

Teaching & Learning



Policy

Policy revised: May 2026

Aims

This policy:

- Explains how we create an environment at our school where children learn best and love to do so
- Summarises KFJS expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school
- Explains how we strive to raise standards of achievement for all children in our school
- Explains how we involve children, parents and the wider school community in children's learning and development

Our guiding principles

These are underpinned by our core values of *Belong, Believe, Aspire and Achieve*. We strive to make sure every child feels a strong sense of belonging within our school community, believes in themselves and their abilities, is encouraged to aspire high and develop ambition, and is supported to achieve their very best academically, socially and emotionally.

Our intention is to develop all children as individuals who are passionate about learning, so they are able to face the exciting challenges they encounter in life. Our learning behaviours are the foundation of provision for all children. They have opportunities to develop these behaviours, from keeping safe to taking risks in their learning, and everything in between.

Throughout their time at Kings Furlong Junior School, our children understand that:

- taking **responsibility** is key to developing independence and confidence
- having **respect** helps us to take care and consider others
- taking **risks** to try new things can sometimes go wrong but that is part of learning
- teamwork helps us to deepen understanding and master new skills
- being **curious** means we wonder and ask questions because we have enquiring minds
- making mistakes, having another go and finding things challenging helps to build **resilience**
- imagination, expression, inventing and designing are all aspects of **creativity** that help learning
- taking the time to **reflect** upon things is an effective way to learn and move forward.

Relationships are the foundation for success, including parents/carers, outside professional agencies, organisations and visitors supports positive outcomes for children. Kings Furlong Junior School is proud of its diverse community because of the opportunities that the children experience.

We are committed to an inclusive education for all children so they can be successful irrespective of starting points or background. Children are challenged and supported in their learning. Independence is fostered to enable children to progress and be ready for the next steps in their learning.

We believe that all children should have the opportunity to fulfil their potential whatever their background, identity and circumstances. We are committed to creating a curriculum and community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together – our children, staff, governors and parents/carers.

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If it is necessary to adapt the curriculum to meet the needs of individual children, then we do so usually in consultation with their parents. This may include children who have special needs, children with English as an additional language.

In most instances, by varying the curriculum, teachers provide learning activities which meet the needs of the majority of children in class. However, if a child has a specific educational need, the child's teacher discusses their concerns with parents and the school's special educational needs co-ordinator who decides on the best way to support the child. This may involve specific interventions, modified or personalised curriculum or additional adult support. If a child's need is more complex, the school considers submitting an application for an EHCP (Educational, health care plan). Part of this process involves working with an Educational Psychologist to support us when submitting the application.

All schools are expected to follow the requirements set out in the SEND Code of Practice.

As a school, we understand the importance of developing the whole child. Through our PSHE and RE curriculums, we promote pupils spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life so that it:

- develops pupils' knowledge, understanding and appreciation of their own and different beliefs and cultures, and how these influence individuals and societies
- promotes equal opportunities and enable pupils to challenge discrimination and stereotyping
- develop awareness and understanding of, and respect for, the environments in which pupils live, and secure their commitment to sustainable development at a personal, local, national and global level
- equip pupils as consumers to make informed judgments and independent decisions and to understand their responsibilities and rights
- promotes pupils' self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community
- develops pupils' ability to relate to others and work for the common good
- enables pupils to respond positively to opportunities, challenges and responsibilities, to manage risk and to cope with change and adversity
- prepares pupils for the next steps in their education, training and employment and equip them to make informed choices at school and throughout their lives, enabling them to appreciate the relevance of their achievements to life and society outside school, including leisure, community engagement and employment.

Pupils learn best at our school when they:

- have their basic physical needs met
- feel secure, safe and valued
- feel a sense of belonging to the group
- are engaged and motivated
- can see the relevance of what they are doing
- know what outcome is intended
- can link what they are doing to other experiences
- understand the task
- have the physical space and the tools needed
- have access to the necessary materials
- are not disrupted or distracted by others
- can work with others or on their own, depending on the task
- are guided, taught or helped in appropriate ways at appropriate times
- can practise what they are learning
- can apply the learning in both familiar and new contexts
- can persevere when learning is hard

- can manage their emotions if things are not going well
- recognise that all learners make mistakes and mistakes can help us learn.

Environment for learning

It is vital to instil a sense of worth and confidence in all children. Displaying children's work in a careful and sensitive way values their work and shows that we take genuine pride in it. The school environment is purposeful, welcoming and clutter free.

