



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, Erin Coleman, Kate Wilkinson, Louise Munz and Andrea Crook

TEACHING AND LEARNING POLICY

This policy was reviewed: Spring 2026

This policy will be reviewed next: Spring 2027

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, aligned with all Teaching Standards, 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 highly-effective 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 the Senior Leadership Team (SLT), the Special Educational Needs and Disabilities Lead (SENCo), our Home School Link Workers (HSLW) and possibly the school Designated Safeguard Leads (DSL's). The expectations and principles will be followed by all staff should there be periods when the education at GJS has to move online and remote learning provision is put in place.

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 *significant* 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.

At Godalming Junior School (GJS), staff endeavour to provide a consistency of approach to children's learning, which shows continuity, progression, breadth and ambition to secure the **foundational knowledge** required for success. Adaptive teaching techniques and organisational strategies will strive to be of the highest quality and take into account the [DfE Teaching Standards](#). 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 provide a solid basis for future developments in their learning and in society, which also includes adopting and teaching the children about our school values.

This policy is underpinned by the schools commitment to the 6 principles of Nurture UK™ and the UN Convention on the Rights of the Child and the articles within with particular regard to:

Article 28 - Every child has the right to an education.

The policy also takes into the account the importance of mental health and wellbeing (MHW). This is woven through the school. This includes the MHW of our staff to ensure practices are ambitious, supportive, effective and sustainable.



School Aims

The Individual

- Fostering self worth, self esteem and a feeling of well-being in all
- Empowering children and staff to respond positively to challenges and responsibilities
- Encouraging flexibility, 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 and true value of learning and the benefits and opportunities of being exposed to a truly broad and ambitious education offer
- Developing enquiring minds that can process, reason, question and evaluate
- Equipping them with essential knowledge (substantive) and skills (disciplinary)
- Celebrating creativity, resourcefulness, problem solving, perseverance and commitment
- Understanding their own learning
- Attending school regularly (striving for 100%) in order to be successful and provide a basis in making progress

Our Aims for Teaching and Learning for children at GJS

- Develop a responsible, independent and intrinsically motivated attitude towards their schoolwork and towards their role in society.
- Achieve their potential in terms of academic achievement, aesthetic appreciation, physical, moral and spiritual awareness and social development.
- 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 and support 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, tolerance 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 is undertaken collaboratively with Year Group colleagues and is part of a whole-school scheme aimed at ensuring full coverage of the National Curriculum and evident within the school's Progression of Skills and Knowledge (PoSaK) document for all subjects. This clearly identifies new learning, how learning is 'built on' (BOLTs) within units (prior learning) and what this 'leads to' (learning journey and big picture) in their learning.
 - **Long Term Curriculum Plans/Overviews** - provides the basis for planning where links with other subject areas are identified if appropriate.
 - **Medium Term Planning** - identifies the objectives and the appropriate activity/ies covered each week. The plans build towards an outcome, grouping subjects into blocks of lessons. Foundation subjects are planned in this way and used weekly, fortnightly or week long projects as appropriate
 - **Short Term/Weekly Plans**- have the learning objectives and possible success criteria for each lesson (maths and English).
- Planning identifies how particular aspects of children's work is assessed and how evidence is gathered in order to measure attainment and progress. This often takes a number of forms.
 - A variety of activities are planned to ensure pupils can present and demonstrate their work in a variety of ways.
 - Evaluation of each lessons are often annotated on the planning. This normally informs the next day/weeks planning and if there are adjustments to be made, what success 'looks like' and how feedback is delivered.

Adaptive Teaching

Adaptations are vital to ensure every pupil and group of pupils make good progress in lessons, over the school year, phase and across the key stage.

All lessons contain a variety of adaptive teaching methods, including Bloom's Taxonomy, to provide ALL children with opportunities to be successful.

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. 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 with an ambition, with support and adaptive teaching methods, to achieve 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. Again, in the long term, these children should be exceeding and developing a mastery in the end of year expectations.

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

Vulnerable: As above but more bespoke and broken down to ensure there is the correct level of challenge and support.

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...so that/because”, “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. Using references to prior learning such as “today we will be applying skills learnt from yesterday/last week/last term/last year” and “this will lead to...” to add further context to the learning process. This could appear to children visually as \swarrow ‘BOLTS’ (Building On and Leading To) on slides.

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, throughout the lesson, but questions should be adapted using Bloom’s Taxonomy. Effective questioning is a skill and should take place during the teacher input, after active learning on the carpet, during ‘progress pit stops’, during analytical plenaries and during the evaluative plenary at the end of the lesson.

The choice of using Name Sticks (Lolly-Lotto) Cold Calling or hands up questioning is made by the teacher and is dependant on the lesson but ‘Lolly-Lotto’ should be used when asking for feedback from a pair or group 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 to evaluate examples of good quality work the pupils wish to share. It 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 or individuals. It should give opportunities for pupils to evaluate their success against the learning intention and agreed success criteria, explain how they could apply their learning, 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 or share and critique pieces of work using in class technology such as a ‘visualiser’.

