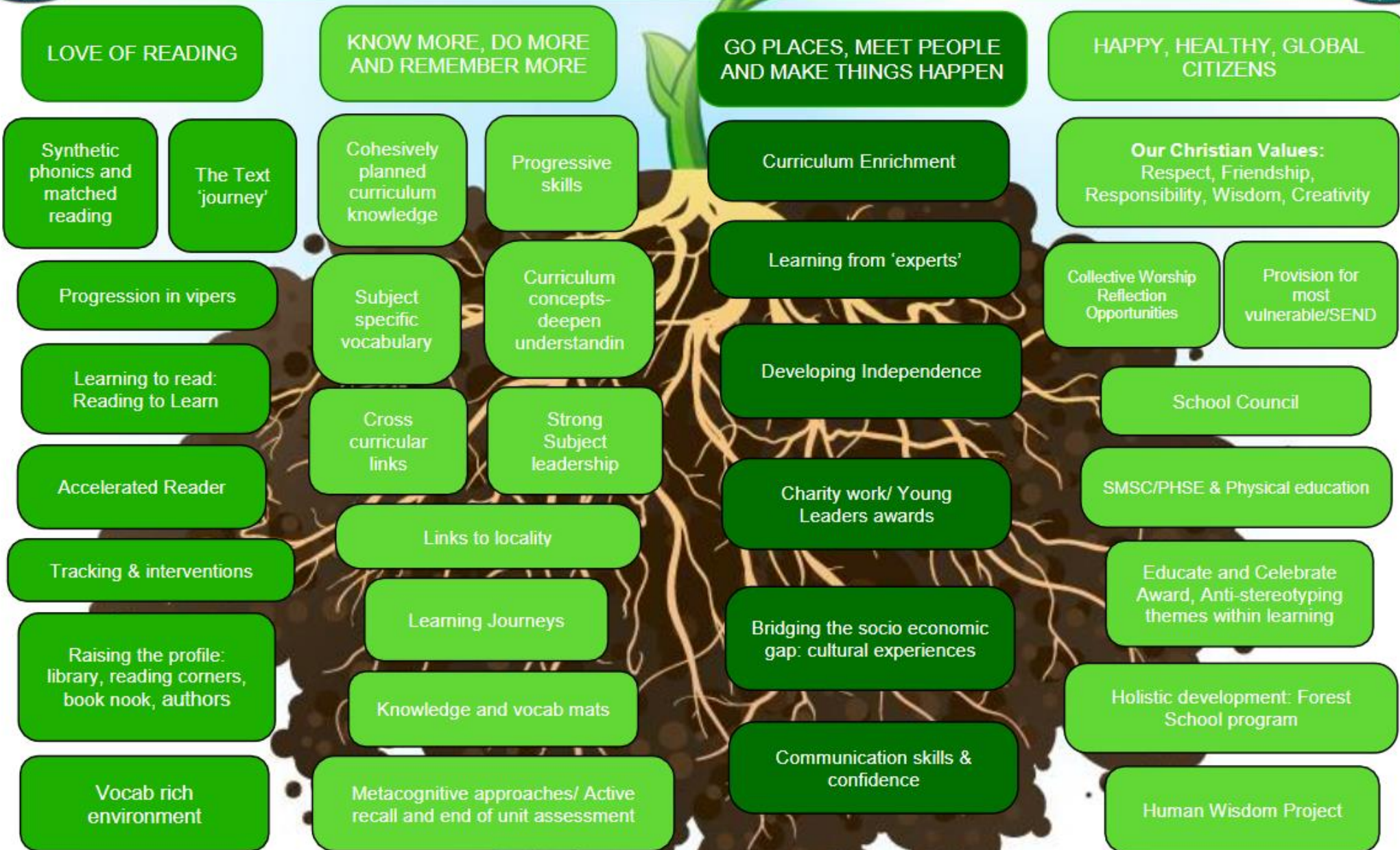




Staindrop CE Primary
School
Intent, Implementation
and Impact
2021-2022



'THROUGH GOD'S LOVE, WE ARE THE RICH SOIL WHERE ROOTS GROW AND SEEDS FLOURISH' Luke 8: 4-15





School Ethos:	‘Learning, laughter and friendship is at the heart of everything we do’					‘Through God’s love we are the rich soil where roots grow and seed flourish’							
Aims for our children:	To know more, remember more and be able do more.		To have the confidence and opportunities to go places, meet people and make things happen.			To be responsible global citizens.			To be happy and healthy individuals.				
School Values	WISDOM		RESPECT		FRIENDSHIP		RESPONSIBILITY			CREATIVITY			
Curriculum priorities:	Develop a love of reading	Deepen understanding through curriculum concepts	Full coverage of NC Content	Local Context	Coherent and cohesive knowledge and skills progression.			Creative approach to teaching and learning.	Educate and Celebrate Award		School values/COEL/ Distinctly Christian identity	Young Leaders award	Human Enquiry project
Curriculum Concepts:	Cause and effect	Significance	Change and continuity		Location and place			Health and wellbeing	Migration		Enquiry	Planning and decision making	
Concept development:	Units of work mapped out to revisit knowledge, skills and conceptual understanding progressively across school.	Concepts taught explicitly and within context to ensure understanding. Conceptual activities revisited.	Concept signposts develop progression in order to develop ‘Greater depth’ of understanding.					Development of conceptual vocabulary.			Strong and purposeful links made between prior teaching of concepts and subject knowledge within topics.		
Curriculum Design:	English	Mathematics	Science	History	Geography	Art	DT	Music	PHSE	Computing	RE	PE	MFL
	Taught in linked topics where appropriate					Taught explicitly							
EYFS	Literacy development	Mathematics	Understanding of the world		Communication and language development.		Personal, social, and emotional development.			Expressive arts and design	Physical development.		
Enrichment/Cultural capital	Enrichment activities	Whole school events	Interschool events		Educational visits			Visitors/experts in school	Transition/career activities		Outdoor learning/Forest school	Local area fieldwork	Charity/community work