Our classrooms:

- are tidy and welcoming
- are stimulating, inspiring, organised and motivating environments which celebrate learning
- have interactive displays covering different subjects and areas of learning which include aids to scaffold learning such as English and maths learning walls
- are an environment which promotes equality

Our specific curriculum approach for English and maths is outlined below.

English

While children are at Kings Furlong Junior School, they learn English skills that equip them to meet the demands of the curriculum here, in the next phase of their education and throughout their lives. They have an appreciation of the written and spoken word. They read fluently and choose to read for pleasure. They express themselves verbally and on paper in an increasingly articulate and confident manner using precise and effective vocabulary. Their English skills are not a barrier to any ambition they may have. The design of our curriculum provides opportunities for the children to build cultural capital.

Reading and English lessons are taught on a daily basis. Teachers plan learning journeys in English and reading that enable the coverage of the curriculum as well as meeting the next steps of each child in their class based on effective Assessment for Learning (AfL). Adults and resources are deployed to best meet the needs of the children. Verbal feedback is given during the lesson and work is marked according to the school's Marking, Feedback and Presentation policy.

Spoken Language

We recognise the importance of making sure the children are exposed to high quality language and vocabulary as it underpins the development of reading and writing. Adults model the use of ambitious vocabulary in context and to teach new vocabulary frequently. Opportunities in English lessons as well as across the curriculum are designed to teach and develop the skills of discussion and explanation with increasing confidence and participation.

Phonics and early reading

Early in Year 3, children who scored below 40 on the Phonics Screening Check at Key Stage One are assessed for their phonological awareness so that any gaps can be addressed quickly. Children are also assessed for their understanding of the phonic code and placed in relevant groups if needed. The Read Write Inc (RWInc) synthetic phonics programme is deployed. Each group is run by a trained adult learning support assistant for 30 minute sessions, four times a week. The participants are assessed every seven weeks and groups are reorganised so children are taught the appropriate step. If there is a concern about the progress a child is making, additional support is put in place. Parents are informed if their child is taking part in the programme and when they have completed it. They are invited to a workshop to learn the importance of phonics and how the programme will impact on their children's reading. While children are on the programme, they are given the relevant phonic home reading books to support their learning. Children who join us at other points

in the year are assessed and placed on the programme if necessary. When children have secure phonological awareness and phonic code, they join their class for reading lessons. For further details, please see our Early Reading Policy on the school website.

Reading

Reading lessons take place every day. The curriculum is organised into domains. Each learning journey focuses on one domain. Journeys generally have a taught pathway and an application pathway for children to practise and develop the taught skills and have further support if needed. The children are taught reading strategies using a balance of high quality fiction, non-fiction and poetry. There are planned opportunities to be taught fluency and to develop stamina. Teachers support the children to bridge the gap from phonics to reading when they have finished the RWInc programme.

Each child has a colour banded reading book until they have a reading age of eleven. After this, they select books from the treasure chest of age appropriate books in their classroom before becoming free readers. Children are expected to read at home at least four times a week which is recorded in a reading log. If a child regularly falls below this expectation, appropriate actions are taken to either support parents or to support reading in school.

We hear early and priority readers in school on a 1-1 basis. Volunteers as well as school staff are deployed to do this.

The children visit the school library on a weekly basis and are encouraged to choose from a range of books and change them frequently. The School Library Service is deployed to ensure that the books are regularly updated and of high quality.

The value we place on reading is evident across our school. There are subject specific books used in projects as well as in reading and English learning journeys. Teachers share their favourite books and poems with the children and willingly lend their own books. The library is well-maintained and is designed to engage children with the range of books available. There are a series of events throughout the school year to promote books and reading such as author visits, book fairs and World Book Day. Each year group has a selection of key texts which are shared throughout the year to ensure that children experience good quality authors, a range of genres and are exposed to books which challenge the reader. Adults read frequently to children.

Writing

Writing journeys are planned with a clear outcome and purpose. Texts that drive the learning are carefully selected to meet the desired writing outcomes and to engage the children. Writing skills and their effect are taught for different text types. Children are taught flexibly based on their next steps and outcomes of AfL. The children edit their own work and clear, direct feedback is given within lessons and feedback is written in books either during lessons or subsequently. There is a high focus on the use of language so children can use ambitious, precise vocabulary confidently.

Spelling

Using the phonetic code, each class learns spelling rules and patterns. They also learn where spelling rules vary from this code and these spelling alternatives. In addition to this, each year group has its own set of 'orange words' to learn which incorporates the statutory spellings from the appendices on spelling included in the National Curriculum framework.

If children are not yet working at the KS2 level they will learn to spell the KS1 statutory words. This group of children will also learn relevant phonic patterns and spellings to correspond to their development in reading using the RWI sets 1,2 and 3.

