

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
-

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.

Homework Expectations

Following feedback from our recent parent survey, we have reviewed our homework expectations to better meet the needs of our families.

Our approach focuses on the key skills that have the greatest impact on children's learning: **reading, spelling and multiplication facts**. As pupils move through the school, expectations gradually increase to help them develop independence, organisation and responsibility, preparing them for the demands of secondary school.

We recognise that family life is busy. The suggested routine included at the end of this document is simply one example, and families are welcome to organise homework in a way that best suits them, provided work is completed by the expected deadlines.

Homework at a Glance

Year Group	 Reading	 Spellings	 Times Tables	 Maths	 SPaG

Year 3	Read at least 3 times each week	Regular practice	Practise at least 3 times each week	—	—
Year 4	Read at least 3 times each week	Regular practice	Practise at least 3 times each week	—	—
Year 5	Read at least 3 times each week	Regular practice	Practise at least 3 times each week	Weekly workbook	—
Year 6	Read at least 3 times each week	Regular practice	Practise at least 3 times each week	Weekly workbook	Weekly workbook

Reading (Years 3–6)

Reading is the single most valuable learning activity children can do at home. Regular reading develops vocabulary, comprehension, confidence and overall academic achievement.

Children should:

- ✓ Read at least **three times each week**.
- ✓ Bring their reading book to school **every day**.
- ✓ Have their reading record signed after each read.

Children who are free readers may choose a suitable book from their classroom library or a local library but should still bring it into school each day.

For pupils in **Years 5 and 6** who are reading independently, it may not always be appropriate to read aloud. Instead, they may write a brief summary of what they have read in their reading record and sign it themselves to promote independence.

★ Children who read regularly are recognised and celebrated through a range of rewards across the school.

If reading regularly at home is difficult for any reason, please speak to your child's class teacher so that we can work together to overcome any barriers.

➡ Spellings (Years 3–6)

Every child will receive a spelling book at the beginning of the school year.

Spelling lists are matched to each child's current spelling or phonics stage, so they may not always match their chronological age.

Children should practise their spellings regularly throughout the week.

Parents can support by:

- ✓ Testing individual spellings.
- ✓ Discussing the spelling rules.
- ✓ Encouraging strategies such as **Look, Cover, Write, Check**.
- ✓ Asking children to use spellings within sentences.

Please refer to the **Spelling Road Map** to see which spelling patterns are taught throughout the year.

✂ Spelling books should remain at home and only need to be brought into school during the final week of each half term so we can celebrate consistent practice.

Replacement spelling books can be purchased if they are lost.

÷ Multiplication Facts (Years 3–6)

Secure knowledge of multiplication facts supports success across many areas of mathematics.

Children should practise multiplication facts at least **three times each week**.

Practice may be:

- ✓ Verbal
- ✓ Written
- ✓ Completed online

A quick quiz from a parent or carer is often one of the best ways to identify facts that need further practice.

🖨 Children also have access to **TT Rock Stars** using their school login details.

🔊 Additional free practice is available using **Hit the Button**.

Year 5 Homework

Year 5 pupils will receive a Maths workbook.

 Homework is set every **Friday**.

 Homework is due the following **Friday**.

 Teachers will identify the pages to complete, linked directly to classroom learning.

☐ Homework should be completed as independently as possible.

★ Pupils who complete and return homework on time will receive a class reward.

If a workbook is lost, parents will be asked to purchase a replacement.

Year 6 Homework

Year 6 pupils will receive:

 A Maths workbook

 A Grammar, Punctuation and Spelling (SPaG) workbook

 Homework is set every **Wednesday** and should be returned the following **Wednesday**.

 Teachers will identify the pages to complete, linked directly to classroom learning.

☐ Homework should be completed as independently as possible.

If homework is not completed or returned without a genuine reason communicated by parents or carers, pupils will attend **Homework Club** on Wednesday lunchtime to complete the work with support.

📖 This expectation helps children develop the organisation, resilience and personal responsibility expected in secondary school. All Stevenage secondary schools have systems in place to address incomplete homework, and we believe it is important that pupils begin developing these habits before they transfer.

If a workbook is lost, parents will be asked to purchase a replacement.

Supporting Your Child

Thank you for supporting your child with their homework.

If your child requires a reasonable adjustment or additional support, please speak to their class teacher. We will always be happy to discuss how we can work together to ensure homework remains accessible and meaningful.

1 Suggested Weekly Homework Routine

This is simply one example of how homework could be organised. Families are welcome to adapt this routine to suit their own schedules.