Teacher Workload	High Quality CPD opportunities	Specialist teacher support	Program of study	Links with local secondary teachers	Teacher group planning sessions		Service level agreement	Network meetings				
Pedagogy	Explicit teaching of tier 2 and tier 3 vocab	Clearly defined subjects (not just 'topic')	Teaching of knowledge, skills and concepts interwoven		Meta cognitive strategies & AFL			Learning challenges		Explicit links made to prior learning		
Foundation subjects & Science	Child friendly learning journeys		Knowledge mats and active recall low stakes quizzing		Cross curricular writing opportunities	Development of presentational skills	Linked to quality texts / English texts		Homework challenge grids			
English	Systematic Phonics program leading into systematic spelling program	Quality text-based literacy units	Literacy texts mapped across school and through styles and genres	Rich writing opportunities for a variety of audiences and purposes.	Whole class guided reading using VIPERS	Phonics matched KS1 reading books		Accelerated Reader motivates and tracks KS2 reading		Personalized approach	Reading records/journals	
	Reading for pleasure e.g. book corners, library, book nook	Explicit Vocabulary teaching	Grammar skills taught in context.	Oral storytelling and shared/modelled writing	Whole school Projects and events e.g. WBD	Reading competitions and rewards		Drafting and Editing	S & L opportunities, drama and roleplay	Top down planning approach to develop skills and success criteria		
Maths	Small steps progression	CPA-Concrete, Pictorial Abstract	Varied Fluency	Problem solving and reasoning opportunities E.G. nRICH	Explicit Vocabulary teaching		Times Tables Rock stars	Working walls		Sentence stems		
EYFS	Objective led planning to cover all 17 areas	Overarching topics linked to children's interest	Continuous and enhanced provision	Outdoor provision	Online learning journals	Early reading opportunities	Early Maths opportunities	Oral storytelling	Daily phonics teaching		Ensuring children are 'Year 1 ready'	
Catch up/Pupil Premium/S END	Personalised education plans and targets	Rapid intervention- in or after the lesson	Whole class/targeted feedback	Structured interventions e.g. Lexia, Fresh start, Lego therapy		TA support	1:1 interventions e.g. daily reading, phonics		Progress tracking target children	Working with outside agencies		Rainbows groups