Handwriting

Children are taught joined handwriting on a regular basis. The children are taught the school's handwriting style. When children demonstrate fluent, correctly formed joined handwriting, they write with a pen as long as they continue to write legibly.

Maths

Mathematics is important in everyday life and with that in mind, the purpose of Mathematics at Kings Furlong Junior School is to equip all children with the skills that enable them to be successful here and in the future. Children explore mathematical concepts and continually build on their mathematical fluency, reasoning and problem solving: children look to solve problems mentally whenever possible and understand a range of strategies in readiness to solve problems and justify answers. The design of our curriculum ignites a life-long passion for maths that can support all children with their future ambitions.

Mathematics is taught on a daily basis with each year covering the objectives set out in the National Curriculum. At Kings Furlong, we use the HIAS long and medium term planning with a strong focus on the essential skills within these plans. This provides children with the opportunity to build conceptual understanding before developing their understanding in readiness to problem solve. Sitting alongside our maths lessons, we also have regular mini-maths sessions which build on the fluency of key skills. Based on a range of assessment techniques, teachers planning is adapted within lessons, between lessons and for future domains so that misconceptions are tackled and the next steps for children are met, whether that be by developing a concept further or by tailoring learning needs to support understanding.

The skills involved with reasoning and problem solving are developed across all domains. The school's CVA (concrete, visual, abstract) approach is key in developing fluency, reasoning and problem solving in which learners calculate efficiently, justify and explain clearly and work resiliently. Individual, paired and group work all give children the opportunity to use different skills in a range of real-life and mathematical problems. Honesty cards are used by the children within lessons so that errors and misconceptions can be tackled at the earliest opportunity. For all mathematics learning, adults are deployed to best suit the targeted needs of the learners. This includes with groups of VLA learners who focus on revisiting the KS1 curriculum.

In delivering our curriculum, we make use of a wide range of resources that best support the needs of the children. These include, but are not limited to: Target Your Maths, White Rose, nRich puzzles, mathsbot.com, games and investigations, problems in context, Fluent in 5 and I see reasoning.

Times Tables

After learning a new times table through concrete and visual resources, children are given regular opportunities to embed their recall through pattern spotting, playing games, whole-school songs, etc. We teach children how best to use the 'stats' within Times Tables Rock Stars to set themselves personal challenges that increase their Automatic Training Mode, decrease their studio speed and increase their Sound check scores. We make use of frequent competitions to encourage self-motivation.

Teachers follow the school's times tables coverage map but we recognise that children's recall skills are not uniform and as a result, we give further support to children who need it. For those who demonstrate proficiency, we build on their times table recall by deriving other facts and teach them how to manipulate numbers.

In line with government expectations, all children in Year 4 undertake the MTC (multiplication tables check).

Foundation Subjects

Our curriculum is organised into core, foundation and RE learning. Core subjects, reading, writing and maths, are taught daily to all children. The majority of foundation subjects are taught in cross-curricular projects in order to maximise opportunities to apply skills and connect learning. Each project begins with a hook to motivate and engage pupils with what they are about to learn. Computing, PSHE, French, RE and PE are taught discretely and applied across the curriculum where appropriate.

Home Learning

We define home learning as any activity that children undertake outside of school lesson time, either on their own or with the support of family members. At Kings Furlong Junior School, we have a strong commitment to parental involvement and see home learning as one way of developing this partnership. In supporting children's mental health and wellbeing, we also recognise the importance of striking the right balance of home learning and time for children to relax, enjoy clubs (including those out of school) and for children to be children. For further information please refer to our Home Learning policy.

Effective teaching

Effective teaching is achieved through the following teacher standards:

- 1. Set high expectations which inspire, motivate and challenge pupils*
- 2. Promote at least good outcomes with many pupils doing better (exceeding)*
- 3. Demonstrate good subject and curriculum knowledge*
- 4. Plan and teach well-structured lessons*
- 5. Adapt teaching to respond to the strengths and needs of all pupils, make accurate and productive use of assessment*
- 6. Manage behaviour effectively to ensure a good and safe learning environment*

To facilitate this across the school a Teaching and Learning Coach is deployed to work with all staff.