Working Walls

Working Walls contain references and resource material the pupils can use to complete and improve their work. This material changes regularly and is updated as the unit of work advances. The Working Wall is often referred to at the beginning of lessons, 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 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 often sit at a table with the LSA to support their understanding and learning during this element of the session.

Modelling

Children are often exposed to high quality examples of work are considered 'What A Good One Looks Like (WAGOLL) before they attempt a task. These models may be examples taken from real life or examples written by the teacher (**modelled writing**). Examples from previous year's work by children can also be an effective tool. These models have explicit links to Working Walls (Learning Journeys), Success Criteria and the Learning Intention and "Can I..." title of the work. Where appropriate, visualisers are used to highlight models and good work and to model activities such as editing and re drafting.

Success Criteria

Success criteria is shared with the pupils during the lesson. It is specific to the skills needed to make progress in their learning and not a checklist of basic skills. The success criteria is referred to throughout the lesson/unit 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. The marking and feedback needs to relate to the success criteria as much as possible using the methods in the school Feedback Policy.

Active Learning

Active learning must form the basis of every task the pupils undertake. The pupils should not be **passive** during lessons. Direct teacher talk **MUST** be purposeful and varied with activities such as talk partners with feedback opportunities, whiteboard activities and use of apparatus such as number fans, dice and other representational equipment. During the main learning activity pupils should have an opportunity to work independently.

Assessment for Learning

Throughout the lesson there should be planned opportunities for peer and self assessment against the Learning and success criteria that have been shared with the children.

At the beginning of most lessons, there should be a recap of prior learning, how it supports the learning taking place that day and what this will lead to (BOLT's). 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.

Movement Breaks

When pupils have been sitting for a period or there is a change of lesson or activity, a short 'brain gym' session or movement break should be planned for, particularly during

longer lessons of an afternoon. These should be undertaken standing up with enough room to move safely.

Plenaries

During the lesson there may be opportunities for the teacher to stop the activity and conduct an analytical plenary. During these, the teacher should identify and resolve misconceptions, set extensions, offer suggestions or 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 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 lessons, an evaluative plenary **should** 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 to consolidate or extend thinking, celebrate success, scrutinise or edit work or gauge understanding.

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 future lessons and planning.

Feedback and Marking

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

- what the pupil has achieved against the Learning Intention
- support to secure and embed the knowledge,
- strategies to extend understanding,
- progress against individual targets

This developmental feedback must be given at appropriate times during units 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. **Staff are encouraged to 'live mark' as often as possible to give children immediate 'in the moment' feedback.**

The formal feedback and marking should be in the form of **up to '3★ 's and a wish' /** where possible and appropriate. 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. Feedback and marking can also be carried out verbally or formally written by an adult. The children should also be trained to effectively peer and self-assess pieces of work.

(See [Feedback and Marking Policy](#))

A learning “Health Check”

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

1. Give the big picture include links with prior learning (BOLT's)
2. Explicit learning objectives (WALT's - We Are Learning To) what they are going to learn and how it relates to a real life context and specific links to other subjects wherever possible 'so that...' - Learning Journey.
3. Introduction which involves the pupils through active learning activities (teacher and children using interactive WB, talk partners, lolly lotto, paired work, little whiteboards). Generate Success Criteria (must not be a basic skills checklist e.g. full stops, capital letters)
4. Adapted 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) focussing on 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/Why now? - 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
- Adaptive teaching resources, representational equipment,

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 and accessible on school website.
- Weekly planning updated and in place before the beginning of the next week. They must also be available online and shared with other key workers (LSA's) during weekly meetings (During Monday and Friday assemblies).

THE LEARNING ENVIRONMENT

Classrooms and shared teaching rooms

A tidy and orderly classroom that 'respects learning' is an essential Teaching Standard (1A) to ensure availability of equipment and facilitation of learning for every child. At GJS, desks are arranged in small groups to develop collaborative learning. 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. **Reading Books, Reading Records (including writing targets) and Pencil Cases are on desks, across the school at all times.**

At the end of every day, every classroom will be left tidy with equipment stored neatly. It is every one's responsibility to ensure children use resources appropriately and keep the whole school tidy as this engenders respectful behaviours and positive role modelling by adults.

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 PE shed, DT Kitchen, Music Room, Learning Lab and Art Studio.

All adults are responsible for the organisation 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 where possible
- Classrooms are arranged with groups of tables (maybe arranged by ability)
- 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 including maths resources. 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 over the course of the year.
- 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 are updated with every new unit covered.

