
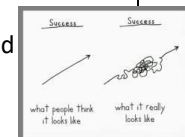


Stoke Hill Infant & Nursery School - Teaching and Learning Overview 2020-21



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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 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 <i>(see progression documents)</i>	C&L		PD		PS&ED		Literacy		Mathematics		UtW		EA&D			
	English	Maths	Science	A&D	Computing	D&T	Geography	History	Music	RE	PE	PSME				



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		ELICITATE ~ 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 and 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	Pedagogy The science of teaching Good pedagogy is evidenced through: <ul style="list-style-type: none">• excellent subject/content knowledge• golden thread (one objective/one task)• explicit teaching of vocabulary• planning for misconception• objective lead learning• sustained shared thinking			Practitioner Teachers and TAs Practitioners work in four ways to facilitate or provide: <ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• continuity and progression• opportunities to learn inside and outside• a wide variety of outdoor learning spaces Resources: <ul style="list-style-type: none">• are high quality and authentic• provide for continuity and progression		
	Practitioner									
Environment										

N T A T I O N		<ul style="list-style-type: none"> • talk partners • purposeful practice • meta-cognition (learning to learn) • modelling • working walls 		<ul style="list-style-type: none"> • 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 <i>Universal</i> <ul style="list-style-type: none"> • 'Quality First Teaching' • attendance 	Wave 2 <i>Targeted</i> <ul style="list-style-type: none"> • 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 <i>Specialist</i> <ul style="list-style-type: none"> • individual learning programmes • individual/small groups provision, with high adult to child ratio in designated spaces e.g. Starlight Daylight/Moonlight/Sunlight classrooms • dual registration • alternative provision

I M P A C T	Reporting Arrangements	Daily/Weekly <ul style="list-style-type: none"> • Reading Diary • Willow Diary (SEND) 	Half-term/Termly Practitioners meet with parents/carers biennially to: <ul style="list-style-type: none"> • share progress • celebrate achievement • set targets • reports to Governors 	Yearly <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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

We know that we will have been successful if children show us a thirst for knowledge and skills, and are everyday, curious and delighted to learn~