All teachers set high expectations which inspire, motivate and challenge pupils

Teachers:

- create an atmosphere of mutual trust and respect where children know it's okay to make mistakes and believe they can succeed
- promote, model and exemplify positive attitudes to learning encouragement commitment and enthusiasm
- ensure their passion for each subject is evident and that there is a an understanding that learning is rewarding and enjoyable
- believe all children can succeed and pitch their teaching ambitiously for all groups of learners
- implement the school learning behaviours and rules and the all school policies and guidelines
- set targets that stretch and challenge all children
- have an expectation that everyone is involved in the process of learning and everyone can achieve
- ensure classrooms reflect a positive learning environment
- follow school policies to maintain a safe and stimulating learning environment

Promote at least good outcomes with many pupils doing better (exceeding)

Teachers:

- have strong subject knowledge
- be accountable for children's attainment, progress and outcomes
- have high expectation of progress for all children regardless of their ability
- promote a culture where mistakes are valued and seen as part of the learning process
- accelerate the learning of children falling below expected progress and attainment
- make regular and effective use of assessment and tracking data to shape teaching and learning
- have an excellent understanding of what children already know and can do
- be well prepared for Pupil Achievement Meetings and understand the importance of pupil tracking
- meet with and report on progress made for all children with the school's Achievement Leader
- have a good knowledge of vulnerable groups and the use of pupil premium
- make effective use of PLPs (personalised learning plans) and when relevant, IBMPs (individual behaviour management plans)
- ensure outcomes from staff meetings, Progress Achievement, book moderation and monitoring etc. are implemented
- share planning with support staff so they deliver effective learning
- reflect on lessons and their practice reflecting on their impact as follows:

Demonstrate good subject and curriculum knowledge

Teachers:

- implement the school's Teaching and Learning, assessment, SEND, Home Learning and other relevant policies
- take into account the school's progression of skills documents, curriculum guidance, NC, and year group plans
- implement the school's approach to teaching reading, writing, spelling, grammar and maths
- be proactive and involved in curriculum developments and INSET
- use AFL effectively to inform next steps
- adapt lessons to meet the needs of the learner and demonstrate an understanding of next steps or pre teaching that is needed

Plan and teach well-structured lessons

Teachers:

- ensure AfL is embedded in everyday practice and is used to inform teaching and learning and enable children to make at least good progress
- set learning objectives that are relevant to the needs of the learner and/ lesson
- provide feedback that is focused on the learning objective and will move learning forward
- use well planned success criteria (where relevant) to support learning
- pitch and plan the lesson to meet the needs of all learners, either through variation using scaffolding or challenge
- make sure learning is linked to the previous lesson to build on knowledge and understanding

- design and deliver tasks that engage pupils and challenge them to think
- provide appropriate challenges that engage children through effective use of first hand/real world experiences, investigative learning and range of teaching styles
- ensure all children are clear about the purpose of their learning and how they will achieve the learning intention
- teach and support the children in using success criteria or honesty cards to self-assess their own or their partner's work.
- group children effectively to meet needs use different groupings for children to meet their needs as appropriate to the lesson
- make effective use of guided groups to allow for highly focused and effective use of teacher time and expertise
- use encouragement and authentic praise to engage and motivate children in lessons

Children are:

- actively engaged during all parts of the lesson
- clear about what they need to do in order to improve their learning

Adapt teaching to respond to the strengths and needs of all pupils, make accurate and productive use of assessment

Teachers:

- implement the school's assessment policy
- make use of guided learning as a way to provide a bridge between whole class teaching and independent work
- provide effective feedback and teacher interventions to facilitate good progress
- ensure children are provided with regular and specific feedback to move their learning forward
- provide regular opportunities for children to develop their self-reflective skills and consider and respond to feedback
- make effective use of PLPs, IBMPs, EHCP targets to ensure all children are engaged and supported appropriately in their learning
- use pre-teaching as appropriate

Assessment

Assessment in all its forms is a powerful way of raising achievement. It is based on the principle that children will improve most if they understand the steps to achieving their learning outcome, where they are in relation to this aim, and how they can achieve the aim.

Assessment is the process of seeking and interpreting evidence to decide where the children are in their learning, where they need to go and how to best get there. For further information, please refer to our assessment policy.

Manage behaviour effectively to ensure a good and safe learning environment

All teachers:

- establish positive, pro-active, nurturing relationships with all children in their care
- implement the school's Behaviour Policy and strategies used in PBS training to support de-escalation
- have high expectations of behaviour and learning behaviours for all children
- to be consistent in their implementation of the school's Behaviour Policy
- plan learning activities appropriate to children's needs
- work closely with the SENDCO Leader and/or Inclusion Leader to plan work that matches the needs of children who are in receipt of EHCP

- work closely with 1-1 LSAs to implement behaviour strategies put in place
- review strategies and work closely with PBS (when required)
- plan a learning environment that is calm, clutter-free and beneficial to learning

As a team, we all contribute to the success and development of children at the school. Staff all have a responsibility for the outcomes of the children in either their group, class or cohort.

