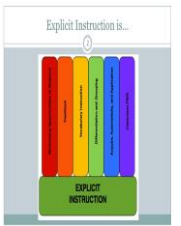


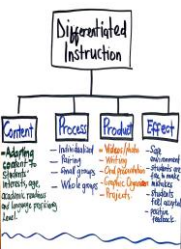





Teaching is complex but at Stonegate there are certain key elements that we have integrated into our daily practice to ensure its quality. The 'five-a-day' approach identifies evidence based key strategies, which research evidence from the Education Endowment Foundation suggests, has a positive impact across all phases and for ALL pupil groups.

1	<b>Explicit Instruction</b>  <b>(Including Using Technology)</b>	<b>Teacher led approaches with a clear focus on clear explanations, modelling, and frequent checks for understanding. This is then followed by guided practice, before independent practice.</b> <ul style="list-style-type: none"> <li>• Clear learning intentions which are shared with children.</li> <li>• Models are provided using first hand experiences or well-chosen appropriate paper / electronic materials. Visualisers are used to support reflection, tackle misconceptions and assessment.</li> <li>• Children reflect on and assess their understanding in each lesson.</li> <li>• Catch up and pre-teaching are used to prepare all children for successful independent practice.</li> <li>• Staff make a clear analysis of child progress and provide next steps.</li> </ul>	
2	<b>Cognitive and metacognitive strategies</b>	<b>Managing cognitive load is crucial if new content is to be transferred into the long-term memory of children. Provide opportunities for children to plan, monitor and evaluate their own learning.</b> <ul style="list-style-type: none"> <li>• Individual Lessons and the wider curriculum are placed into context and related to previous and future learning.</li> <li>• Reflective practice ('Reflective me') is used across the curriculum for children to highlight how first-hand experiences, or a series of lessons, have supported wider learning.</li> <li>• Sticker questions, related to Blooms Taxonomy, are used to deepen children's thinking and application of learning in its wider context.</li> <li>• Children reflect on and assess their understanding in each lesson.</li> </ul>	
3	<b>Scaffolding</b>	<b>When children are working on a task, provide a supportive tool or resource. Aim to provide less support of this nature throughout the course of a lesson, week or term.</b> <ul style="list-style-type: none"> <li>• Differentiated learning is seen in each lesson – this could be by activity, outcome or task.</li> <li>• Children are seen to make progress in each lesson and can explain what steps they have gone through to do so.</li> <li>• Scaffolded activities such as writing frames and partially completed examples are evident in books and any additional adult support or instruction is reflected and recorded in marking and feedback.</li> <li>• No ceiling on learning should be evident.</li> </ul>	
4	<b>Flexible Grouping</b>	<b>Allocate groups temporarily, based on current level of attainment. This could, for example, be a group that comes together based on an identified current need before re-joining the class.</b> <ul style="list-style-type: none"> <li>• Intervention groups are established by the SENCO (teachers) using assessment and individualised support programmes (may include Pre and Post teaching) are delivered by a highly skilled support staff team.</li> <li>• Expert practitioners from CLASS, Action Your Potential and Speech, Language and Communication support all staff with programmes of study and continued professional development.</li> <li>• Catch-up groups are established based on assessment (eg Phonics).</li> <li>• SEN TA focussed Covid catch-up intervention, or teaching support, has been established throughout the school.</li> <li>• Best opportunities and best actions are established by the whole team.</li> </ul>	
5	<b>Assessment for Learning</b>	<b>High-quality feedback to pupils is integral. Gathering feedback on how well children have learned a topic is important in enabling teachers to address any misunderstanding and provide the right level of challenge.</b> <ul style="list-style-type: none"> <li>• The National Curriculum provides the breath for knowledge and the Chris Quigley Essentials Curriculum provides the depth and assessment.</li> <li>• All pupils are encouraged to act on feedback.</li> <li>• Teacher's will use written feedback in the form of marking, oral feedback and peer feedback. The frequency, timing, focus and tone may vary.</li> <li>• Conferencing and end of term reflections support assessments across the curriculum and highlights the key knowledge children have learnt.</li> <li>• National Benchmarks support teachers and leaders to identify whole school trends.</li> <li>• Assessments are regularly made and analysed on Sims (data and Venns)</li> </ul>	

The Stonegate curriculum is broad and balanced ensuring a richness in knowledge for all children from Pre-School to Year 6. Using 'Golden Threads' associated with the local area, and are inspired to learn and know more. Children in all classes always demonstrate positive attitudes to learning making wide links across all areas of the National Curriculum.