Year Group	Monday	Tuesday	Wednesday	Thursday	Friday	Weekend
Year 3	📖 Reading	÷ Times Tables	📖 Reading	📖 Spellings	÷ Times Tables	📖 Reading & ÷ Times Tables
Year 4	📖 Reading	÷ Times Tables	📖 Reading	📖 Spellings	÷ Times Tables	📖 Reading & ÷ Times Tables
Year 5	📖 Reading	÷ Times Tables	📖 Reading	📖 Spellings	÷ Times Tables & 📐 Maths	📖 Reading
Year 6	📖 Reading	🐞 SPaG & ÷ Times Tables	📖 Reading	📖 Spellings	📐 Maths	📖 Reading & ÷ Times Tables



SPELLING ROAD MAP



A guide for parents to the spelling themes taught across the year

These are the spelling patterns and rules your child will learn.

Please use this to support home learning alongside your child's spelling book.

HALF TERM	YEAR 3	YEAR 4	YEAR 5	YEAR 6
 AUTUMN 1	Vowel digraphs, KS1 common exception words, plurals (-s, -es)	Review Year 3 patterns, vowel suffixes, common exception words	Homophones, plurals, common suffixes, morphology	Statutory spellings, homophones, suffixes and consonant doubling
 AUTUMN 2	Suffixes (-ed, -ing, -er, -est)	-tion, -ation, -sion, -ssion, -cian endings	Statutory spellings, soft c, ei after c, -cial and -tial endings	-fer endings, -cial, -tial, -able, -ible endings
 SPRING 1	Words ending in -le, -el, -il, -al	Prefixes (dis-, mis-, in-, im-, il-, ir-, anti-, sub-, inter-, super-, re-, auto-)	-able, -ible, -ably, -ibly endings	-ent, -ence, -ancy, -tion, -cian and related endings
 SPRING 2	Homophones, apostrophes for contraction and possession	Homophones and statutory spelling words	-cious, -tious, -ent, -ence, -ant, -ance endings	Silent letters, unstressed vowels, morphology and affixes
 SUMMER 1	Suffixes (-ly, -ally, -ment, -ness, -ful, -less, -sion)	Apostrophes for possession, -sure and -ture endings, -ous and -eous endings	Silent letters, words containing ough, apostrophes	Etymology, words containing ough, hyphens and apostrophes
 SUMMER 2	Prefixes (un-, dis-, mis-, in-, re-, super-), suffix -ous, silent letters, statutory spelling patterns	Advanced spelling patterns including gue, que, ch and sc spellings	Compound words, morphology, etymology and statutory spellings	Commonly misspelt words, revision of spelling strategies, morphology and etymology



KEY INFORMATION FOR PARENTS

- Your child will receive weekly spelling lists matched to their current stage.
- Practise the words regularly and help your child understand the spelling rules.
- Learning these patterns will support confident reading and accurate writing.

SUGGESTED WEEKLY ROUTINE



Monday
Learn the New Spelling Words



Tuesday
Practise the Spelling Pattern/ Rule



Wednesday
Test Previous Words



Thursday
Practise Difficult Words



Friday
Family Spelling Quiz



Weekend
Read and Revisit Tricky Spelling Words



Little and often is best! Regular practice at home makes a big difference.

Additional Homework Opportunities

From time to time, teachers may set optional homework linked to subjects such as **Science**, **Design and Technology (D&T)** or **Art**. These activities are not compulsory but provide a great opportunity for children to extend their learning, be creative and share their achievements with their classmates.

Pupils also have access to our online **Spanish learning platform**. Login details will be sent home, allowing children to practise and develop their language skills at their own pace.

These additional opportunities are designed to encourage curiosity, celebrate learning across the wider curriculum and allow children to explore their interests beyond the classroom.

Appendix (1) Good Teaching at Giles

BEFORE

READY!



Routines

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



Subject Knowledge

Teachers synthesise all relevant curriculum documentation, ensuring it is up-to-date and relevant to the current topic.



Resources

Everything is prepared and organised before the lesson begins. Resources are stored in a central location for easy access.

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.

AFTER

STOP

Review Learning

Examining work produced by pupils provides feedback on learning.



Recording & Sorting

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

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.

Appendix (1) Good Teaching at Giles

Appendix (1) Good Teaching at Giles

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 – 2023-2026												
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 - <u>Pengpals</u>	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 begin ning	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 7th 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 14th SEN -book look/pupil voice Weds 14th Yr4/5 VR workshop Thurs 15th - SH ELSA supervision AM (hosted at Giles) Fri 16th - 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 21st LW NPQEL Masterclass 3:30-5:30 Fri 23rd - Dodgeball Martins Wood (Year 5)	Module 17 - Accountability Partners	Science - planner meeting, book looks and assessment review
26th Jan	Monday 26th - Writing Moderation for all Year Groups at the Leys Weds 28th Dyslexia Training - Germany	SEN Deep Dives 26th-30th Jan Faith Week Tuesday 27th Jan Bridge Builders assembly 2:40 (Ross to introduce) Tuesday 27th- Finland Pizza Express AM Fri 30th - 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 3rd Feb-Turkey Pizza Express AM Fri 6th - 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 12th -Art competition-MM Tuesday 10th- Yr5 Mr Singh RW visit Deadline for data on Arbor by Friday 13th Friday 13th - 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.