Learning Rewards

At Kings Furlong Junior School, we operate a learning point system. Children earn points for excellent learning or effort. These points are tallied and both individual and team rewards are given.

Individual rewards

Each classroom displays a chart which shows how learning points can be awarded. Points are tracked on a spreadsheet.

At the end of each week, the child who has collected the most learning points is awarded a special badge to wear the following week. A weekly certificate is awarded by the class teacher for an individual who has shown excellence in one of the school's learning behaviours. In addition to a certificate the child also receives a special head teacher sticker.

Individual learning points are totalled at the end of each half term. Depending on how many points a child has collected, they may be awarded a bronze, silver or gold certificate.

Learning points are added to the colour team system. At the end of each term the colour team with the most points takes part in a fun activity.

Teachers at our school:

- meet the expectations set out in the school's safeguarding, child protection, behaviour and feedback policy
- follow the expectations for teaching and professional conduct as set out in the Teachers' Standards
- take responsibility and accountability for PM targets
- make effective use of observing others, peer coaching, peer mentoring, working with the school's Learning coach
- respond to advice and feedback from colleagues
- actively engage parents/carers in their child's learning via phone calls, newsletters, website, letters, including clearly communicating the purpose of home learning
- update parents/carers on their child's progress during termly parents evenings, phone calls/meetings when relevant and produce an annual written report on their child's progress

Support staff at our school:

- meet the expectations set out in the school's safeguarding, child protection, behaviour and feedback policy
- know children well and differentiate support to meet their individual learning needs
- support teaching and learning with flexibility and resourcefulness
- use agreed assessment for learning strategies
- use effective marking and feedback as required
- feedback observations of children to teachers
- ask questions to make sure they've understood expectations for learning
- identify and use resources to support learning
- have high expectations and celebrate achievement

- demonstrate and model themselves as learners

Middle Leaders at our school:

- meet the expectations set out in the school's safeguarding, child protection, behaviour and feedback policy
- hold a clear knowledge and understanding of the children in their cohort
- drive improvement in their year team, working with teachers to identify any challenges
- moderate progress across their year group through book looks and analysis of data drops and use PPMs to adapt curriculum plans based on the needs of the child
- feedback frequently to SLT and outline actions taken to address the needs of the children and impact
- help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- sequence lessons in a way that allows children to make good progress from their starting points
- organise adults effectively within the year team to maximise progress
- encourage teachers to share ideas, resources and good practice

Senior leaders at our school:

- meet the expectations set out in the school's safeguarding, child protection, behaviour and feedback policy
- have a clear and ambitious vision for providing high-quality, inclusive education to all
- celebrate achievement and have high expectations for everyone
- hold staff and children to account for their teaching and learning
- plan and evaluate strategies to secure high-quality teaching and learning across the school
- manage resources to support high-quality teaching and learning
- provide support and guidance to other staff through coaching and mentoring
- input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- promote team working at all levels
- address underachievement and intervene promptly
- provide opportunities for supervision meetings to support the wellbeing of staff

Children at our school:

- take responsibility for their own learning, and support the learning of others
- meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
- be curious, ambitious, engaged and confident learners
- know what they need to do in order to make progress in their learning
- put maximum effort and focus into their work
- complete home learning activities as required

Parents and carers of children at our school:

- value learning
- encourage their child as a learner
- make sure their child is ready and able to learn every day
- support good attendance
- treat staff with respect
- when requested, attend meetings with staff at school

- participate in discussions about their child's progress and attainment
- communicate with the school to share information promptly
- encourage their child to take responsibility for their own learning
- support and give importance to home learning

Governors at our school:

- monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- monitor the impact of teaching and learning strategies on children's progress and attainment
- monitor the effectiveness of this policy and hold the head teacher to account for its implementation
- make sure other school policies promote high-quality teaching, and that these are being implemented

Monitoring and evaluation

We monitor teaching and learning in our school to make sure that all of our pupils make the best possible progress from their starting points. To provide a clear picture of the quality and consistency of practice across school, teaching and learning is monitored and evaluated through:

- classroom observations/learning walks
- sampling pupils' work
- sharing pupils' work throughout school and discussing quality
- moderation of pupils' work
- discussion with pupils

Review

This policy is reviewed annually by the head teacher, DHT and Learning Coach. At every review, the policy will be shared with the full governing board.

Links with other policies

This policy links with the following policies and procedures:

Behaviour policy

Assessment policy

SEN/SEND policy and information report

Marking and feedback policy

Home-school agreement

Home Learning policy

Performance Management policy

Equality information and objectives