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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 | | | | | | | | | | |
| **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 LAUNCH  NEW PROJECTS or  KNOWLEDGE | | | | | **ELICTATE ~**  WHAT DO CHILDREN  ALREADY KNOW? | | | | | | | | | **EDUCATE ~**  TEACH NEW CONCEPTS, KNOWLEDGE SKILLS & UNDERSTANDING | | | | | | | | | **CELEBRATE ~**  SHARE  LEARNING 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** | | | | | | |
| Pedagogy  Practitioner  Environment | **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** | | | | | | | | | | |
| **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)** | | | | | | | | | | |
| **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** | | | | | | | | | | |