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| **Stoke Hill Infant & Nursery School - Teaching and Learning Overview 2020-21** |
| **I****N****T****E****N****T****I****O****N** | ***A picture containing text, monitor, screen, electronics  Description automatically generated*Vision & Values** | **Inspire*** Teaching is inspiring
* The content of the curriculum is personalised to our schools
* There is a culture where everyone is passionate about learning
* We inspire each other by what we think, feel, say and do
 | **Discover*** We value diversity
* We help children to discover their unique interests and talents
* Children learn that it is not just what we can take from the world but what we can contribute that is important
* Quality talk and questioning sits at the heart of all we do
 | **Succeed*** The ethos of excellence is

 everywhere* We do all we can to prepare

children for life* We do all it takes for every child and
* family to be successful
* We make sure that children feel safe and happy so that everyone can truly shine
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| **The School Rules** | **Be Ready** | **Be Respectful** |  **Be Safe** |
| **Unique****Curriculum****Characteristics** | **Belonging**is characterised by developing children’s strong sense of belonging to the school and the wider community. | **Nature**is characterised by a focus on children acquiring knowledge, understanding and respect for the natural world. | **Critical Thinking**is characterised by children having rich and meaningful opportunities to become critical thinkers. | **Apprenticeship**is characterised by children developing creativity, though apprenticeship. |
| **Key****Skills** | **Every Child a Communicator** | **Every Child a Reader** | **Every Child a Writer** | **Every Child Numerate** |
| **Curriculum*****(see Progression Documents)*** | **C&L** | **PD** | **PS&ED** | **Literacy** | **Mathematics** | **UtW** | **EA&D** |
| **English** | **Maths** | **Science** | **A&D** | **Computing** | **D&T** | **Geography** | **History** | **Music** | **RE** | **PE** | **PSME** |
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| **I****M****P****L****E****M****E****N****T****A****T****I****O****N** | **Curriculum****delivery**  | **FASCINATE ~**A HOOK TO LAUNCHNEW PROJECTS orKNOWLEDGE | **ELICTATE ~**WHAT DO CHILDRENALREADY KNOW? | **EDUCATE ~**TEACH NEW CONCEPTS, KNOWLEDGE SKILLS & UNDERSTANDING | **CELEBRATE ~**SHARELEARNING OUTCOMES |
| **Assemblies and****Concerts** | **Charity and** **Community Events** | **Diversity****Calendar** | **Educational Visits/Visitors** | **Extra-Curricular****Activities** | **Outdoor** **Learning** | **Parent/Carer****Partnership** | **Remote** **Learning**  |
| **KELSO** **Children resolve their** **own small problems** | **‘10 a Day’****Children know how to** **keep mentally well** | **Growth Mindset** **Children have a ‘can do’** **attitude** | **I’m Stuck****Children are independent** **learners** |
| PedagogyPractitionerEnvironment | **Pedagogy***The science of teaching***Good pedagogy is evidenced through:*** **excellent subject knowledge**
* **golden thread (one objective/task**
* **explicit teaching of vocabulary**
* **planning for misconception**
* **objective lead learning**
* **sustained shared thinking**
* **talk partners**
* **purposeful practice**
* **meta-cognition (learning to learn)**
* **modelling**
* **working walls**
 | **Practitioner***Teachers and TAs***Practitioners work in four ways to facilitate or provide:*** **initial self-discovery learning**
* **co-learning**
* **scaffolded, self-directed learning**
* **direct instruction, then applied learning**
 | **Environment** *The Third Teacher***Our good environment is evidenced through:*** **continuity and progression**
* **opportunities to learn inside and outside**
* **a wide variety of outdoor learning spaces**

**Resources:*** **are high quality and authentic**
* **provide for continuity and progression**
* **provide for the needs of all learners**
* **can be used flexibly across the curriculum**
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| **Assessment** | **Daily/Weekly****Observation****See, Think, Wonder****Diagnostic Questioning & Discussion****Effective Oral and Written Feedback****Marking Code & Pupil Response****Self-Assessment** **Peer Assessment** | **Half term/Termly****Elicitation Moderation** **Whole Class Science and RE Books****End of Unit Assessment****PM Bench Marking in Reading****Sandwell Phonics and Mathematics****Tracking Progress Over Time** **Stoke Hill Graduated Response (SEND)****Personal Education Plan (PEP)** | **Yearly****EYFS Baseline****FS Profile Good of Development(GLD)****Y1 Phonic Screening Check****Y2 SATs** |
| **Ensuring****good** **progress** | **Wave 1*****Universal**** **‘Quality First Teaching’**
* **attendance**
 | **Wave 2*****Targeted**** **pre-teaching**
* **remediation programmes e.g. Better Reading Partners, Numbers Count**
* **targeted support in class by the practitioners e.g. precision teaching**
* **scaffolded resourcing**
 | **Wave 3*****Specialist**** **individual learning programmes**
* **individual/small groups provision, with high adult to child ratio in designated spaces e.g. Moonlight Classroom**
* **dual registration**
* **alterative provision**
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| **I****M****P****A****C****T** | **Reporting****Arrangements** | **Daily/Weekly*** **Reading Diary**
* **Willow Diary (SEND)**
 | **Half-term/Termly****Practitioners meet with parents/carers to*** **share progress, celebrate achievement**
* **set targets**
* **reports to Governors**
 | **Yearly** * **Annual Report to parents/carers**
* **EHCP Annual Review (SEND)**
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| **National attainment****Stoke Hill Learners****Transition to the next stage** | **Attainment and Progress****This evidenced by:*** **from their on-entry starting points, children make at least good but often very good progress**
* **GLD typically higher than the national average**
* **almost all children have passed the Phonics Screening Check by the end of Y2**
* **Y2 SATs results are at least in line with and in some subjects better than the national average**
 | **Characteristics of Stoke Hill Learners****Children possess:*** **a love for their school and the wider community**
* **an understanding of the natural world and a passion to care for it**
* **confidence and a sense of agency in the knowledge that their ideas are genuinely respected**
* **a desire to learn from others and confidence that they can also help others learn**
 | **Ready to Move On…****This characterised by children having:*** **Ready, Respectful and Safe behaviours in the school environment**
* **excellent communication skills with good English and maths knowledge and skills**
* **breadth and in some areas depth of knowledge**
* **a range of transferable skills**
* **a positive, ‘can do’ attitude**
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