Teaching:	High levels of subject knowledge and confidence	Teachers Supported by subject leaders	Detailed curriculum long term plans support planning and have clear outcomes	Manageable and effective feedback & marking policy in place	Acceptable Work life balance. Staff have time within school hours for joint planning and CPD	Effective pedagogy & meta cognitive approaches	Manageable and assessment system to inform teaching and learning.	
Subject leaders	Well-Developed Subject Development plans	Robust and informative monitoring and Evaluation systems	Well mapped curriculum overviews	Regular Pupil voice	CPD impact evaluated	Knowledge of progress and attainment across school	Moderation of pupil outcomes	
Assessment	AFL feeds into daily planning	Live marking reduces time spent marking outside lessons and shapes lessons	Verbal feedback and Whole class feedback used within lessons as the most effective form of feedback	Rapid interventions enable children to 'keep up' with the rest of the class. E.g., 1:1 phonics tutoring	Attainment robustly assesses knowledge, skills, vocabulary and conceptual understanding through: Active recall low stakes quizzes Evidence in books and lessons Learning challenges/end of unit assessments	Termly/mid yearly assessments on Sims/tracking sheets are used to inform planning and passed on to next teachers.	Teachers can confidently identify examples of work showing 'Greater depth' of understanding	
Monitoring	Lesson visits and Learning walks by SMT, subject Leaders and Governors		Book Looks and works scrutiny as a staff, SMT and subject Leaders		Learning study groups	Pupil Voice	Parent, staff and Governor voice	Subject Link Governors
Including the wider community	School council	Head boy and Head girl	Pupil questionnaires	Parent Questionnaires	Staff questionnaires	Governors' meetings	Parents fully engaged with children's learning and wider school life	
Learning outcomes	High levels of progress for all children in all key stages.	High levels of attainment at the end of Key stages for all groups of children	Children can talk about their work and show understanding of powerful concepts	Children demonstrate appropriate knowledge and skills for their age group.	All Children are happy and want to learn	Behaviour and learning attitudes are excellent across school	Children can talk about their beliefs and the beliefs of others	Children demonstrate acceptance of others from different backgrounds and genders e.g., LGBTQ+
Outcomes for Pupils:	Pupils know more, remember more and be able to do more.		Pupils have the confidence and opportunities to go places, meet people and make things happen.		Pupils know how to be responsible global citizens.		Children are happy and healthy individuals.	



70 things to do before you leave Staindrop...

(some more than once)

Name:.....

Go on a welly walk	Visit a local museum	Bake bread	Paddle in a stream	Visit a school in another place	Write to a French pen friend	Visit the village luncheon club
Bring something in to show and tell	Use a fireman's hose	Visit a local castle	Visit a city Museum	Compete in a sporting event	Go to the theatre	Talk to an author online
Watch a play	Watch a punch and Judy show	Recite a simple poem or rhyme	Learn how to swim	Go for a walk up a hill	Bake a savory pie	Go down a Mine
Visit a local church	Make a healthy snack	Grow a plant	Play with shadows	Recite a poem	Experience life in the past	Stay away from home overnight
Sit in a police car	Visit a library	Charm worms	Make a volcano erupt	Create an art gallery	Find your way out of a maze	Perform in a play
Put on a puppet show	Hold a chick	Help bath a baby	Meet a local artist	Meet a scientist	Meet a Sikh person	Plan and help at a charity event
Have a picnic	Have a snowball fight	Visit a Cathedral	Build a bridge	Read an ancient Myth	Light a fire	Interview a local person
Blow bubbles	Go on a train ride	Perform a tribal dance	Learn some first aid	Make a smoothie	Climb a tree	Watch a TED talk on a topic that interests you
Celebrate Diwali	Perform a class story	Copy a famous artist	Take part in an election	Help in EYFS for an afternoon	Skype an expert	Read a classic poem
Make a mud pie	Ask a grandparent about the past.	Talk to a Buddhist	Do some yoga	Go on a boat ride	Read a Shakespearean play	Prepare a meal for someone