changed over time. They are also given opportunities to develop empathy towards people in different eras e.g. evacuees and chimney sweeps

MATHS

Through maths children gain the skills and knowledge to solve mathematical problems in

everyday life. Mental maths skills are the foundation of the learning; children learn a range of strategies at different ages and learn how to apply these to investigate and solve maths problems. Daily maths lessons are centred on the four attainment target areas: Number, Measurement, Geometry and Statistics. We want children to see the purpose, pleasure and value in maths.

MODERN FOREIGN LANGUAGE (MFL) - FRENCH

Through MFL children learn more about the world and how to communicate with those in it. Lessons develop children's speaking and listening, reading, writing and cultural awareness and related skills.

Children learn French in years 3, 4, 5, and 6 and Spanish in Year 6.

MUSIC

Through Music teaching and learning experiences children develop musical confidence to play, listen, create, perform and respond to music.

Musical Opportunities

- School Choir
- Weekly Lessons

Music is also a central element of school performances. These include: Annual whole school music opportunities through special events, e.g. year 6 production, Christmas Assemblies, Harvest, and Easter assemblies as well as annual class assemblies, drumming workshops and 1:1 music lessons.

PHYSICAL EDUCATION

Physical Education has an important role to play in the development of children and therefore is an integral part of the whole education of any child. PE is taught in half term blocks of gym and dance and outdoor activities such as net and wall games, striking and fielding games and team games. The parent is to notify the school in writing if there are any reasons why their child should not participate in school PE e.g. injury and where possible provide medical evidence. The school will then support the child in any way they can whilst having minimal participation. Appointments for medical purposes should be booked, where possible, outside school hours.

In line with Local Authority guidelines, children are not participate in PE unless they have adhered to the safety guidelines including tying hair back, removal of jewellery - including earrings (which are to be removed by the child themselves) and wearing appropriate clothing.

Children have swimming lessons in Year 3. Physical education is promoted through extra-curricular clubs, fixtures, and tournaments with other schools.

PSHE

The nurture of self and of other people, together with an understanding and respect for the local and global community is central to all we do. Alongside academic achievement, pupils are encouraged to manage their emotions, form effective relationships, cooperate with others, respond to challenges, evaluate situations and make appropriate decisions. Our staff are encouraged to follow up assembly themes, which adopt the school and British values as their theme, within class time to further embed them into the children's psyche. Godalming Junior School is also a Healthy School which also informs our PSHE and wider curriculum. There are also weekly Circle Time sessions across the school.

RE

RE makes a distinctive contribution to the curriculum by developing pupils' knowledge and understanding of the religious beliefs, practices and traditions that influence individuals, communities and cultures. It enables pupils to respond to important questions related to spiritual development and the meaning and purpose of life.

SCIENCE

Through science children learn about Living Things and their Habitats, Plants, Animals including Humans and Materials. Science is always as practical as possible and relates to real life.

The Role of Governors

Governors will

- Monitor how effective teaching and learning strategies are impacting pupil progress and end-of-year expectations.
- Ensure that staff development and performance management policies promote good quality teaching.
- Manage the school buildings and premises to support successful teaching and learning.
- Monitor the effectiveness of the Teaching and Learning Policy through the school's self-evaluation processes, which will include the Headteacher's termly report to governors.

