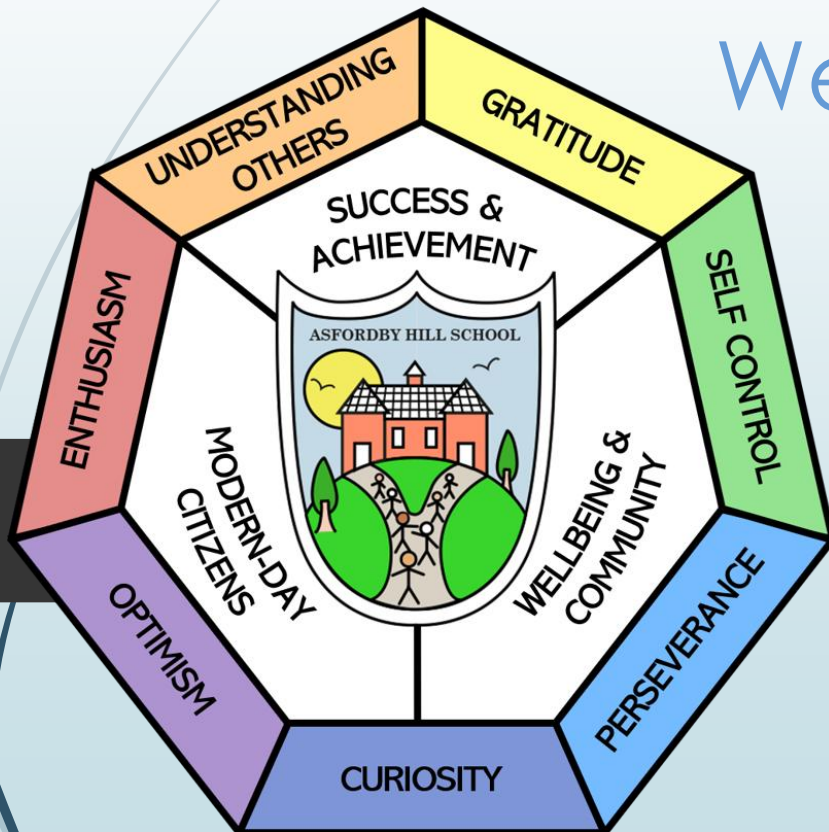
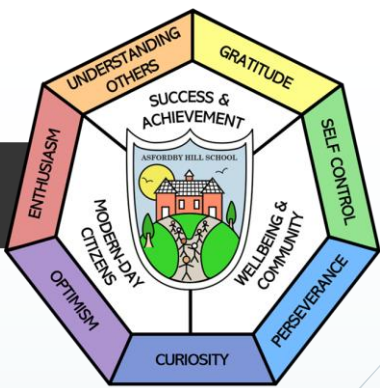


Welcome to Asfordby Hill Primary School



Individual Value; Valuing Individuals



Individual Value; Valuing Individuals

Our Vision & Aims:

Success & Achievement

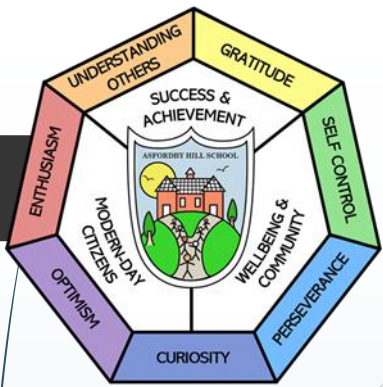
1. All children have their personal success celebrated.
2. All children achieve highly, regardless of background.
3. All children are resilient, respectful and confident learners.

Modern-Day Citizens

1. All children leave with deep, flexible knowledge.
2. All children leave literate, including digital literacy.
3. All children experience a rich, broad and balanced curriculum built on foundational British values.

Wellbeing & Community

1. All children are happy and safe at school.
2. All children equipped to take charge of their own wellbeing.
3. All children experience an excellent personal development program.

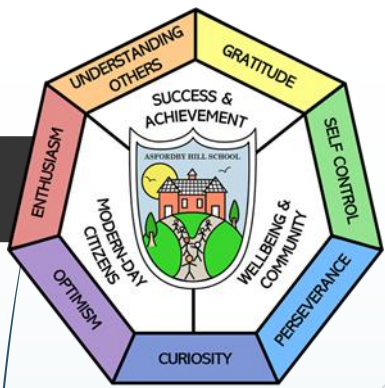


Individual Value; Valuing Individuals

Behaviour ...