Godalming Junior School Best Practice:

- Displays are to be changed termly.
- All work will be carefully mounted and named.
- Where possible, every child's work will be displayed over the course of the year.
- Displayed work will be titled and the learning context explained.
- 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 during the year
- Children's maths work e.g. investigation work should also be displayed during the year

BEHAVIOUR, RELATIONSHIPS AND ATTITUDES

- All adults will build, maintain and rebuild, if necessary, appropriate and **respectful** relationships with pupils.
- All adults will have **high expectations** of behaviour at all times. All adults will follow the school's **Behaviour and Restorative Practice 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 positive and **respectful** relationships in school
- All adults will follow the school's Behaviour Policy
- All adults will challenge and address ALL inappropriate behaviour

VISITS

The school offers opportunities for fieldwork (day and residential) and visits to places of educational interest to support the children's curriculum studies and enrich the curriculum.

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.
- Some subjects are taught to ability groups - others are more often taught to mixed ability groups. The decision to organise these groups is left to the teacher's professional discretion.
- Adapting work or teaching methods 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 that support the teaching which is taking place in the classroom. It will be used efficiently, safely and managed effectively.

Godalming Junior School Best Practice:

- The date is written in both long and short forms depending on the subject.
- 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 and purposeful learning activity.
- All learning experiences will be adapted according to the 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 clear instructions as to what is expected of them and what they are expected to achieve by the end of the session using skills acquired. 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 adapted 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.
- Developmental feedback will be given to children so that they understand how they can improve and given in a variety of ways.

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 adapted and purposeful learning experiences and developmental feedback in line with school policy.

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 support 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 and others' work.

Formative and Summative Assessment

Formative Assessment: This will be used to guide the progress of individual pupils. It involves the teacher assessing 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 assessments throughout the year, eg. Surrey PIPS tests, Reading Progress and fluency tests, Phonics Screening, and SWST standardised tests and the termly/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.

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 Standard Assessment Tests (SAT's) 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:

- Formal reading and spelling assessments take place when they enter school
- Maths and writing assessments will be ongoing throughout the year through investigations, end of unit assessments and BIG Writes
- Non-statutory standardised tests will be administered at 'milestone' points and end of the year to support judgements.
- Termly teacher assessments for writing, reading and maths will be given
- Children will assess own and others' learning
- Developmental feedback to children will take a variety of forms
- AfL practices will take place appropriately and regularly

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 (aiming for 100%), be punctual for school (before 8.35am).
- Conduct themselves in an orderly manner in and around the school taking care of any school property
- Have a positive attitude towards their learning.
- Be intrinsically motivated and take 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. Reading Record, reading book and pencil case).
- Eat healthily every day.
- Take and enjoy exercise every week.
- Get a full night's sleep every night (at least 7-8 hours)
- 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 (100%) and is punctual (arriving before 8.35am).
- Providing support for the discipline and expectations within the school.
- Making early contact with the school to discuss matters that 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, clothing and keep a regular check on the condition of these items.
- Attending Parents/Teacher Meetings
- Giving due importance to homework, providing time and space for this to be completed properly.
- Maintaining lines of communication between home and school
- Engaging positively with the school

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/Teacher Meetings
- Discuss concerns early with appropriate members of staff
- Provide appropriate named classroom equipment and kit.

CELEBRATING CHILDREN'S ACHIEVEMENTS

The teaching staff will always try to ensure that:

- Praise, house points 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 are 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 their 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 will be actively encouraged and praised regularly
- Encouragement will support children during their learning
- Displays will showcase high quality work and effort.

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 through starters and questioning.

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 using the subject specific vocabulary. 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 and Grammar:

Children learn and practice new spelling patterns each week. They study 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, reflections, 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 and events from both Britain and the wider world. They use different sources of information to help them investigate the past 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, Greeks

MATHS

Through maths children gain the skills and knowledge to solve mathematical problems in everyday life using the correct subject specific vocabulary. 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 fluency, reasoning and problem solving. We want children to see the purpose, pleasure and value in maths.

MODERN FOREIGN LANGUAGE (MFL)

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 and 4 and Spanish in Year 5 and 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 Concerts.

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 gymnastic, dance, outdoor adventurous activities, swimming and competitive games.

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.

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. GJS is also a Surrey Healthy School, a UNICEF Rights Respecting Gold Award School, a Nurture UK school and is a Smartphone Free Childhood 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 religious beliefs, practices and traditions that influence individuals, communities and cultures. RE enables pupils to respond to important questions related to spiritual development. Parents have a right to withdraw their child from all or part of RE - following communication with the school.

SCIENCE

Through science, children learn about Living Things and their Habitats, Plants, Animals including Humans, Materials and other areas highlighted in the [National Curriculum Science programmes of study](#). Science is always as practical as possible and relates to real life.

Release Time (PPA and PRT)

Staff receive their statutory planning, preparation and assessment (PPA) release time as a year group where possible. We feel this is the most conducive way to plan as a year group, prepare for lessons/units and discuss assessment matters. Staff also receive professional release time (PRT), as required, to carry out academic reading/study and lead their subject.

PPA will be covered by designated staff as required and the children will be taught PSHE and RE within these sessions. In the absence of the designated teachers, other members of the team will fill in as required, staff can refuse to carry out this task if it is not in line with the regular role and responsibility.

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 and self-evaluation form (SEF).

