



Vision

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"Leaders and teachers do not place a ceiling upon what pupils can do and achieve, taking every opportunity to reinforce their high expectations."

(Ofsted, February 2020)

Every Child

All of our children can be successful, regardless of birth or background. We are aspirational for all. We focus on ensuring every child leaves our school literate and numerate. We believe that knowledge about the world is central to our pupils' success.

No Excuses

Every excuse is a step on the road to failure. We do not accept excuses and we do not make any either.

All children are taught the same curriculum. We never place low expectations on children with additional needs.

Every child has to achieve academic success if they are to succeed in the future.

High Expectations

All children, staff, school and community will live up to the exceptionally high expectations placed upon them. We all want our school to be the very best.

Exemplary Behaviour

Our school is a respectful and orderly environment, where teachers focus on teaching and pupils focus on learning.

Outstanding behaviour is taught, reinforced and recognised through our Five Golden Rules and poor behaviour is not tolerated. We are strict in our approach from the day children start our school at the age of four. We wear our smart school uniform with pride. Our mantra is: work hard, be kind.

Excellent Teaching

The most important thing that happens in our school happens in our classrooms. A teacher is the most important factor affecting pupil achievement. We work with our teaching staff to ensure excellent teaching and support them with training and development. Teacher instruction and subject knowledge is at the heart of this. To ensure no child is left behind, we monitor pupils' progress regularly and quickly identify when children need extra support and interventions.



Scaffolding – A rationale



What exactly is scaffolding?

In simple terms, scaffolding is putting strategic support into a lesson so that every child is better able to learn.

It can be whole class or individualised depending on need.

What do we need to know about scaffolding?

It is important that we use scaffolds responsively, evaluate their impact and gradually remove them over time as students become more capable.

What are the three types of scaffolding used?

Verbal, visual and written

“Scaffolding is a metaphor for temporary support that is removed when no longer required. It may be visual, verbal or written.”

SEN in Mainstream guidance report, EEF, 2020

What do these look like in the classroom?

What can it look like in practice?

Visual



Visual scaffolds may support a pupil to know what equipment they need, the steps they need to take or what their work should look like.

For example:

- A task planner
- A list of the steps a pupil needs to take
- Model examples of work
- Images that support vocabulary learning



Verbal



Providing a verbal scaffold may involve reteaching a tricky concept to a group of pupils, or using questioning to identify and address any misconceptions.

- "Let's look at this together..."
- "What have you done before, that will help you with this task?"
- "Don't forget, your work needs to include..."

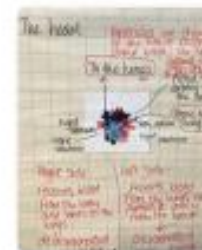


Written



A written scaffold will typically be provided for a pupil to support them with an independent written task. It could be the notes made on the whiteboard during class discussion; it could even be the child's own previous work used to support their recall.

- A word bank
- A writing frame
- Sentence starters





Can you explain verbal scaffolding in more detail?

Verbal Scaffolds involve the use of language to support learners in understanding and acquiring information. They provide additional guidance and clarification.

This helps to develop pupils' vocabulary and their ability to articulate their thinking in more depth. We want to encourage pupils to speak in full sentences as much as possible.

For example, we may use questioning to identify misconceptions, break down information into smaller chunks or repeat student answers back to them in full sentences:

Teacher: *'What does Earth orbit?'*

Student: *'The Sun'*

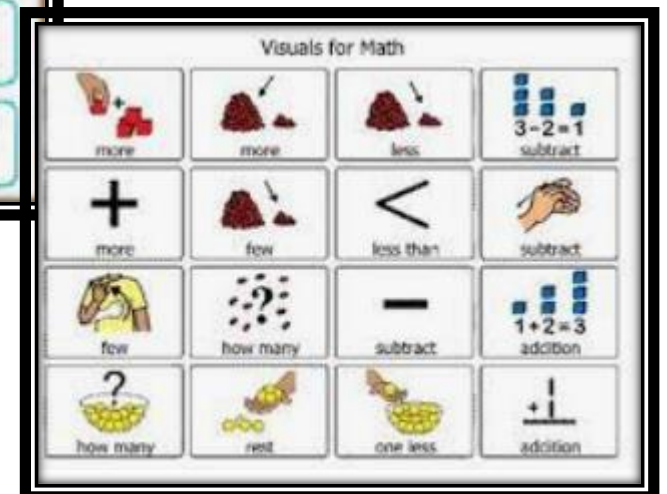
Teacher: *'Yes, that's right - Earth orbits around the Sun'.*

Can you explain visual scaffolding in more detail?

Visual scaffolds present information in a visual format. They help students to understand, organise and remember information more effectively.

Using **visual** scaffolds enhances the clarity of what we are trying to teach, making it more accessible for learners.

For example, we may draw a process on a working wall, show a knowledge organiser or provide images of keywords:



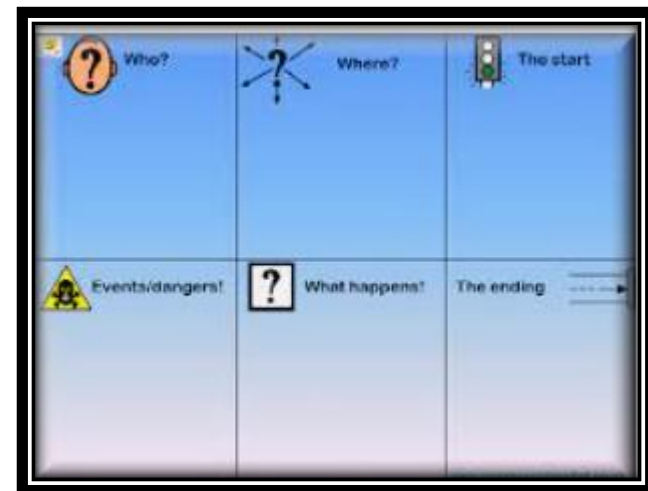
Can you explain written scaffolding in more detail?

Written scaffolds will typically be provided to a student to support them with an independent written task.

These scaffolds provide a structured framework, guiding students through the thought process.

For example, we may provide word banks, sentence stems or specific questions to trigger thinking:

‘For your task today, what happened to the population during the Victorian era and what impact did that have?’





Can you explain the main scaffolding strategies used at St Dominic Savio?

Visual	Verbal	Written
Checklists for completing tasks showing small steps	'Let's recap what we have learnt already'	Word bank of key spellings
Post it notes to plan out ideas for written tasks	'Your work needs to include....'	List of key vocabulary to use
Use of mind maps to scaffold ideas	'What can help you with this task?'	Knowledge organisers in foundations subjects
Concrete apparatus in maths • Maths packs in EYFS/KS1 and Maths classroom areas/cupboards KS2 for independent use. • Hundred squares/Times tables charts • Number lines • Dienes/Base 10 • Place value and plain counters • Unifix cubes • Number cards/fans • Practical fraction walls Concrete materials for shape/symmetry/measures	'What do we need to do first?'	Printing off the whiteboard slides and highlighting key text
Modelled planning of writing task for example planning grids	Talk partners TTYP Talk to your partner	Whiteboard support Explicit modelling on flipchart and displayed to support pupils
Visual aids to support learning eg Maps, Atlas, Timeline	'My turn, your turn' Teacher says the vocabulary and children repeat it	Access to dictionary to define key words



SCAFFOLDING STRATEGIES AT ST DOMINIC SAVIO CATHOLIC PRIMARY SCHOOL

	Modelling vocabulary used and explaining if needed	Adapted worksheets if needed
	“What is the first....second....step.”	Printable grids to support learners
	“What have you understood already that might help you?”	White Rose books for children to write in instead of copying calculations if required
	“How could we use our working to solve...?”	
	Orally rehearsing sentences and work to check for sense before writing ‘Hold a sentence’	