**AT ASFFORDBY HILL WE ARE
READY, RESPECTFUL AND SAFE**

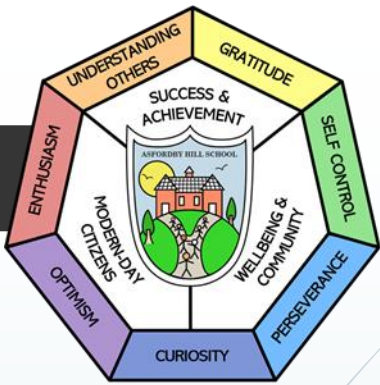
ENTHUSIASM UNDERSTANDING OTHERS GRATITUDE SELF-CONTROL PERSEVERANCE CURIOSITY OPTIMISM



Individual Value; Valuing Individuals

Our values and skills that permeate through everything we do – our rainbow!

- Enthusiasm
- Understanding others
- Gratitude
- Self-control
- Perseverance
- Curiosity
- Optimism



Individual Value; Valuing Individuals

ADAPTIVE TEACHING "microadaptations"

Inspired by Lyn Corno

DEFINITION AND PURPOSE
Microadaptations are subtle, often quick adjustments educators make to tailor their teaching strategies, content delivery, or assessment methods to better align with individual student needs during classroom activities. The goal is to enhance learning by making instruction more accessible and effective for all students.

DIFFERENTIATED QUESTIONING
Tailor questions during discussions or assessments to match different students' skill levels and comprehension, ensuring all students are challenged appropriately.

PACING ADJUSTMENTS
Slow down or speed up the instructional pace based on real-time assessments of student understanding, allowing time to consolidate knowledge or move forward when concepts are well grasped.

RESOURCE ALLOCATION
Provide additional resources like visual aids, interactive tools, or reference materials to students needing extra support or enrichment.

SCAFFOLDING TECHNIQUES
Implement scaffolding strategies that vary in complexity and support based on student performance during lessons, gradually removing supports as competence increases.

FEEDBACK TAILORING
Provide personalised feedback specific to each student's needs, focusing on areas of improvement and acknowledging successes to guide further development.

VARIED INSTRUCTIONAL METHODS
Employ diverse teaching methods, such as interactive demos, discussions, assignments, and digital tools, to engage students and meet different interaction needs.

ENVIRONMENTAL ADJUSTMENTS
Modify the physical or digital learning environment to accommodate sensory needs, such as adjusting lighting, noise levels, or the classroom layout to enhance focus and comfort.

FLEXIBLE GROUPING
Regularly change group configurations during collaborative activities to optimise peer interactions and learning dynamics based on students' social and academic needs.

TASK CUSTOMISATION
Teachers adjust assignments based on students' existing knowledge, optimising task complexity to enhance learning and engagement without offering choices.

Created by Andrew Whitworth



We structure lessons and activities so every child can experience success within the same challenging objectives.



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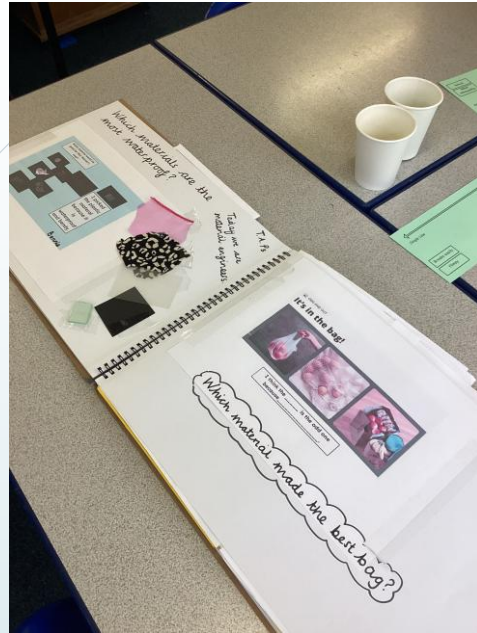
Some facts:

- ▶ Published admission number – 27
- ▶ Ofsted rating – good
- ▶ End of Key Stage 2 outcomes – above national averages
- ▶ Wrap around care available (8am – 5pm)
- ▶ After school clubs on offer
- ▶ Support staff in every classroom for over 90% of the week
- ▶ An active and crucial PTA – ‘Friends of Asfordby Hill’

A broad and balanced curriculum.



Individual Value; Valuing Individuals





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EYFS – Our Chestnut Class

- Supersonic Phonic Friends
- Daily working buddy supports settling in and friendships
- Transition afternoons available in June and July
- Pre-School visits





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Learning through play outdoors





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Enhancing learning

- Visits out
- Visitors in
- Clubs
- Performances





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After school clubs





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One big family working together!





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All things PE

