









OUR SCHOOL VISION

St. Ann's Primary School 2022/23

Every Child	Every Voice	Every Dream
		

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We deliver our vision through RESEPECT

St Ann's Primary School Vision RESPECT - Every Child, Every Voice, Every Dream							
To promote...	R Representation	E Equity	S Success	P Protection	E Empowerment	C Communication	T Teamwork

Representation (was formerly Resilience linked to Learning Skills) because of the multi-cultural school being acknowledged as a strength and our new Curriculum – one that represents our school population and indeed society, in the 21st century.

Equity (was formerly Enterprise linked to Learning skills) to acknowledge the support and scaffolds that we need to implement to enable our pupils to succeed from their various starting points.

What can Stakeholders do to support our children to be able to deliver the vision?

These have been linked to the Right Respecting School Agenda which also formulate our school charter. Our charter is five of the UNICEF articles.



Article 12

Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.

Article 19

Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

Article 24

Every child has the right to the best possible health. Governments must work to provide good quality health care, clean water, nutritious food and a clean environment so that children can stay healthy. Richer countries must help poorer countries achieve this.

Article 29

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 30

Every child has the right to learn and use the language, customs and religion of their family, regardless of whether these are shared by the majority of the people in the country where they live.

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What should adults do in school?	<ul style="list-style-type: none"> - Adults value all languages, customs and religions of the school community and understand the richness and needs that this brings Article 30 -Policies and school curriculum reflects society in the 21st century i.e., neurodiversity, gender diversity, cultures, mental health and challenging stereotypes. 	<ul style="list-style-type: none"> -Develop every child's personality, talents and abilities - Article 29 -Meet all children from where they are, and aspire to dream big and 'to be the best they can be' - Article 29. -Urgently identify and reduce/remove barriers to maintain good pace of learning. 	<ul style="list-style-type: none"> -Ensure everyone has the opportunity to develop and use their talents and abilities Article 29 -Intelligently sequence the curriculum to help children know, do and remember more and prepare them for their next phase of learning -Praise/reward and celebrate success 	<ul style="list-style-type: none"> -Follow safeguarding procedures and keep up to date with policy and practice Article 19 -Educate children to keep themselves safe and make good choices in the context of St Ann's -Promote access to fresh water, nutritious food and a clean, safe environment Article 24 	<ul style="list-style-type: none"> - Develop children's confidence, self-esteem and resilience -Actively listen to children and encourage/support them to use their voice effectively - Article 12 -Teach children about rights and responsibilities -Inspire children to dream big - Article 29 	<ul style="list-style-type: none"> -Create opportunities for meaningful dialogue and help them to craft and clarify their thinking - Article 12 -Strategically expand children's vocabulary -Enable children to communicate in a variety of ways with an awareness of inclusivity 	<ul style="list-style-type: none"> -Work as a team collaborating respectfully with all stakeholders -Provide opportunities for children to work in a range of groups -Teach the skills and roles needed to participate effectively in a team
What should children do?	<ul style="list-style-type: none"> -Celebrate who they are and work in harmony with others - Article 30 -To have a voice and are represented in school decision making - Article 12 	<ul style="list-style-type: none"> - Have high aspirations for the future -Be prepared to have a go, take risks and be ready to act on feedback - Article 29 -To respect that not all children need the same amount of support - Article 30 	<ul style="list-style-type: none"> -Be resilient in their learning -Respect and support their peers when learning - Article 29 -Be proud of their own and their peers' successes - Article 12 	<ul style="list-style-type: none"> -Be confident to speak up and ask for help Article 12 -Make safe choices in and out of school and online -Know they have a right to be safe in both body and mind Article 19 	<ul style="list-style-type: none"> -Become independent. -Aspire to be what they want to be and challenge stereotypes - Article 29 -Know their rights and responsibilities and be able to express their opinions respectfully - Article 12 	<ul style="list-style-type: none"> -Communicate their views and opinions confidently and with respect - Article 12 -use a wide range of vocabulary when communicating -Be a good listener and think about other people's points of view Article 12 	<ul style="list-style-type: none"> -Co-operate and work as part of a pairing or a team in a variety of situations -Be willing to work with others and respect everyone's contributions -Encourage team members towards the common goal
What should parents do?	<ul style="list-style-type: none"> -Get involved with, and celebrate, school community events. -Support school and encourage their child to learn about diversity, respect, tolerance and addressing stereotypes. Article 30 	<ul style="list-style-type: none"> -Work in partnership with school to support reducing/removing barriers to learning for their child - Article 29 -Understand that children have different starting points in their education and may need different support - Article 29 	<ul style="list-style-type: none"> -Make time to talk to children about what they are learning and their successes, including in home language - Article 30 -Attend parents' meetings so they know how to help and support home learning - Article 29 	<ul style="list-style-type: none"> -Ask for help when they need advice and support -Provide a safe home environment with routines and boundaries -Ensure children eat healthily and have access to good health care - Article 19 	<ul style="list-style-type: none"> -Ensure their children know they believe in their potential and talents and pursue their dreams Article 29 -Support their child to be independent -Know their rights and responsibilities and be able to express their opinions respectfully - Article 12 	<ul style="list-style-type: none"> -Communicate with school in an open and transparent way -Make time to talk, play and learn with your child/ren -Listen to their children's views and opinions Article 12 	<ul style="list-style-type: none"> -Work in partnership with all school staff, respectfully, towards supporting their child -Encourage their child to be a team player and value everyone in the school community

Be ready, be respectful, be safe.

Cornerstones – Curriculum Maestro 2022

Concepts and Aspects linked to subjects
Progression – Essential knowledge & skills to allow for planned retrieval (knowledge)

Knowledge Organisers with selected vocabulary.

Built on research;

- Dual coding
- Cognitive load Theory
- Retrieval
- Pedagogy

Schemes used in;

- Computing – Purple Mash
- P.E – Live & Learn/ PE Planning.com
- PSHE – ROSIS Scheme
- R.E – Charanga
- Spanish – Language Angels

EYFS

- Elklan –Speech and Language Support
- Communication Friendly Setting Accreditation
- Early Talk Boost
- Tiny Talkers –Rotherham LA
- Early Language Lead Level 3 – FS Teacher - communication
- Early Language Lead Level 4 – Deputy Head
- DFE Typical Child Training - all staff

Foundation subjects

Vocabulary – ‘taught not caught.’
6 part teaching structure
EEF 5 a day research
Explicit instruction
Cognitive & Metacognition skills
Scaffold
Flexible grouping
Technology

Reading

Reading for Pleasure Agenda

- Promoting Home reading
- CPD linked to Teacher Knowledge
- Protected story time
- Informal Book talk
- Reading Clubs
- Parental Workshops

Reading for Purpose Agenda

Simple View of Reading –
Word Recognition and
Language Comprehension Processes
Strands linked to;
Scarborough 2001
EEF Reading Comprehension House

Maths

Mastery Approach – conceptual understanding and fluency

Priority Curriculum - NCETM/ Maths Hub -5 BIG ideas
Government Guidance 2020 Ready to Progress

Maths Coordinator is Primary Teaching for Mastery Specialist/ Professional Development Lead/ LLME - South Yorkshire Maths Hub

Fluency - Mastering Number Project – FS/KS1

KS2 Secure Understanding of Mental Maths Strategies

Specific Intervention e.g Number Sense/SDI/Tutoring/ Bespoke Learning journeys for ‘catch up.’

Writing

Pathways to Write - Mastery Approach

- Carefully crafted progression of skills and knowledge
- High quality whole class texts – reading into writing approach used
- Vocabulary teaching
- Retrieval of previous learning through Gateway and Feature keys

Pathways to Spell – whole school approach to word transcription (also linked to Little Wandle Phonics), vocabulary development and proof reading.

- Established Reading Spine
- Consistent daily teaching structure
- Specific Interventions e.g. Fluency project/ Pre-teach

- Little Wandle Synthetic Phonics Programme
- All Staff CPD
- Practice and Coaching
- Rapid Catch Up Programme
- Group and individual Interventions
- Reading Tutors